

USE THIS LESSON TO: explore the function of song in a piece of musical theater.

 45 minutes

OBJECTIVES: Students will...

-  Understand the roles of composer, lyricist, and music director in the theater.
-  Discover the function of song in a piece of musical theater.
-  Apply what they have learned about character and story to music.
-  Brainstorm an original song.

PROVIDED MATERIALS:

-  "Be Prepared" audio file (included on Experience Materials Disc)
-  Script Excerpt: Be Prepared

ADDITIONAL MATERIALS:

-  Method for playing music
-  Scenes created during Pride Work in Session 6

PREPARATION:

-  Print Script Excerpt: Be Prepared (one for each student).
-  Prepare method for playing "Be Prepared" audio file.

VIDEO:  10 minutes

- Play video: 7 Music.
- The video will lead students through their warm-up.
- The video will introduce the role of composer, lyricist, and music director. The video will also explore the function of music in musical theater.

GROUP ACTIVITY: **Defining the Purpose**  15 minutes

- Distribute Script Excerpt: Be Prepared.
- Ask for volunteers to read the scene aloud. When they reach the point in the scene where the song begins, play the "Be Prepared" audio file.

- Facilitate a discussion about the song's function within the scene using these prompts:
 - Why do you think the author chose to place the song there?
 - When does the singing begin?
 - What is the mood of the song?
 - Does it match the emotions of the scene?
 - What does the song tell us about the story?
 - What does the song tell us about the characters?

PRIDE WORK: **Creating a Song** ⌚ 10 minutes

- Divide your students into their Prides and distribute a Challenge Sheet to this session's Pride Leaders.
- Distribute the scenes created during Session 6's Pride Work.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.
- The Challenge Sheet will ask students to brainstorm their own song based on the scenes they wrote during Pride Work in Session 6.

SHARE: ⌚ 5 minutes

- Invite each Pride to share its scene and song.

REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- How did you choose where to place the song?
- How did you determine what the song would sound like?
- What did the song add to the scene?

PRIDE JOURNAL 7:

Invite your students to complete a journal entry in response to this prompt:

- Choose a moment in your life where emotions were high. Imagine that moment in your life as a moment in a musical. Write some lyrics to the song and describe what it would sound like.