

Unit 6: Playing with Word Patterns in Musical Theater Songs

Find Our Next Neighborhood

The Conductor will now take us from the Upper West Side to the Theater District to meet our next singer, Nathaniel. Have students turn to SG31 and help them do the following:

- Find Gerard in the Upper West Side of Manhattan.
- Find Nathaniel in the Theater District in Manhattan.
- Complete the maze that takes them from the Upper West Side to the Theater District.

Find Our Next Neighborhood

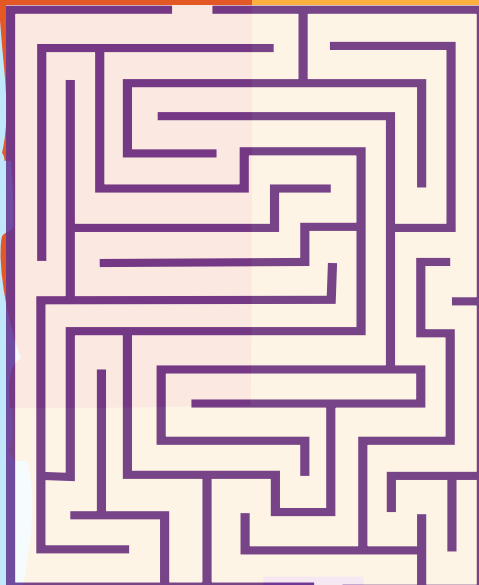
Find Gerard in the Upper West Side of Manhattan.
In the maze below, draw the path to Nathaniel in the
Theater District in Manhattan. Let's go!



Upper
West Side

MANHATTAN

Start *



Finish *

Theater
District



Lesson 1: Exploring Broadway

AIM: What do word patterns sound like in a musical theater song?

MATERIALS: Musical Explorers Student Guide, CD, CD player, Musical Word Wall

STANDARDS: US 1, 2, 5, 6, 8, 9; NYC 1, 2, 3, 4, 5


SUMMARY: Students will draw upon their New York City experience while relating to “Chim Chim Cher-ee.”

VOCABULARY: chorus, lyrics, melody, phrase

Broadway musical: a play with songs that is performed in the Theater District of New York City

Warm-Up and Activities


Perform the “Warm-Up Rhyme.”

Warm up with the “Sirens,” “Yawning Kittens,” or “Floating Balloon” exercises,  Tracks 3, 4, 5.

Vocal tip: Review all of the tips from this school year!

Sing “Eli Eliyahu,”  Track 34, “Blue Skies,”  Track 26, and the “Musical Explorers Song,”  Track 1.


Reflecting on the Fall

Sing “Adonde pertenezco” (“Where Do I Belong”),  Track 20, with the students. Remind the students of the collage they created and how they felt when they sang this song in the fall. With Joe, we sang and learned about American folk music, and with Nathaniel, we will learn about Broadway and the American musical theater tradition.

LOOKING: Exploring Broadway

- Have students look at images of Times Square and New York City’s Theater District on SG32. What comes to mind when they think of this area? Have the students ever visited Times Square? What did they do there? What is special about this area? How did it feel to be there?
- Point out the Broadway theater billboards to the students. Have any of the students ever heard or attended a **Broadway musical**? Have they ever seen a musical on television or in the movies? Which one(s)?
- Reveal that Broadway musicals are plays with songs. The songs help to tell the story and express the characters’ feelings. In songs from Broadway musicals, we can become anyone from any place in the world.

LOOKING AND LISTENING: Meeting the Chimney Sweep

- Reveal that a chimney sweep is someone who cleans chimneys. Ask the students why they think chimney sweeps are or are not important.
- The character Bert from the musical *Mary Poppins* is a chimney sweep in London, England.
- Listen to “Chim Chim Cher-ee” from *Mary Poppins*,  Track 40. This song is about how Bert feels being a chimney sweep. Ask students what the song says about the life of a chimney sweep. Which word inspired the **phrase**, “chim chiminey, chim chiminey, chim chim che-ree”? Do the students notice any patterns in the **melody** or **lyrics** of the song?

LISTENING: Learning “Chim Chim Cher-ee”

Chim chim - in - ey, chim chim-in - ey, chim chim cher - ee! A

sweep is as luck - y, as luck - y can be.

Chim chim-in - ey, chim chim-in - ey, chim chim cher - oo! Good

luck will rub off when I shake 'ands with you, Or

blow me a kiss and that's luck - y, too.

LISTENING: Learning “Chim Chim Cher-ee”

Using the call and response on Track 41, learn to sing “Chim Chim Cher-ee.” As students learn the **chorus**, ask them to follow the contour of the melody by looking at the London skyline on SG33. What do the students notice about the contour of the skyline? Where is there a big leap in the skyline? (It’s between the first two “chims.”)

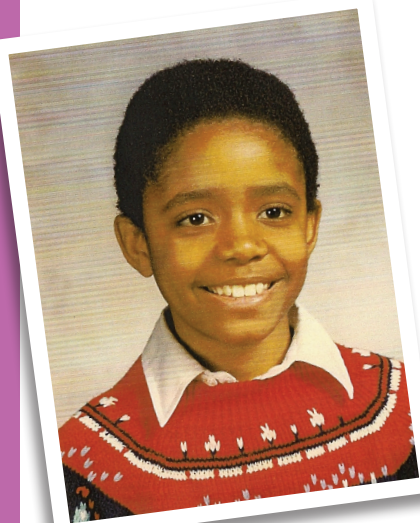
WORD WALL

Add the term *Broadway musical* to the Musical Word Wall.

Musical Extension

Compare the melody of “Chim Chim Cher-ee” with the chorus from “Blue Skies.” Use the skylines on SG25 and SG33 to note the similarities. Sing one right after the other to hear the comparison. Both melodies are built around a perfect fifth and use the first few notes of the minor scale. Compose an original melody using the first five notes of the minor scale. Practice singing it with the class. Create a New York City skyline to document the contour of the melody.

Meet Nathaniel!

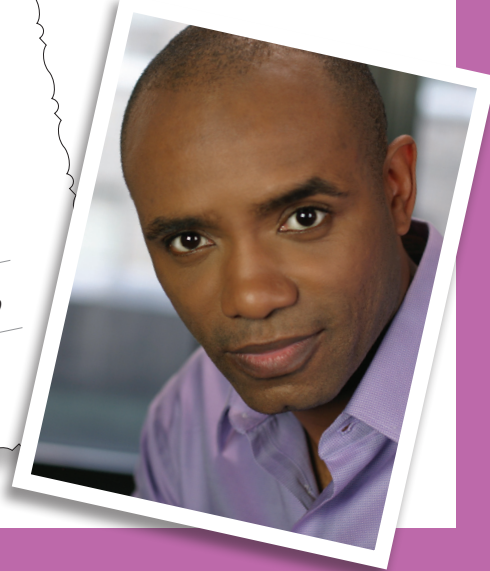


Dear Musical Explorers,
 Welcome to the Theater District
 of New York City! I was born in
 California and grew up in Wisconsin.
 I perform several times each week in
 The Lion King, where I play the part
 of Mufasa. I love singing many
 types of music, including opera
 and gospel. I am the oldest of
 five children and we grew up singing
 together as a family. Have fun
 exploring the music of Broadway.
 I will see you at Carnegie Hall soon!

Sincerely,
 Nathaniel



Musical Explorers
 c/o Carnegie Hall
 881 Seventh Avenue
 New York, NY 10019

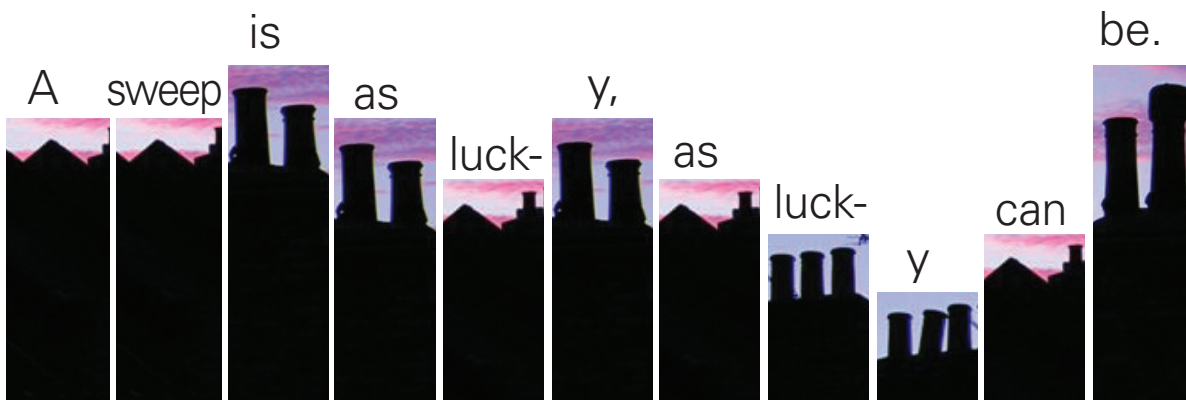
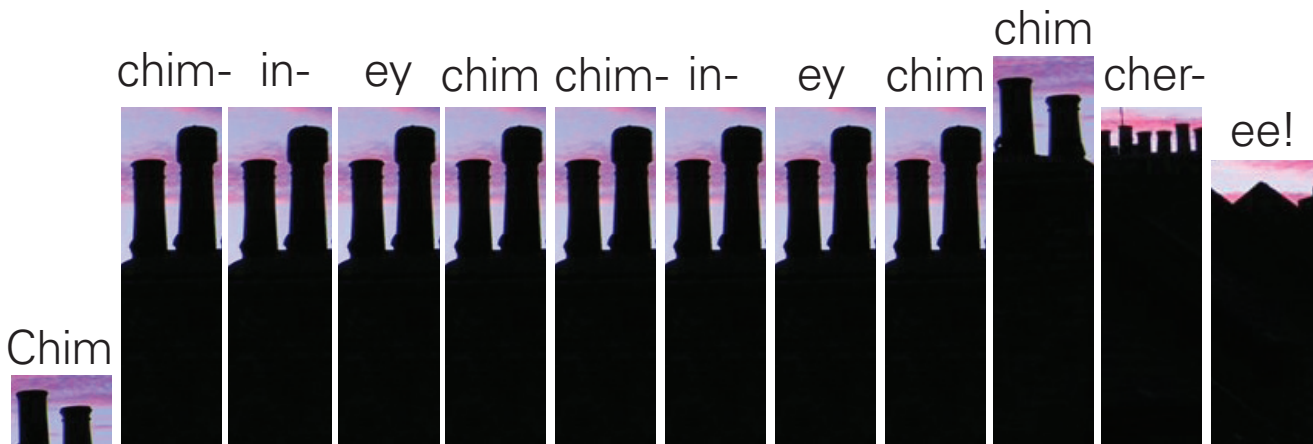




LOOKING: Does the skyline of chimineys look similar to the Sydney skyline?



LISTENING: Follow the skyline as you listen to the melody!



Lesson 2: Exploring “Oh, What a Beautiful Morning”

AIM: How can we create our own Broadway musical scene?

MATERIALS: Musical Explorers Student Guide, CD, CD player, pencils, markers, crayons, chart paper


STANDARDS: US 1, 2, 4, 7, 8, 9; NYC 1, 2, 3, 4, 5

SUMMARY: Students create an original scene in the style of a Broadway musical.

VOCABULARY: melody, rhythm

Warm-Up and Activities

Perform the “Warm-Up Rhyme.”


Warm up with the “Sirens,” “Yawning Kittens,” or “Floating Balloon” exercises,  Tracks 3, 4, 5.

Vocal tip: Review all of the tips from this year!

Sing “Chim Chim Cher-ee,”  Track 40; “Eli Eliyahu,”  Track 34; “Blue Skies,”  Track 26; and the “Musical Explorers Song,”  Track 1.

LISTENING AND CREATING: Setting the Scene

Explain to the students that in Broadway musicals, the actors can transform into anyone from any place! Share the background of the song “Oh, What a Beautiful Morning” from *Oklahoma!* with the class. In the song, a cowboy from Oklahoma named Curly is walking to his girlfriend’s farm on a beautiful country morning.

- Listen to the song,  Track 43, with the class and ask the students to imagine the character and setting in their heads.
 - Divide the class into half and ask one half of the students to think about Curly as they listen. *Who* is he? *What* is he singing about? *Why* is he singing? *How* does he feel?
 - Ask the other half to think about the setting. *When* is Curly singing? *Where* is he singing? *What* does he see?
 - Have students draw a picture of the scene on SG34.
- Create a few simple sentences of narration to set up the song based on the students’ responses, for example, “Curly is a cowboy from Oklahoma. He is walking to his girlfriend’s house in the morning. He is amazed by the beauty of the world around him. He feels so happy that he wants to sing a song!”
- Create a simple pantomime movement for each sentence in order to enact the scene. All students can pretend they are Curly by doing the movements simultaneously.
- Listen to the song after performing the set-up. Ask students to listen for patterns in the words—especially for words and phrases that are repeated. Share students’ responses to the song after listening.

CREATING: Class Musical Scene

- Review the songs that the students have learned so far this year in the Musical Explorers curriculum and sing short excerpts of the songs with the students.
- Create a set-up for one of the songs in the manner of the previous activity. Imagine a character or group of people who might be singing the song. Ask the students to consider the same questions as earlier: *Who* is singing? *What* are they singing about? *Why* are they singing? *How* do they feel?
- Now ask the class to imagine a setting for the song. *When* is the song being sung? *Where* is the song being sung?
- Create a few simple sentences of narration to set up this song, in the style of a Broadway musical. Have students create a simple pantomime to enact the scene before they sing the song together.
- Ask the students to notice the kinds of patterns they hear in the song (for example, patterns of **rhythms**, **melodies**, or words.)
- Perform the selected song—complete with the original narrative—for other classes or parents.

Musical and Creative Extensions

Tie together several of the songs from the curriculum by creating a narrative. Develop your own original musical play, complete with characters and setting! Rehearse the musical play with the class and share with the school community.

CREATING: Draw a picture of Curly singing “Oh, What a Beautiful Morning.”

