

Carnegie Mellon School of Drama

UNDERSTANDING THE ART OF THE MUSICAL

ASSIGNMENT 7: GROUP PROJECT

Create Your OWN Jukebox Musical

Group Project worth 200 points – 100 points written project; 100 points oral presentation.

30% of final grade (20% for written project paper turned in, 10% for PowerPoint slides and oral presentation).

Assignment Overview:

After completing Modules 1-5 students should have a good understanding of several different types of musicals. Students should also be able to recognize characteristics that allow other types of art such as film or books to be turned into good musicals. In this assignment, students will work together to turn a favorite film, book, or script (of either a farce or a drama) into a jukebox musical. You may not use any script, book or film that has already been made into a musical. Jukebox may stay in one era, one musician, or be a blend of eras and musicians, borrowing musical numbers from other musicals will also be allowed for this assignment. Students should be prepared to defend their choices.

Assignment Directions:

Working in small groups of 4-6 students, students need to create their own jukebox musical based on a film, book or script (of a farce or a drama.) They will need to choose music that they believe works with their choice and the characters. Students should keep in mind the note ranges that will be required for each character and be sure that the songs fit the character and the scenes that they are in. Time period and place locations will need to be determined and described. Technical features will need to be described in the project. Students must include descriptions of costumes, scenic stage design, required sound and planned lighting. Students should include one unique technical feature in the musical that has symbolism with the musical and should provide a summary explaining why they feel this is artistically symbolic of some part of the musical. The Jukebox Musical must have at least 6-8 songs in Act One and at least 5-7 songs in Act 2. This project will be completed in stages, please make note of the due dates.

To be Completed and Turned in:

1. **DUE February 12th** – Students must turn in the members of their group, what vehicle they have chosen to turn into a jukebox musical and why it was chosen. Students should also include their ideas for the music or at least type of music they plan to use. 5% of grade

2. **DUE February 26th** – Students should turn in a two-page summary explaining their time period, setting, and scenic ideas on one page, and their costume design plans on the second page. 5% of grade
3. **DUE March 25th** – Students should turn in a character breakdown, including required vocal ranges, and the songs each character will sing and why. Songs that will be ensemble dance numbers should be notated and explained. Defend your choices. 20% of grade
4. **DUE April 28th – Final Project PAPER due. (20% of Group project grade)** This should be a cohesive and coherent paper of the entire project and students **MUST** explain their design choices for each song chosen as well as the costumes, lighting, dancing, blocking, sound and scenic design for each scene that includes a song. 50% of grade.

Final Paper MUST INCLUDE:

- a. Pieces of project turned in previously should be incorporated back into the final paper.
 - i. Of great importance is the character list, vocal ranges and numbers they will be singing.
- b. Why this vehicle and the corresponding music was chosen.
- c. Explanation of each scene that contains a song and why this song works for this scene – why was it chosen?
- d. What did you use for a unique technical design choice to symbolize something from the script. Explain your choices and why you made them.
- e. Explanations of scenes needs to include:
 - i. Characters in each scene with a musical number
 - ii. Who is singing and why singing that song?
 - iii. Costumes in each scene and why chosen?
 - iv. Scenic design for each musical number? Must include artistic renderings for each scene.
 - v. Lighting for each musical number?
 - vi. Sound requirements for each musical number?
 - vii. Dance requirements for each musical number?
 - viii. Blocking notes for each musical number.
 - ix. Which number will be the Opening number, end of Act one, start of Act two and finale. Why were these songs chosen for these key numbers – what made them special and why do they fit well with your play, film or book?
 - x. Which musical number do you expect to be a Showstopper Number and why?
 - xi. Student groups that include a prop plan for their musical numbers with their paper will receive 1 bonus point for each musical number that includes specific props explanations on the assignment. Creativity is appreciated.

5. **DUE April 29th** – 5–8-minute presentation during final exam week explaining your jukebox musical and design choices to the class. **(10% of group project grade)**
 - a. Must have PowerPoint slides.
 - b. Oral Presentation
 - c. All team members must speak at least once in the presentation for a minimum of 30 seconds.