

TEACHER PACKET

HMT

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by
beat



**SUPER
HAPPY
AWESOME
NEWS!**

A VIRTUAL MUSICAL

**HI-LINERS
MUSICAL THEATRE**



MUSIC & LYRICS BY **DENVER CASADO**

BOOK BY **JESSICA PENZIAS**

Director **Kathleen Edwards**

Music Director **Francis Ho**

THE SHOW MUST GO ONLINE is presented through
special arrangement with Beat by Beat Press
www.bbbpress.com



COMMON CORE

STATE STANDARDS

The Hi-Liners believe that seeing the show and asking the questions on the following pages can help you meet these Common Core State Standards:

ENGLISH LANGUAGE ARTS

- RL.1 Ask and answer questions about key details in a text.*
- RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.*
- RL.3 Describe characters, settings, and major events in a story, using key details.*
- RL.6 Identify who is telling the story at various points in a text.*
- RL.9 Compare and contrast the adventures and experiences of characters in stories.*
- W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*
- W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

SPEAKING AND LISTENING

- SL.1 Participate in collaborative conversations with diverse partners about grade-specific topics and texts with peers and adults in small and larger groups.*
- SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.*
- SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.*
- SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.*
- SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.*



SOCIAL EMOTIONAL LEARNING

WASHINGTON STATE STANDARDS

On January 1, 2020 the State of Washington adopted six K-12 Social Emotional Learning Standards and Benchmarks. They recognized that social emotional learning (SEL) should be an integral part of every student's educational experience.

SELF

STANDARD 1 - SELF-AWARENESS - Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

STANDARD 2 - SELF-MANAGEMENT- Individual has the ability to regulate emotions, thoughts, and behaviors.

STANDARD 3 - SELF-EFFICACY- Individual has the ability to motivate themselves, persevere, and see themselves as capable.

SOCIAL

STANDARD 4 - SOCIAL AWARENESS - Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

STANDARD 5 - SOCIAL MANAGEMENT- Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

STANDARD 6 - SOCIAL ENGAGEMENT- Individual has the ability to consider others and show a desire to contribute to the well-being of school and community.



WASHINGTON STATE

THEATRE ARTS LEARNING STANDARDS

In 2017, the Office of the Superintendent of Public Instruction adopted new arts standards for schools in Washington State. These standards include dance, media arts, music, theatre, and visual arts.

ARTISTIC PROCESS: UNDERSTANDING AND EVALUATING HOW THE ARTS CONVEY MEANING

ANCHOR STANDARD: PERCEIVE AND ANALYZE ARTISTIC WORK

Performance Standard: With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Suggestions for your class:

- *Describe what you saw, felt, or heard during the performance.*
- *What was your favorite character action or plot part? Why?*
- *What was the purpose of this show (to entertain, inform, persuade, or describe)?*
- *What are your opinions about the costumes, props, and setting?*
- *Discuss the elements of theatre (character, plot, setting, conflict, dialogue, and theme).*
- *How was watching this show similar or different from other shows you have watched?*

ANCHOR STANDARD: INTERPRET INTENT AND MEANING IN ARTISTIC WORK

Performance Standard:

- a. With prompting and support, identify preferences in an age-appropriate theatre performance.
- b. With prompting and support, name and describe settings in dramatic play or a guided drama experience.

Suggestions for your class:

- *Describe or draw scenes from a performance that show a character's actions or emotions.*
- *Explain personal opinions regarding the choices made by the actors in a performance (for instance, choices about facial expressions, voice, and movement).*
- *Explain the causes and consequences of a character's actions in a dramatic performance.*
- *Draw a picture of one's favorite scene from a play or recorded performance viewed by the class; in the picture, show how the scene made one feel.*

ANCHOR STANDARD: APPLY CRITERIA TO EVALUATE ARTISTIC WORK

Performance Standard: With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Suggestions for your class:

- *Discuss the actions and behaviors of individual characters, including the choices they made.*
- *Choose a different story or fairy tale and explain how the character voices should sound and how the characters should act.*
- *Discuss how the actors create the “magic” on the stage.*

ANCHOR STANDARD: RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND HISTORICAL CONTEXT TO DEEPEN UNDERSTANDING

Performance Standard: With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Suggestions for your class:

- *Describe and/or draw the characters in a story after hearing it, or in a play or movie after seeing it.*
- *Compare what you saw in *The Hi-Liners’ Super Happy Awesome News* to the other musicals you have seen.*
- *Discuss the portrayal of the newscasters in the musical as compared to real life.*





BACKGROUND

UNDERSTANDING THE STORY



SYNOPSIS

Two siblings launch rival good news networks and find themselves competing for the title of happiest news show. Soon, their correspondents are in a whirlwind of ecstatic musical reporting – from joyful weather forecasts, to cheerful cooking segments and blissful political updates! But, when vulnerability starts peeking through the euphoric facade, they're left wondering: is there room for raw honesty on a super happy broadcast? This new virtual musical (designed specifically to be rehearsed and performed remotely), incorporates real stories from kids age 7-14, offering a positive outlet for them to express their emotions.

BACKGROUND

When the 2020 pandemic hit last March, many schools and businesses found themselves in an unprecedented situation.

Some theatre groups had to close and others had to find a way to keep their doors open virtually.

Super Happy Awesome News is one of the first of its kind: a musical written to be rehearsed and performed remotely.

Hi-Liners Musical Theatre took on this challenge. What you will see is their second online musical, acted by 10 young actors who filmed their scenes at home using family members as their 'film crew.' These actors came from all parts of Washington and as far away as Saudi Arabia.





DISCUSSION

UNDERSTANDING THE STORY

BEFORE WATCHING THE SHOW

Students may benefit from thinking about some essential questions before watching the show.

- Think back to when the pandemic first began closing things down. Was it a surprise to you? Were you expecting it? What did you feel about the closures? Did these feelings change over time?
- Many people are feeling sad or lonely because of the quarantine, remote learning, and the loss of social interaction. How are you feeling at this time?
- When you are feeling down, what do you do to make yourself feel better or to keep yourself busy?



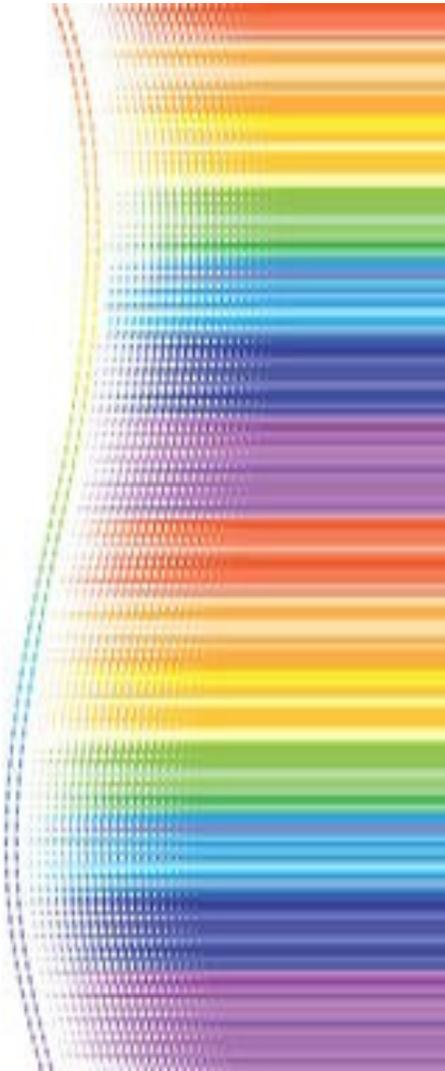
SUPER HAPPY AWESOME COOKING
MAKE EVERY DAY GOURMET!

SUPER HAPPY AWESOME NEWS!



GAMES AND ACTIVITIES

FOR THE CLASSROOM



Headlines - Remote or in-person

Group Size: Variable

The teacher gives the students a 'BONG!' each student should come up with a News Headline (**AKA:** 'News at Ten'). The teacher can change the category to: Sentences you might hear in a 'Nature' programme, on a 'Game Show', a 'Weather Report', a 'Sports Programme', a 'Cookery Show', 'X Factor', 'Cartoon'... A great game to get the class thinking quickly.

Pro tip: The teacher gives the students the first line. For example, "You're in the wild and a lion is sneaking up on the right..."



TV Channels - Remote or in-person

Group Size: Variable

Players are various television programs. The teacher assigns a 'channel' for each student: Disney Channel, Cartoon Channel, Animal Planet, etc. The teacher is elected the 'Hopper' and changes channels by calling out the student's name or number. Students act out a show, a commercial, or anything else that can be seen on tv.



GAMES AND ACTIVITIES

FOR THE CLASSROOM

Props - Remote or in-person

Group Size: Variable



The students in this musical had to find items in their house to use as props. Many of the items used as props were not used in the way it was meant to. (Notice that the microphone on the left is made with a painted tennis ball and toilet paper roll).

In this game, children are asked to go and find a prop from their house. Teachers-be sure to give a time limit - count out loud to ensure students come back quickly.

Each student must use the prop for something other than it is by incorporating it into a scene.

Variation- Students sit in a circle. The teacher grabs a large ball of clay and passes it to the first student. The student smushes the ball and forms it to use as a prop while adding sound effects. They then smush it again and pass it to the next student. Repeat until the clay is passed completely around the circle.

Pull a Funny Face - Remote

Group Size: Variable

A lovely warm up to get everyone in the right mood. Choose two students. Student A comes in close to their camera pulls as many faces as possible for 5 seconds, Student B then shouts 'freeze!' and asks Student A to justify their face by creating a bit of dialogue inspired by their face. Repeat with other student combinations.





GAMES AND ACTIVITIES

FOR THE CLASSROOM

Nursery News - Remote or in-person

Group Size: Variable

A nursery rhyme is reported on the news with 'studio guests' and an outside broadcast interviewing 'witnesses.'

Two students are needed for the outside broadcast and two for the inside.

Start with the broadcast from the inside where you have an interviewer and an expert. So for example if the rhyme was Humpty, the expert could be on Eggs.

The interviewer may start with, "Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall. Tell me (expert), what could this mean for the egg industry?"

Then after the interviewer has asked 3 questions they move to the outside broadcast where the interviewer is with a witness, for example one of the King's Men. Each witness or expert must take on the character of the expert/witness they are given by the interviewer. For example, "We're talking with one of the King's Men near where the incident occurred..."

After three questions they revert back to the inside broadcaster who wraps up the program.





GAMES AND ACTIVITIES

FOR THE CLASSROOM

Magic Rocks™ Remote or in-person

Group Size: Variable

This is a simple game which introduces children to improvisation. Get the children to crouch down into rock shapes on the floor. Choose an animal and tell the children to get up out of the rock shape, move around the room and act out that animal. Shout 'Magic rock' again and the children crouch down and make the rock shape again.

Park Bench™ In-person

Group Size: Whole class, two students at a time

Three chairs are set up in a row at the front. Pick one person to sit on the "park bench," aka the row of chairs. They can pretend to read the newspaper, watch the birds, etc., but they must remain seated on the bench at all times. Select a second person to be the pedestrian. Their job is to embody a character and try to get the park bench occupant to laugh or leave the bench. They are not allowed any physical contact.

If the park bench occupant laughs or leaves the bench, the pedestrian takes their place. They become the park bench occupant and the game starts over. If the pedestrian is unable to get the park bench occupant to laugh or leave the bench after an allotted amount of time, a new pedestrian is selected.





LITERACY CONNECTIONS

FOR THE CLASSROOM

HAVE STUDENTS WRITE A HAPPY NEWS REPORT ON HAPPENINGS IN THEIR CLASSROOM, SCHOOL, OR HOME. AFTER WRITING IT, THEY CAN CHOOSE TO ACT IT OUT AS NEWS OR COMPILE SEVERAL INTO A CLASS NEWSLETTER.

Have students watch an episode of John Krasinski's *Some Good News*. Compare and contrast this to *Super Happy Awesome News*.

Gather ten newspaper article or online articles for this reading activity and separate each headline from the news article that goes with it. Mix up the headlines and articles and post them in random order. Have students read the headlines and the articles and determine which ones go together. Follow the activity by having students note the similarities between the headlines and then write some alternate ones for the articles they read.

Have students videotape themselves doing something: cooking, singing, playing sports, teaching something, etc. Act it out as a news program or compile them into a class video.

Class News

THE READING CORNER

COMMUNITY NEWS

ARTS AND ENTERTAINMENT

STUDENT SPOTLIGHT

THE WORLD OF SPORTS