



Musical Theater Composition

Presented by the Johnny Mercer Foundation and Alliance Theatre

The Songwriting Process
Unit Plan & Instructional Resources

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Program Overview:

Presented by the Johnny Mercer Foundation and the Alliance Theatre, the Musical Theater Composition video series is comprised of two distinct sections:

Section	Description	Video Objectives
Introduction to Musical Theater	1-hour resource video	<ul style="list-style-type: none"> • Demystify the process of launching a Broadway-bound musical at a regional theater • Provide a foundational understanding of “classic” song types • Emphasize the flexibility of the art form and the opportunity that lies in breaking with tradition • Contextualize historical and contemporary musical theater “giants” and writing teams • Identify example source texts (e.g. books and films) that inspired great works of musical theater
The Songwriting Process	(4) 10-15 minute instructional videos	<ul style="list-style-type: none"> • Feature a professional composer at work • Deconstruct the songwriting process, focusing on: Concept, Lyrics, Music, and Production • Guide students through the process of creating original musical theater songs

Purpose of Unit:

Designed to serve high school educators and students, each video includes access to free, standards-aligned lesson plans and instructional materials. This Unit Plan is intended to support teaching and learning connected to The Songwriting Process instructional videos. The Unit Plan is arts-integrated, meeting evolving objectives in Theater, Music, and English Language Arts.

Essential Questions:

- How do original compositions (songs) advance the plot of a musical?
- How does a composer generate ideas and make creative decisions to develop a song?
- How does collaborating with a creative team improve the quality of a composer’s work?
- How will you utilize the Songwriting Process to develop an original song?

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How to Use the Unit Plan:

This Unit Plan is designed as an educational resource for high school educators and students, but it is not a script! Each lesson plan is written in a 1-hour, virtual format. Please note that individual students, as well as in-person and/or hybrid classrooms may also enjoy these activities. Additionally, teachers are welcome to extend the length of each lesson agenda to allow time for re-teaching or additional class time to complete activities, as needed. The instructional resources provided are intended to serve as formative assessments, and the rubric provided is intended to serve as a final, summative of student learning throughout the Unit. Georgia Standards of Excellence, Common Core, and National Core Arts Standards are provided for each lesson. Each teacher who uses this tool is invited to mold and modify it to best serve each learner and classroom.

Throughout the Unit, each student will have the opportunity to collaborate within a small group. The “Artist Collaboration” time allotted in each lesson is intended to provide students with the opportunity to think out loud and share ideas with fellow artists (the same group throughout Lessons 1-5) before engaging in independent “Writer’s Workshops.” While others’ ideas or suggestions may appear in small group members’ original compositions, each individual student is ultimately responsible for composing at least (1) verse and (1) chorus of a new song.

Editable versions of all instructional resources are available. Teachers should determine how to disseminate and utilize these resources with students. For example, students can download the instructional resources and either save to a device or print from home.

Lessons 1-4 – Concept, Lyrics, Music, and Production
 Instructional Resource & Formative Assessment

Video #	Notes (Record Strategies and Tips Presented in the Video, Below)	Original Composition (Generate Ideas for Your Own Song, Below)	
#1 – Concept		<p><i>What will your original composition (song) be about)?</i></p> <p><i>Summarize (boil down) the concept into just one word.</i></p>	
#2 – Lyrics		<p><i>Word Dump:</i></p>	
#3 – Music		<p><i>Which sounds (instrumental or other) would best support the story?</i></p>	
#4 – Production		<p><i>(+) Song needs more:</i></p>	<p><i>(-) Song needs less:</i></p>

Lesson 1 – Concept Standards

Source	Standard
Georgia Standards of Excellence – English Language Arts, Literature and Composition (Grades 9-10)	<p>ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>
Georgia Standards of Excellence – English Language Arts, American Literature (Grades 11-12)	<p>ELAGSE11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>
Common Core Standards – English Language Arts (Grades 9-10)	<p>CCSS.ELA-LITERACY.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.A: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>
Common Core Standards – English Language Arts (Grades 11-12)	<p>CCSS.ELA-LITERACY.W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.W.11-12.3.A: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>
Georgia Standards of Excellence – Theatre Art, Musical Theatre	<p>TAHSMT.CR.1: Organize, design, and refine theatrical work.</p> <p>a. Analyze various theories of dramatic structure in a musical and explain how text, music, and movement can be used to advance the plot of a musical.</p>
Georgia Standards of Excellence – Music, Beginning Music Theory and Composition	<p>HSBMT.CN.1: Understand relationships between music and other fine arts in interdisciplinary contexts.</p> <p>a. Demonstrate an understanding of how the theory of music composition and analysis has been influenced by and integrated with other fine arts disciplines.</p>
National Core Arts Standards – Theatre	<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work - HS Proficient - TH:Cr1.1.I.c: Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.</p>
National Core Arts Standards – Music Composition and Theory	<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work - HS Proficient - MU:Cr1.1.C.Ia: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</p>

Lesson 1 – Concept Lesson Plan

Objective: Students will generate ideas regarding a personally relevant problem, situation, or observation in order to determine the concept for an original composition (song).

Agenda:

Description + Approximate Time	Directions
1. Do Now (5 minutes)	Upon arrival, welcome students and encourage them to utilize the chat feature to respond to the prompt: <i>What is your #1 favorite song? What, exactly, do you love about that song?</i>
2. Warm Up (5 minutes)	Invite the students to summarize (boil down) their favorite song into just one word that captures what it’s about. Utilize an online, interactive tool (such as polleverywhere.com) to collect responses and build a word cloud and discuss results.
3. Introduce Unit – Sit In (10 minutes)	Let the students know that they are entering a new unit of study, in which they will have the opportunity to: <ul style="list-style-type: none"> • Learn alongside a professional composer, Eugene H. Russell IV • Unpack the songwriting process, focusing on: Concept, Lyrics, Music, and Production • Create an original musical theater song <p>Share that Eugene H. Russell IV is the composer behind the music that appears in the Alliance Theatre’s production of <i>Sit-In</i> by Pearl Cleage. Directed by Mark Valdez, the production will stream January 8 – February 28, 2021. Throughout the instructional videos, Eugene H. Russell IV will share his process for creating a song called “House Is On Fire.” Students are invited to learn from his example, but their own musical theater songs can be about any problem, situation, or observation that is personally relevant to them. Play the Sit-In trailer.</p>
4. Mini Lesson – View Video #1 (15 minutes)	Provide students with the Instructional Resource for Lessons 1-4 (page 3). Students will use this graphic organizer throughout Lessons 1-4 to record notes pertaining to each instructional video and generate ideas for an original composition (song). Share the video and instruct students to complete the Video #1/Notes box as they view.
5. Artist Collaboration (10 minutes)	Break students into small groups (which will stay the same throughout Lessons 1-5) to discuss the following questions: <ul style="list-style-type: none"> • As a team, brainstorm a list of problems, situations, or observations that are personally relevant. • As an individual, pick one item from the list to inspire the concept of your original composition (song). • Allow time for each individual to share which item they chose, and why.
6. Writer’s Workshop – Concept (10 minutes)	Provide students with class time to independently explore the concept they selected for their original composition. Instruct students to refer back to the Instructional Resource for Lessons 1-4 (page 3) to capture ideas in the Video #1/Original Composition box. Model how you (the teacher) would use this space before releasing students to work.
7. Exit Card – Concept (5 minutes)	Ask students to share the following Exit Card information with you via private chat before departing: <i>What will your original composition (song) be about)? Summarize (boil down) the concept into just one word.</i>

Lesson 2 – Lyrics
Standards

Source	Standard
Georgia Standards of Excellence – English Language Arts, Literature and Composition (Grades 9-10)	ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Georgia Standards of Excellence – English Language Arts, American Literature (Grades 11-12)	ELAGSE11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Common Core Standards – English Language Arts (Grades 9-10)	CCSS.ELA-LITERACY.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCSS.ELA-LITERACY.W.9-10.3.D: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Common Core Standards – English Language Arts (Grades 11-12)	CCSS.ELA-LITERACY.W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCSS.ELA-LITERACY.W.11-12.3.D: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Georgia Standards of Excellence – Theatre Art, Musical Theatre	TAHSMT.CR.1: Organize, design, and refine theatrical work. a. Analyze various theories of dramatic structure in a musical and explain how text, music, and movement can be used to advance the plot of a musical.
Georgia Standards of Excellence – Music, Beginning Music Theory and Composition	HSBMT.CN.2: Understand music in relation to history and culture. a. Demonstrate an understanding of how music composition and analysis has historically been influenced by and integrated into the humanities (e.g. literature/poetry, cultural studies, philosophy, ancient and modern languages).
National Core Arts Standards – Theatre	Anchor Standard 1: Generate and conceptualize artistic ideas and work - HS Proficient - TH:Cr1.1.I.c: Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
National Core Arts Standards – Music Composition and Theory	Anchor Standard 2: Organize and develop artistic ideas and work – HS Proficient - MU:Cr2.1.C.Ia: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.

Lesson 2 – Lyrics
Lesson Plan

Objective: Students will brainstorm precise words and phrases, telling details, and sensory language to compose lyrics that reveal character and tell a story.

Agenda:

Description + Approximate Time	Directions
1. Do Now (5 minutes)	Upon arrival, welcome students and encourage them to utilize the chat feature to respond to the prompt: <i>Lyrics (words in a song) are a lot like poetry. Do you agree or disagree? Why?</i>
2. Warm Up (10 minutes)	Facilitate a “Lyrics or Poetry?” activity. Pick 5 brief excerpts from a poem (4-6 lines) or a song (one verse). Incorporate selections from the songs presented in the Introduction to Musical Theater resource video and songs identified as student favorites in the Lesson 1 Warm Up. After reading each excerpt, use a polling feature to invite students to indicate if they think the excerpt is actually lyrics or poetry. Discuss the results, revealing the answer after each polling question is conducted.
3. Mini Lesson – View Video #2 (10 minutes)	Refer students back to the Instructional Resource for Lessons 1-4 (page 3). Share the video and instruct students to complete the Video #2/Notes box as they view.
4. Artist Collaboration (15 minutes)	Break students into small groups (which will stay the same throughout Lessons 1-5) to discuss the prompt below. Each original composition (song) should reveal character and tell a story. As a team, brainstorm ideas to answer the following questions for each individual’s song: <ul style="list-style-type: none"> • Who is the character behind this song? • What are the character’s innermost thoughts and feelings about the topic? • Where does this song fit into the character’s story? <ul style="list-style-type: none"> ○ What happened the month, week, day, moment before they started singing?
5. Writer’s Workshop (15 minutes)	Provide students with class time to independently compose draft lyrics for their original composition. Instruct students to refer back to the Instructional Resource for Lessons 1-4 (page 3) to utilize the Word Dump strategy in the Video #2/Original Composition box. Model how you (the teacher) would use this space before releasing students to work. When the Word Dump is complete, students should begin to freely write the poetry (words and phrases) that will become the lyrics in their original compositions.
6. Share Out – Lyrics (5 minutes)	Invite 1-2 students to share an excerpt of their draft lyrics by reading them aloud like poetry. Before departing, all audience members should respond to the readings with at least 1 comment (“I liked...” or “I wonder...”) in the chat.

Lesson 3 – Music Standards

Source	Standard
Georgia Standards of Excellence – English Language Arts, Literature and Composition (Grades 9-10)	ELAGSE6L3b: Maintain consistency in style and tone.
Georgia Standards of Excellence – English Language Arts, American Literature (Grades 11-12)	ELAGSE6L3b: Maintain consistency in style and tone.
Common Core Standards – English Language Arts (Grades 9-10)	CCSS.ELA-LITERACY.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Common Core Standards – English Language Arts (Grades 11-12)	CCSS.ELA-LITERACY.L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Georgia Standards of Excellence – Theatre Art, Musical Theatre	TAHSMT.CR.1: Organize, design, and refine theatrical work. a. Analyze various theories of dramatic structure in a musical and explain how text, music, and movement can be used to advance the plot of a musical.
Georgia Standards of Excellence – Music, Beginning Music Theory and Composition	HSBMT.CR.2: Improvise rhythms and melodies.
National Core Arts Standards – Theatre	Anchor Standard 1: Generate and conceptualize artistic ideas and work - HS Proficient - TH:Cr1.1.I.c: Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
National Core Arts Standards – Music Composition and Theory	Anchor Standard 2: Organize and develop artistic ideas and work - HS Proficient - MU:Cr2.1.C.Ib: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary).

Lesson 3 – Music

Lesson Plan

Objective: Students will improvise rhythms and melodies to develop short musical ideas that support the lyrics of their original composition in both style and tone.

Agenda:

Description + Approximate Time	Directions
1. Do Now (5 minutes)	Upon arrival, welcome students and encourage them to utilize the chat feature to respond to the prompt: <i>What is your favorite style of music? Why?</i>
2. Warm Up (5 minutes)	Create a “soundscape” using the model lyrics that you (the teacher) created. Share an excerpt of your lyrics and invite students to build a “soundscape” using their voices to collaboratively improvise short musical ideas that support the lyrics in both style and tone. For example, lyrics about climate change might lead to a soundscape that includes sounds such as a ticking clock, dripping water (melting ice), thunder (severe storms), and sizzling (heat). Invite students to select a sound they feel connects to the lyrics, and layer those sounds to achieve a compelling, cumulative effect. When using a virtual platform, it may work best to select 4-5 students to participate at once, rather than the whole group at once.
3. Mini Lesson – View Video #3 (10 minutes)	Refer students back to the Instructional Resource for Lessons 1-4 (page 3). Share the video and instruct students to complete the Video #3/Notes box as they view.
4. Artist Collaboration (15 minutes)	Break students into small groups (which will stay the same throughout Lessons 1-5) to discuss the prompt below. Each original composition (song) should have a clear style and tone. As a team, brainstorm ideas to answer the following questions for each individual’s song: <ul style="list-style-type: none">• Which sounds (instrumental or other) would best support the story?<ul style="list-style-type: none">○ Create a “soundscape” that incorporates those ideas.• Pick one line from the lyrics and improvise rhythms and melodies to develop short musical ideas.
5. Writer’s Workshop Directions (5 minutes)	Explain that students will utilize the “Voice Memo” feature on an iPhone or iPad to capture short musical ideas. Use this time to model how to use the tool. As a note, different classrooms have access to different resources for composing music. This lesson plan will utilize the “Voice Memo” feature on an iPhone or iPad as an example method for capturing short musical ideas; however, educators should use the resource(s) available to each class and individual.
6. Writer’s Workshop (15 minutes)	Provide students with class time to utilize the “Voice Memo” feature to improvise rhythms and melodies for their original composition. Instruct students to refer back to the Instructional Resource for Lessons 1-4 (page 3) to capture ideas in the Video #3/Original Composition box. Model how you (the teacher) would use this space before releasing students to work independently.
7. Share Out – Music (5 minutes)	Invite 1-2 students to share an excerpt of their draft music by sharing audio or singing into their mic. Before departing, all audience members should respond to the share out with at least 1 comment (“I liked...” or “I wonder...”) in the chat.

Lesson 4 – Production
Standards

Source	Standard
Georgia Standards of Excellence – English Language Arts, Literature and Composition (Grades 9-10)	ELAGSE9-10W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
Georgia Standards of Excellence – English Language Arts, American Literature (Grades 11-12)	ELAGSE11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)
Common Core Standards – English Language Arts (Grades 9-10)	CCSS.ELA-LITERACY.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
Common Core Standards – English Language Arts (Grades 11-12)	CCSS.ELA-LITERACY.W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
Georgia Standards of Excellence – Theatre Art, Musical Theatre	TAHSMT.CR.1: Organize, design, and refine theatrical work. a. Analyze various theories of dramatic structure in a musical and explain how text, music, and movement can be used to advance the plot of a musical.
Georgia Standards of Excellence – Music, Beginning Music Theory and Composition	HSBMT.CR.3: Compose and arrange music within specified guidelines. a. Demonstrate characteristics of music through an original composition (e.g. unity, variety, mood, image, storyline). c. Arrange simple pieces for voices or instruments.
National Core Arts Standards – Theatre	Anchor Standard 2: Organize and develop artistic ideas and work - HS Proficient - TH:Cr2-I.b: Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.
National Core Arts Standards – Music Composition and Theory	Anchor Standard 3: Refine and complete artistic work – HS Accomplished - MU:Cr3.1.C.IIa: Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Lesson 4 – Production
Lesson Plan

Objective: Students will strengthen writing by revising, editing, rewriting, or trying a new approach, in order to produce at least (1) verse and (1) chorus of an original composition.

Agenda:

Description + Approximate Time	Directions
1. Do Now (5 minutes)	Upon arrival, welcome students and encourage them to engage in a poll: <i>Which musical theater role is most appealing to you?</i> <i>Writer / Composer / Actor / Audience Member</i>
2. Warm Up (5 minutes)	Inform students that today’s Warm Up will focus on establishing a clear point of view in their original composition (song) and further developing that character. Invite students to close their eyes to enter the character’s mind, quietly considering the following questions (in character) as they are read aloud: 1. Who are you closest to? 2. What would that person say about you, if asked? 3. What is your most dominant personality trait? 4. What worries you today? 5. What gives you hope?
3. Mini Lesson – View Video #4 (15 minutes)	Refer students back to the Instructional Resource for Lessons 1-4 (page 3). Share the video and instruct students to complete the Video #4/Notes box as they view.
4. Artist Collaboration (10 minutes)	Break students into small groups (which will stay the same throughout Lessons 1-5), allowing each artist time to reflect upon the following questions: <ul style="list-style-type: none"> • What have you produced so far? • What does your song need more of / less of? • Is there a new approach or angle you haven’t yet considered that might strengthen the song?
5. Writer’s Workshop (20 minutes)	Provide students with class time to independently refine their original composition. Instruct students to refer back to the Instructional Resource for Lessons 1-4 (page 3) to brainstorm “(+) more of” and “(-) less of” ideas in the Video #4/Original Composition box. Model how you (the teacher) would use this space before releasing students to work. When the brainstorm is complete, students should freely revise, edit, and rewrite to produce at least (1) verse and (1) chorus.
6. Exit Card (5 minutes)	Ask students to share the following Exit Card information with you via private chat before departing: 1. Agree or Disagree: My writing was strengthened today. 2. Yes or No: I have produced at least (1) verse and (1) chorus of an original composition.

Lesson 5 – Share Out
Standards

Source	Standard
Georgia Standards of Excellence – English Language Arts, Literature and Composition (Grades 9-10)	ELAGSE9-10W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
Georgia Standards of Excellence – English Language Arts, American Literature (Grades 11-12)	ELAGSE11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Common Core Standards – English Language Arts (Grades 9-10)	CCSS.ELA-LITERACY.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Common Core Standards – English Language Arts (Grades 11-12)	CCSS.ELA-LITERACY.W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Georgia Standards of Excellence – Theatre Art, Musical Theatre	TAHSMT.CR.1: Organize, design, and refine theatrical work. a. Analyze various theories of dramatic structure in a musical and explain how text, music, and movement can be used to advance the plot of a musical.
Georgia Standards of Excellence – Music, Beginning Music Theory and Composition	HSBMT.RE.1: Listen to, analyze, and describe music. d. Describe the uses of technical and expressive elements of music in terms of their effect on the listener.
National Core Arts Standards – Theatre	Anchor Standard 6: Convey meaning through the presentation of artistic work - HS Proficient - TH:Pr6.1.I.a: Perform a scripted drama/theatre work for a specific audience.
National Core Arts Standards – Music Composition and Theory	Anchor Standard 3: Refine and complete artistic work - HS Proficient - MU:Cr3.2.C.Ia: Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

Lesson 5 – Share Out
Lesson Plan

Objective: Students will listen to and share original music through the use of performance and/or technology.

Agenda:

Description + Approximate Time	Directions
1. Do Now (5 minutes)	Upon arrival, welcome students and encourage them to engage in a poll: <i>You will listen to and share original music today! Which part of the Share Out is most exciting to you?</i> <i>Listen / Share / Both</i>
2. Warm Up (5 minutes)	Engage students in a brief vocal (e.g. tongue twister) and/or physical (e.g. Mirroring) Warm Up to prepare for the Share Out experience.
3. Mini Lesson (10 minutes)	Review the Rubric (page 15) with students and check for understanding regarding the criteria for success. Advise students that <i>some</i> composers (at least 1 from each Artist Collaboration small group) will share their work with the class today, and <i>all</i> composers will submit their work to the teacher as a summative assessment. In other words, sharing with the class is not mandatory – students may opt in.
4. Artist Collaboration (10 minutes)	Break students into small groups (which will stay the same throughout Lessons 1-5), allowing each artist time to reflect upon the following questions: <ul style="list-style-type: none"> • Which member(s) of our group would like to share their original composition (song) with the class today? • Allow the member(s) time to preview their piece as a dress rehearsal and make any final revisions to the piece based on the group’s feedback.
5. Share Out (25 minutes)	Provide instructions for the culminating share out. Randomly determine the order in which composers will present, and share the Lesson 5 – Share Out Instructional Resource (page 14) so students can provide feedback on their peers’ presentations. After each presentation, pause to hear a few comments (compliments and questions) from the audience and invite the composer to respond, if time allows. In 25 minutes, approximately 5-6 students should be able to share. Additional class time may be allotted for the Share Out at the teacher’s discretion.
6. Summative Assessment (5 minutes)	Provide instructions on how <i>all</i> composers can submit their final, original composition as a summative assessment. Additionally, students are invited to submit their work to the Alliance Theatre and Johnny Mercer Foundation by Friday, April 16, 2021 here . Please inform students that there is absolutely no expectation for perfection - rough cuts and early drafts are welcome! Our teams will review the content submitted and select a few songs to workshop as new musical theater numbers.

Lesson 5 – Share Out
Instructional Resource & Formative Assessment

Musical Theater Composition
Part 2: The Songwriting Process

Share Out

Directions: complete this graphic organizer **as other composers share out** to provide feedback about your peers' original compositions.

Composer's Name	Title of Song	Compliment I LIKED...	Question I WONDER...

Lesson 5 – Share Out
 Rubric & Summative Assessment

Musical Theater Composition
 Part 2: The Songwriting Process

Criterion	Not Evident (0)	Beginning (1)	Intermediate (2)	Advanced (3)
CONCEPT: Original composition (song) set out a clear problem, situation, or observation.				
STORY: Original composition (song) established one or multiple point(s) of view, revealed a character, and creates a smooth progression of experiences or events to tell a story.				
LYRICS: are poetic, incorporating precise words and phrases, telling details, and sensory language.				
MUSIC: short musical ideas (rhythms, melodies, and sounds) support the story in both style and tone.				
PRODUCTION: Original composition (song) contains at least (1) verse and (1) chorus.				

Total: _____ / 15 points