



BEE TLE JU I CE

The Musical. The Musical. The Musical.

CAMP BROADWAY®

AT THIS STAGE™

DAVID DABBON | Dance Music Arranger

Grade: 5, 6, 7, 8 (ELA, Life Skills, Music)

Date: Thurs., September 12

Time: 12:10 pm EST

BACKGROUND



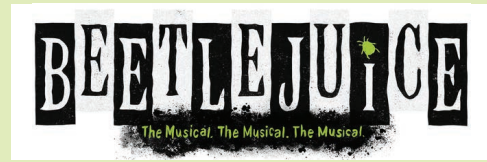
Daniel Coston

“ I used to think that to be a professional was all about how fast I could work. Over my years, I’ve learned that being a professional is knowing where to focus my time and what work needs to get done. My advice to students is to keep asking questions. Even when you are stuck find a question to ask. Success is not defined by the luck of how little you’ve failed along the way, success is knowing you’ve made the best decision trying out every option first! ”

—David Dabbon

ABOUT THE EXPERT

DAVID DABBON is currently represented on Broadway as the dance arranger for the musical *Beetlejuice* and previously with *Disaster!*. He is a prolific composer, arranger, conductor, orchestrator and music supervisor for today’s foremost artists working in film and on the stages of prestigious theatre companies including Playwrights Horizons, New York Theatre Workshop, The Pittsburgh CLO, Goodspeed Opera House, Delaware Theatre Company and Seattle Children’s Theatre. David’s extensive music credits include HBO’s documentary *Six by Sondheim*, *Audra McDonald Live at Lincoln Center* for PBS, *Audra McDonald at Carnegie Hall*, the Grammy Award nominated *Sondheim on Sondheim* and original compositions: *Bacha Bazi: Boy Play*, *Game On* and *Mario and the Comet*. He is a frequent master teacher at leading institutions such as New York University Tisch School of the Arts, Carnegie Mellon, Montclair State and Pace University to mention a few. For more information, visit www.daviddabbon.com.



SYNOPSIS

Beetlejuice is a high-energy adventure about family, love and living life to the fullest. The musical tells the story of Lydia Deetz, a strange and unusual teenager obsessed with the whole “being dead thing.” Lucky for Lydia, her new house is haunted by a recently deceased couple and a degenerate dancing demon who happens to have a thing for stripes. When Lydia calls on this ghost-with-the-most to scare away her insufferable parents, Beetlejuice comes up with the perfect plan, which involves exorcism, arranged marriages and an adorable girl scout who gets scared out of her wits. Plus singing and dancing, of course. *Beetlejuice* is based on the 1988 Geffen Company film of the same name, directed by Tim Burton, with story by Michael McDowell & Larry Wilson.

To learn more, visit the following authorized sources:

Official Website: <https://beetlejuicebroadway.com/>

Official YouTube: <https://www.youtube.com/channel/UCgQ5kxoF7MY-ZuEVAkr-XOQ>

Cast Recording: <https://open.spotify.com/album/3Nkueud4hqLWhSzOepKi7p>

Feature Film: <https://www.amazon.com/Beetlejuice-HD-Alec-Baldwin/dp/B002KJX4IE>

Beetlejuice is currently playing on Broadway at the Winter Garden Theatre, 1634 Broadway, New York City.

For information on group sales or single tickets, call 800.447.7400.

LESSON PLAN

WORKSHOP TITLE: Tenacity: A Key to Success

SUBJECT EXPERT: David Dabbon, Dance Music Arranger

DATE/TIME: Sept. 12, 2019 @ 12:10 pm EST

SUBJECTS: ELA, Life Skills, Music

GRADE BANDS: 5, 6, 7, 8

OVERVIEW

AT THIS STAGE presents an in-depth discussion with David Dabbon, Music Dance Arranger for *Beetlejuice*, the critically acclaimed new musical playing on Broadway. David shares his unique journey of personal discovery which began as an 8-year old song writer and developed into his career as an accomplished composer, conductor and collaborator to many other Broadway artists. He discusses tenacity, focus, teamwork and the importance of trial and error in achieving success in all aspects of life. Students will also get insight into his role on the *Beetlejuice* creative team and a behind-the-scenes glimpse into how he makes music dance through a video clip of the show-stopping number “That Beautiful Sound.”



Matthew Murphy, 2019

Pictured (l to r):
 Alex Brightman
 (Beetlejuice),
 Sophia Anne
 Caruso (Lydia)

STUDENT OBJECTIVES

- Students will understand how tenacity, focus and collaboration contribute to accomplishing goals
- Students will be able to identify their interests or hobbies and understand how to research ways to apply their knowledge to possible career options
- Students will have insight into the process of creating a music dance arrangement and make connection to their own interests

ESSENTIAL QUESTIONS

- How does tenacity contribute to accomplishing goals?
- How does the use of trial in error help us be more creative in achieving success?
- How do we identify our own personal qualities that can help us overcome obstacles and achieve our goals?

VOCABULARY

- backstory** (*noun*). a history or background, especially one created for a fictional character
- collaborate** (*verb*). work jointly on an activity, especially to produce or create something
- integrate** (*verb*). combine (one thing) with another so that they become a whole
- process** (*noun*). a series of actions or steps taken in order to achieve a particular end
- tenacity** (*noun*). the quality or fact of being very determined or persistent
- trial and error**. the process of experimenting with various methods of doing something until one finds the most successful

STANDARDS ALIGNMENT

English Language Arts

1. Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

National Core Arts Standards

TH:Cr2-7 Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.

CLASS ACTIVITY

CREATIVE CONTEXT

Beetlejuice was adapted from the movie of the same name by Anthony King and Scott Brown. The story follows death-obsessed teen Lydia Deetz, whose home is haunted by a deceased couple, Mr. and Mrs. Maitlands; and the degenerate demon Beetlejuice, who agrees to scare off her insufferable parents. Eddie Perfect, the show's composer and lyricist, explains, "Every character is so well crafted and larger than life that they seem to have their own groove and their own tempo... It's a world where literally anything can happen." *Beetlejuice* features a wide range of music styles, from reggae to dancehall, zydeco to ska—with plenty of indie rock sounds.

Pictured (l to r):
Alex Brightman
Rob McLure, Kerry
Butler, Sophia
Anne Caruso,
Leslie Kritzer and
Adam Dannheisser



Matthew Murphy, 2018

LESSON RATIONAL

As the Dance Music Arranger for *Beetlejuice*, David had to collaborate with a creative team that included the composer/lyricist, choreographer, director and others. The focus on this pre-event lesson is for students to experience the collaborative process and help them understand that creating one fluent story together will require tenacity, teamwork and, potentially, trial and error.

AT THIS STAGE

Produced by Camp Broadway LLC
Lesson Plan by Karen Sarah Watson; Educator, Curriculum Specialist and Professional Actress
Materials Designed by Kathy Giarrano

DO NOW

Class Exercise (10 minutes)

One Word Circle Story: Form a circle in the classroom. Students can stand or sit. Inspired by *Beetlejuice*, the students will develop a story that features: (1) a young girl, (2) a dead couple, (3) a demon, and, (4) additional characters, if they want. Each person can only say one word at a time. (Example: Person 1 says "Once"; Person 2 says "upon"; Person 3 says "a"; Person 4 says "time"; Person 5 says "there"; Person 6 says "was"; etc.). The story must make sense and include a beginning, middle and end. It starts with the phrase "Once upon a time..." and end with "everyone lived happily ever after".

Assessment: Turn and Talk. *In what ways did we collaborate as a whole group to create a complete story? How did we support each other? Why is this important when creating an artistic piece?*

MAIN ACTIVITY

Group Presentation (30 minutes)

Staging the Story: Divide the students into small groups (4-5 students per group, if possible). Each group will write a short script (5-10 lines) about the characters in the story they just created as a group—having fun developing the original characters they imagined beyond the initial plot line. Give each group 10 minutes and creative freedom to prepare the material in any format they want. (For example, they could speak it like a hip-hop or rap, sing it as a traditional theatre song, present it as a modern dance and/or all three.) Students who are in "the audience" should be respectful, supportive and encouraging of their fellow performers.

Assessment: Write. *How did your group use trial and error when creating your piece? Why is cooperation so important when working as a group to create a piece of art? How did you support other groups when they performed?*

STUDENT ASSIGNMENT

Students can document their Notes and Reflections on this educational experience from Broadway on the worksheets provided. We hope this class on Tenacity and Collaboration will provide them with insights, suggestions and ideas that will inspire them AT THIS STAGE of their lives.

SESSION NOTES

Student Name _____

Video Title/Topic _____



Background Knowledge:

What is your “backstory?” Describe a situation when you were tenacious or achieved your goal through trial and error.

Meet the Artist:

What insights did you learn from the presentation?

- 1.
- 2.
- 3.

New Vocabulary:

What new words did you learn? Use each word in a sentence.

- 1.
- 2.
- 3.
- 4.

REFLECTIONS

Question:

How did David Dabbon's story inspire you to think about your own career goals?

Connection:

Describe a situation when you experienced trial and error. What obstacles did you overcome? How did you achieve your desired goal?

Application:

How can you apply the lessons learned from this session to your school work, hobbies or goals for the future?

Exploration:

Describe a possible career you might explore and list the first three steps you can take to learn more about it.

Career

- 1.
- 2.
- 3.

