

DOG MAN The Musical®



‘DOG MAN: THE MUSICAL’ EDUCATIONAL RESOURCES



'DOG MAN: THE MUSICAL' EDUCATIONAL RESOURCES

OBJECTIVES

- Students will identify basic vocabulary to help them follow key plot points.
- Students will recognize the musical's main/supporting characters.
- Students will demonstrate appropriate audience behavior.

MATERIALS

- Reference cards of commands for educators and/or student leaders.

CHIEF'S COMING!

A 'DOG MAN' ADAPTATION OF DIRECTOR'S COMING

ACTIVITY

5th graders Harold and George have created their own wacky musical based on their own comic book creations. The show is called 'Dog Man: The Musical'. If you're familiar with the Dog Man book series, then you might know some of the characters already. Today we will play a game so that we know what to expect when we go to the theater.

- Let students know they will play a call and response game. To play, they will need to listen carefully and follow your directions.
- Introduce "Citizens" to get students moving through the space. Ask them to be aware of other people and objects in the room and move towards empty spaces.
- Introduce "Chief's Coming!" and "At Ease." Once students have practiced and are familiar with these basic commands, introduce other commands below one at a time.

CALL/RESPONSE COMMANDS

| | |
|------------------------|---|
| CITIZENS | Cover the space with voices off |
| CHIEF'S COMING! | Stand at attention, salute, and freeze |
| AT EASE | Relax and say, "Thank you, Chief!" (The only command that "breaks" Chief's Coming!) |
| GOOD AUDIENCE | Sit cross-legged and applaud, facing whoever is calling directions |
| LIBRETTIST | Stand still and pantomime writing in notebook |
| TELEKINESIS | Laser focus on an object, point to temples, and try to move it with mindpower |
| CLONES | Face a partner and freeze in the same mirrored position (5 second countdown) |
| BIONIC | In groups of 2, one partner stands with hands behind body and makes robot sound, other partner provides "bionic" arms in superpower pose (5 second countdown) |



'DOG MAN: THE MUSICAL' EDUCATIONAL RESOURCES

CHIEF'S COMING!

| | |
|-----------------------|---|
| CITY | In groups of 3, tableau of three buildings with different levels (small, medium, big) and say "Gooba gabba!" (5 second countdown) |
| FLIPPY | In groups of 3, tableau in which two people make a fishbowl and the other person in the middle makes a fish face (5 second countdown) |
| 80-HD | In groups of 4, robot dance circle, freeze on cue (5 second countdown) |
| DOG MAN IS GO! | Gather in a circle while whoofing, then strike a Dog Man pose (5 second countdown) |

While you watch the play, be sure to listen for some of the words that we acted out together today and remember to be a good audience and have fun!

LESSON VARIATIONS/EXTENSIONS

Invite one student to shuffle the reference cards and act as leader, calling out commands.

Once students are acquainted with all commands, play a round of elimination. Keep eliminated students engaged by asking them to help "be your eyes and ears" as you call others out.

Adjust numbers for commands as needed to accommodate larger or smaller class sizes. For larger classes, you can add more small group directions for setting such as

- **TREEHOUSE:** In groups of 4, tableau in which two people make a treehouse roof, others gather under as the kids inside (5 second countdown)
- **SECRET LAB:** In groups of 5, tableau in which one person is the beaker, two people pour in chemicals, one person laughs maniacally (5 second countdown)
- **OPENING NUMBER:** In groups of 6, tableau where everyone huddles together, extends arms, and enthusiastically sings, "Hello!" (5 second countdown)

To build additional theatrical vocabulary, play regularly and layer in other calls/responses from the Director's Coming Basic Commands.

DOG MAN: THE MUSICAL



CITIZENS

cover the space
with voices off

DOG MAN: THE MUSICAL



**CHIEF'S
COMING!**

stand at
attention,
salute and
freeze

DOG MAN: THE MUSICAL



AT EASE

relax and say
“Thank you,
Chief!”

DGG MAN: THE MUSICAL



**GOOD
AUDIENCE**

sit cross-legged
facing the
leader and
applaud

DOG MAN: THE MUSICAL



LIBRETTIST

stand still and
pantomime
writing in a
notebook

DOG MAN: THE MUSICAL



CLONES



face a partner
and freeze in
same mirrored
position

DOG MAN: THE MUSICAL



CITY



tableau: three
buildings with
different levels,
then say, “Gooba
gabba!”

DOG MAN: THE MUSICAL



TELEKINESIS

laser focus on an
object, point to
temples, and try
to move it with
mind power

DOG MAN: THE MUSICAL



BIONIC



one partner stands with hands behind body and makes robot sound, other partner provides “bionic” arms in superpower pose

DOG MAN: THE MUSICAL



FLIPPY



tableau: two people make a fish bowl, and the other person in the middle makes a fish face

DOG MAN: THE MUSICAL



80-HD



four people circle
up and robot
dance, then
freeze

DOG MAN: THE MUSICAL



DOG MAN
IS GO!



gather in a circle
while whoofing,
then strike a Dog
Man pose

DOG MAN: THE MUSICAL



TREEHOUSE



tableau: two people
make a treehouse
roof, other two sit
underneath as the
kids inside

DOG MAN: THE MUSICAL



SECRET LAB



tableau: one person
is the beaker, two
people pour in
chemicals, one
person laughs
maniacally

DOG MAN: THE MUSICAL



OPENING NUMBER



tableau: six people
huddle together,
extend arms, and
enthusiastically sing,
“Hello!”

DOG MAN: THE MUSICAL



(write your own!)



DOG MAN: THE MUSICAL



(write your own!)

DOG MAN: THE MUSICAL



(write your own!)



'DOG MAN: THE MUSICAL' EDUCATIONAL RESOURCES

DIRECTOR'S COMING! BASIC COMMANDS

| | |
|--------------------------|---|
| DIRECTOR'S COMING | Stand frozen at attention with salute |
| TAKE 5 | Say "Thank You, 5" and relax |
| ACTOR NEUTRAL | "Actor neutral, ready to go!", step/step/shoulder roll |
| COVER THE SPACE | Move through the space |
| ENSEMBLE CIRCLE | Make a circle (5 second countdown) |
| DRESS THE CIRCLE | Fix the circle |
| CURTAIN CALL | Find a partner, grab hands, and bow (5 second countdown) |
| QUIET, BACKSTAGE | Stop and put finger to lips |
| LEVELS | Groups of 3, tableaux in which one person sits/kneels, one person lies down, one person stands (5 second countdown) |
| SPOTLIGHT | Groups of 4, tableaux in which everyone takes a knee, focusing eyes on and reaching hands out to the one person standing (5 second countdown) |
| STAGE PICTURE | Groups of 5, tableaux in which everyone can be seen (5 second countdown) |
| GOOD AUDIENCE | Sit cross-legged and applaud, facing whoever is calling directions |
| HOLD, PLEASE | Freeze with your hands making ears that are ready to listen |



'DOG MAN: THE MUSICAL' EDUCATIONAL RESOURCES

OBJECTIVES

- Students will identify the beginning, middle, and end of a visual story sequence.
- Students will create frozen tableaux and short scenes that embody their stories.
- Students will understand the idea of “adaptation”: turning one form of storytelling into a different form of storytelling.

MATERIALS

- 3-5 comic strips cut into individual panels, placed into a bowl. There should be one panel per student. Comic strip sequences can be 3-7 panels long, depending on size of group and age level. It's nice to use a variety of age-appropriate comics and graphic novels here.

COMIC STRIP SCENES

ACTIVITY

In 'Dog Man: The Musical', George and Harold turn their graphic novel, 'Dog Man', into a musical play. A graphic novel is a book that is written in the style of a comic book. Turning a story from one form, like a comic, into another form, like a play, is called “adaptation”. How do you think artists work to turn one kind of story into another? Let's try it out!

PART ONE: BEGINNING/MIDDLE/END

- Students will each select a comic strip panel from the bowl.
- Students should find other students with panels from the same strip to form small groups.
- Then, students should determine the beginning, middle, and end of their sequence and arrange themselves in that order.

PART TWO: TABLEAUX

- Students will have 5 minutes to create tableaux, or frozen pictures, of their comic strip. They should do their best to portray not only the characters in the panels, but also any important objects that are included. Not everyone needs to be in every picture, but everyone should participate in some way.
- Students will share their tableaux with the class. Audience should guess what the beginning, middle, and end of the story might be.

PART THREE: SCENES

- Now, the students will adapt their comic strips into a play. The groups will have five minutes to link their tableaux together into short scenes that include all the tableaux that they created.
- Students can add words and sound effects to help tell the story. They may also need to use their imaginations to fill in some gaps between one panel and the next!
- OPTIONAL: Students can come up with an ending to their sequence – what happens next?
- Each group will perform their short scene in front of the group.

REFLECTION QUESTIONS

- What was the most difficult part of adapting a comic into a play?
- How were the scenes different than the comic strips? Did anything get added or change?



'DOG MAN: THE MUSICAL' EDUCATIONAL RESOURCES

COMIC STRIP SCENES

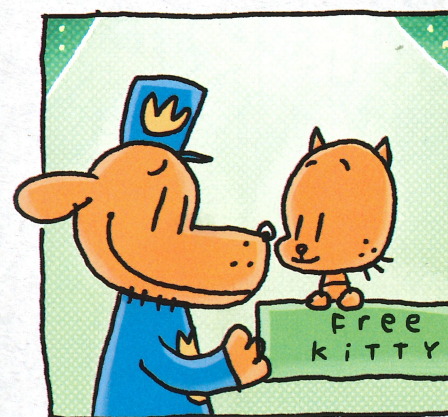
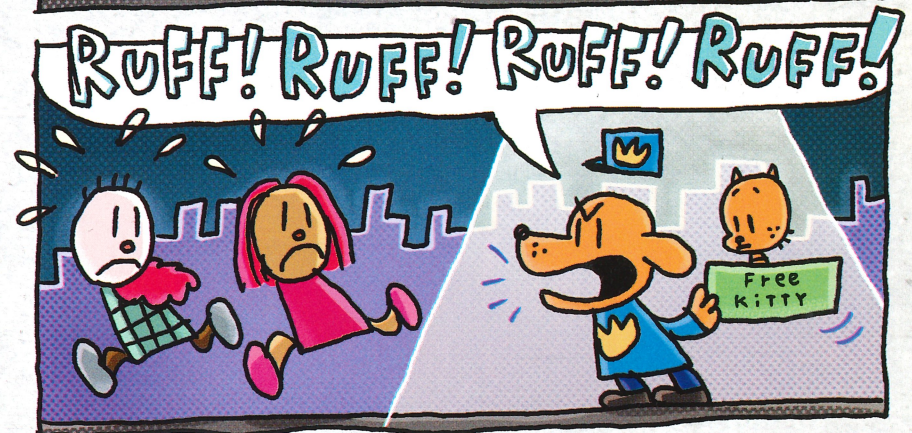
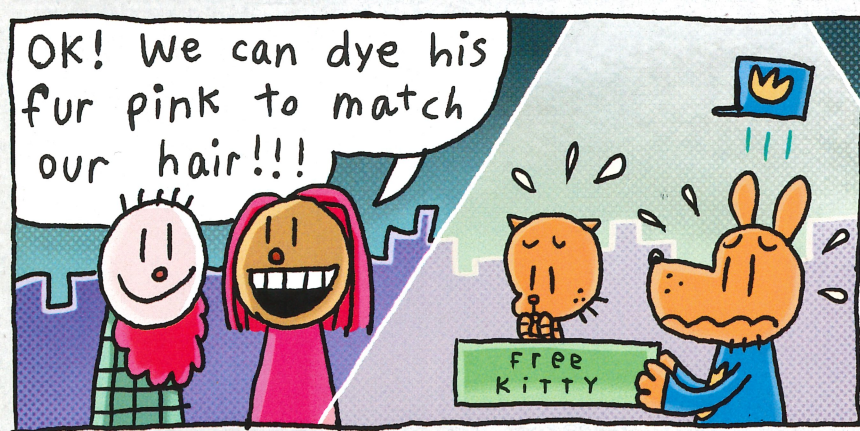
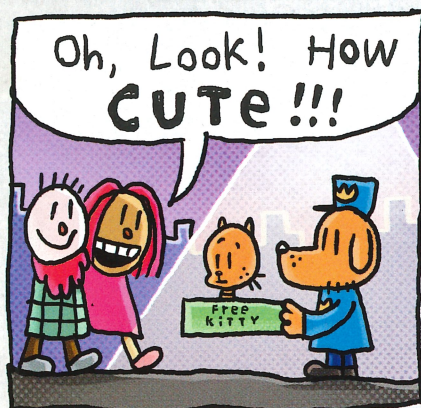
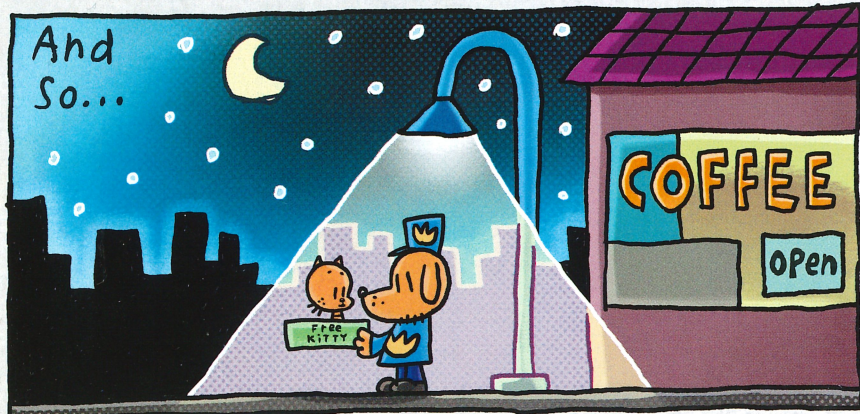
- Has anyone here ever seen a book they love adapted into a movie or a play? Did they change anything in the adaptation? Why do you think they did so?
- Do you have a favorite book or movie that you think would make a great musical?

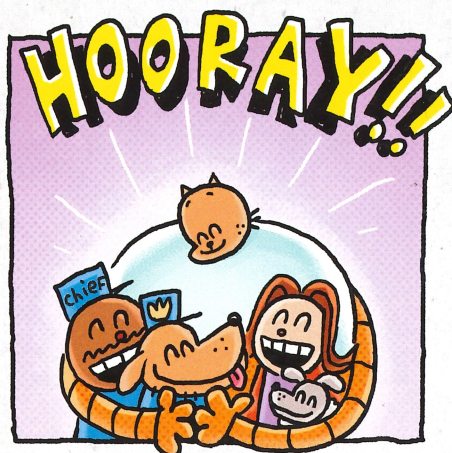
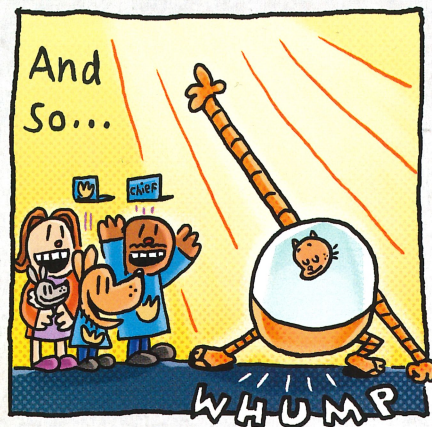
LESSON EXTENSIONS

Make it a musical: add singing and/or dancing to a part of your scene.

LESSON VARIATIONS

The whole class could also work together on one comic sequence, rather than in small groups. Educator could project a 4-6 panel comic strip sequence onto the board, and the students could volunteer to come up and create the tableaux in the front of the room. Audience could act as directors to help ensure that the tableaux match the projected panels.

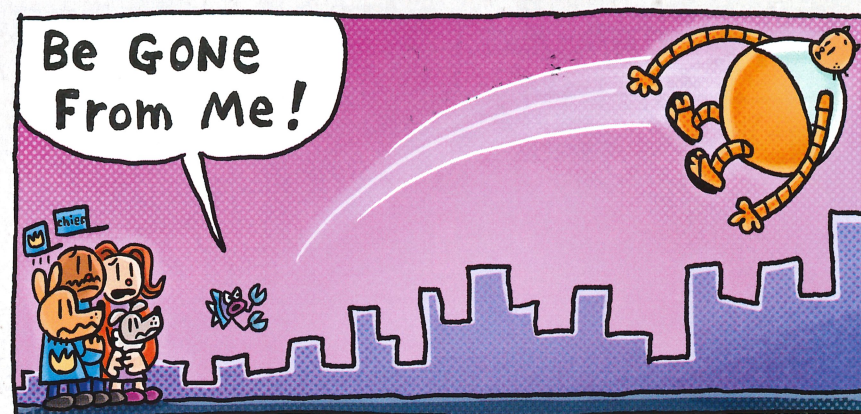
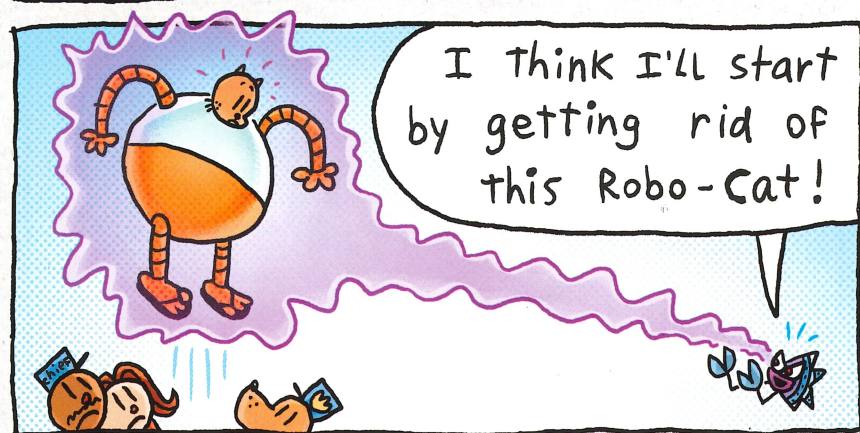


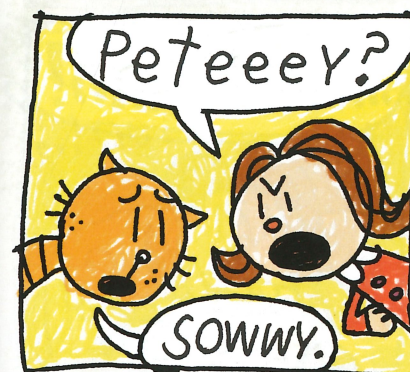


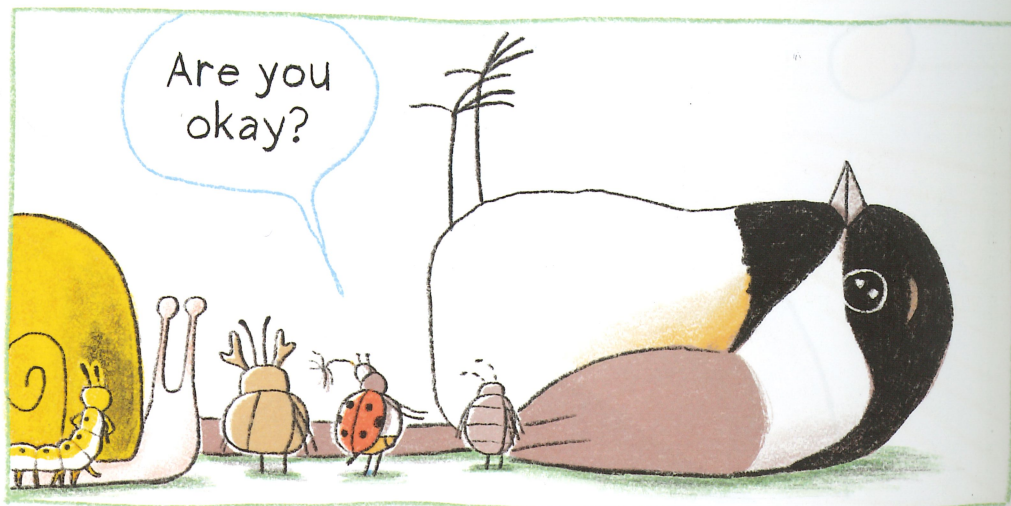
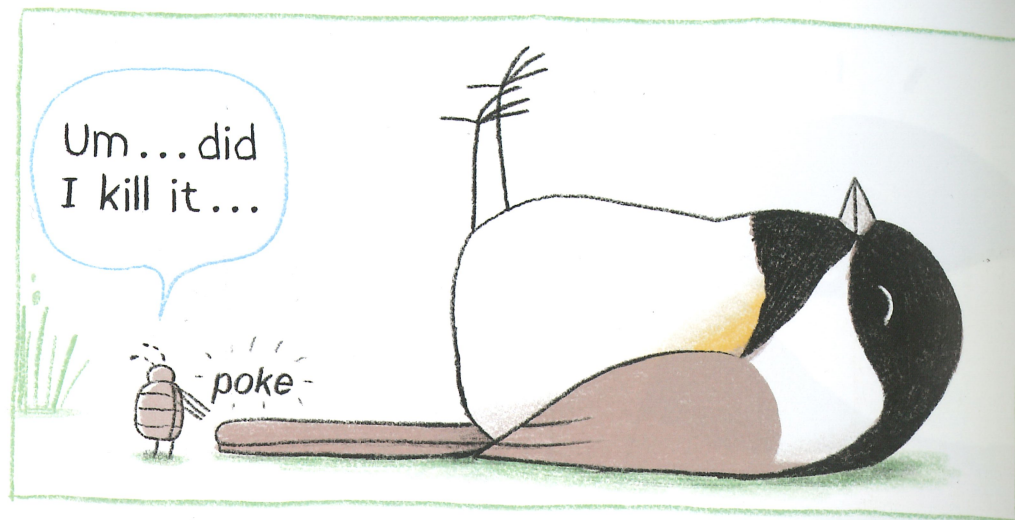
Those Jerks may have defeated my Beastly Buildings...



...but they're no match for my psychokinetic Mind powers!!!







I'M BORED.
DOES ANYONE
WANT TO PLAY
HIDE-AND...

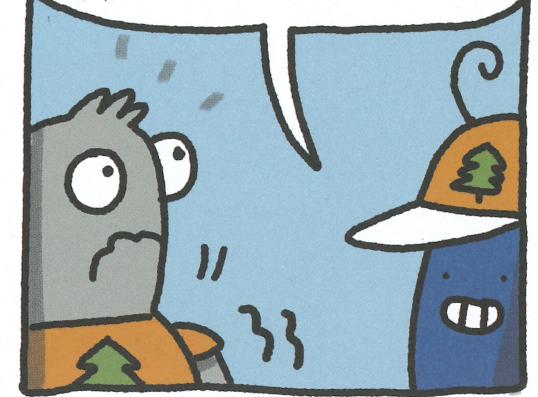
EEEEK!



I THINK YOU
MEAN HIDE-
AND-SEEK.



JOSH, YOU'RE
SO SILLY.



WE HAVE TO BE VERY
QUIET. THERE MIGHT
BE A FROG NEARBY.





'DOG MAN: THE MUSICAL' EDUCATIONAL RESOURCES

OBJECTIVES

- Students will identify the creative use of props in 'Dog Man: The Musical.'
- Students will imagine and articulate props for use in their own dramatic play.

MATERIALS

- One "magic" object, such as a scarf, ruler, or other ordinary item.

MAGIC OBJECT

ACTIVITY

In 'Dog Man: The Musical', 5th graders Harold and George use their bodies, voices, and imaginations to put on their own musical show. They create many of the sets, costumes, and props using "a buncha junk" from Harold's garage. Let's warm up our own imaginations and see how many different things we can create out of just one "magic" object.

- Ask students to stand or sit in a circle, put on their listening headphones, and turn on their imaginations.
- The magic object can be anything other than what it actually is (e.g., a scarf cannot be used as a scarf, but it could be a jump rope, firehose, or pet on a leash).
- One by one, students handle the object to show everyone what the object is that they are imagining. Give them a few seconds to act it out.
- As each student uses the magic object in a new way, prompt the other students to share out loud what object they "see". Once the class has identified the object, the student passes the magic object to the next person in the circle.
- NOTE: Students should pay attention so that no one repeats an object that has already been shared. Challenge them to be creative!

While you watch the play, notice the different ways that Harold, George, and their friends use everyday items to help bring their story to life onstage.

LESSON EXTENSIONS

For an added challenge, ask students to make something out of nothing by pantomiming and slowly transforming objects ([Space Objects](#)).

For next-level exploration, challenge students to justify different pantomiming as in the game [Try That On For Size!](#)

LESSON VARIATIONS

Invite students to identify other objects in the room to use as a new "magic object."



'DOG MAN: THE MUSICAL' EDUCATIONAL RESOURCES

MAGIC OBJECT

Instead of students guessing, the class can ask out loud in unison, “What is it?” and the student who is acting can respond, “It’s a _____!”



'DOG MAN: THE MUSICAL' EDUCATIONAL RESOURCES

OBJECTIVES

- Students will explore their imagination and the 5 W's: Who/What/Where/When/Why.
- Students will create their own unique robots.
- Students will understand how to use their imagination and work as an ensemble.

MATERIALS

- Robot Dance Party 5 W's worksheet
- Pens/Pencils
- 'Dog Man: The Musical' Album and appropriate audio equipment

ROBOT DANCE PARTY

ACTIVITY

In 'Dog Man: The Musical', Petey builds a robot to help him take over the City and find L'il Petey. Harold and George use their imaginations and common household objects to create the robot on stage. Let's create our own unique robots and robot dances using a character profile and our imaginations!

WARM-UP!

- Musical theatre has lots of music and DANCING!
- Invite the students to stand in a circle to demonstrate a robot dance.
- Play music from 'Dog Man: The Musical' and ask the students to show you their best robot dance.
- Have a few students share their dance and ask everyone to copy the moves.

CREATING YOUR OWN ROBOT

Let's imagine our own robots using the 5 W's. Popcorn ideas from the students.

- WHO uses it? (e.g., kid in Alaska, dogs with big feet)
- WHAT does it do? (e.g., perform a difficult task, transform one thing into another thing)
- WHERE is it used? (e.g., at home, on the playground)
- WHEN do they use it? (e.g., every day, during an emergency, on special holidays)
- WHY do we need it? (e.g., solves a big problem, just for fun)

Examples:

- The Rainbow Rider – Makes rainbows you can ride on to avoid the freeway
- Sock Seeker – Finds all of the lost socks from your laundry
- Smell-O-Tron – Turns any smell into electrical energy to power your house
- Give the students a few minutes to complete their worksheets.
- Ask them to create a sound and gesture for their robot that is repeatable.
 - What is a gesture? A physical movement.
 - What makes something repeatable? Simple, can easily do it over and over again.



'DOG MAN: THE MUSICAL' EDUCATIONAL RESOURCES

ROBOT DANCE PARTY

- Model repeatable gesture and sound using a student an example robot.
- Invite all students to copy.

SHARE OUT

- Divide students into small groups of three.
- Invite students to share (one at a time) their robot's name, gesture, and sound with their group. All group members will repeat the robot's name, gesture and sound.
- Repeat until everyone in each group has shared.

SUPER ROBOT!

- Invite each group to think of a way to combine their robots into one SUPER ROBOT!
- How can their gestures and sounds combine together?
- Can some of their gestures and sounds change slightly to fit together into a new robot?
- Ask the groups to think of a new name for their Super Robot and share out.
- Ask the audience to share something they like about each Super Robot – shape, sound, gesture, etc.

SUPER ROBOT DANCE PARTY!

- Play music from the show and create a Soul Train dance line.
- One at a time, each group with dance their Super Robot down the line.

REFLECTION QUESTIONS

- What did you like about creating your own robot?
- In the show, Harold and George work together as a team, or ensemble, to create 80-HD on stage. How did you work together as an ensemble to create your new super robots?

LESSON EXTENSIONS

Using page 3 of the S.T.E.A.M, ask students to draw and craft their robots.

Invite students to create a character profile of their robots and improvise short scenes: Where do they live? What do they do for a living? Who is their family? Do they have any pets? What is their greatest wish/fear/accomplishment?



'DOG MAN: THE MUSICAL' EDUCATIONAL RESOURCES

ROBOT DANCE PARTY

LESSON VARIATIONS

If mobility is difficult, invite students to dance in their chairs and/or in their place in the line.



'DOG MAN: THE MUSICAL' EDUCATIONAL RESOURCES

ROBOT DANCE PARTY

ROBOT DANCE PARTY

5 W'S WORKSHEET

WHO uses it?

WHAT does it do?

WHERE is it used?

WHEN do they use it?

WHY do we need it?

ROBOT NAME:



'DOG MAN: THE MUSICAL' EDUCATIONAL RESOURCES

OBJECTIVES

- Students will learn the elements of story structure.
- Students will practice creating original stories using the elements of story structure.
- Students will create and perform simple narratives as a group using gestures and lines of dialogue.

MATERIALS

- Open space to play
- Who, What, Where Story Template

WHO, WHAT, WHERE

ACTIVITY

In Dog Man: The Musical, Harold and George set out to create their own musical despite their teacher's assertion that "making a musical is hard." By using their imagination to create wild characters, building sets, props, and costumes out of junk they find in their garage, Harold and George are able to create a whimsical and compelling narrative complete with heroes, villains, and even emotional arcs. In this activity, students will have a chance to create their own original stories through collaboration and the basic elements of story structure.

PART ONE

Review the basic elements of a story:

- Character: Who is the story about?
- Setting: Where does the story take place?
- Objective: What does the character want?
- Conflict: What is keeping the character from getting what they want?
- Tactic: What does the character use to get what they want?
- Resolution: How does it end, does the character get what they want?

Have the students stand in a circle. You will start by having the kids establish a "who", "what", and "where". This should be done rapid fire and move very quickly. You will do a few "lightning rounds" of this to get them familiar with the story elements. You should be able to do this 2-3 times in about 5 minutes.

- WHO: Start with the "who" and ask for a suggestion of a character. The student should specify the name of the character and species, and it can be ANYTHING, inanimate objects can also be characters. E.g., a guy named Bill, a duck named June, a pencil named Geraldine. Have the student step forward into the circle and repeat their character.
- WHERE: Ask for a suggestion for the "where" and have a student name a setting. It can be very specific like "the bottom of a backpack" or very general like "New York City." Have this student also step forward into the circle and repeat their "where".
- WHAT: Ask for a suggestion for the "what" and have a student name an objective. Specify what an objective is by explaining it's what the main character wants. E.g., they want ice cream, they want to find their lost dog, they want a new car. Have the student



'DOG MAN: THE MUSICAL' EDUCATIONAL RESOURCES

WHO, WHAT, WHERE

step into the circle and repeat their objective.

- Next, using the story template provided, begin to narrate the story and point to each student in the middle who contributed an element when their element comes in. "Once upon a time there was a..." (point to the student who chose the character), "who lived in..." (point to the student who chose the setting), etc...
- Next fill in the rest of the story by taking suggestions for obstacle, tactic, and resolution the same way you did for who, what, and where, by having the students step forward. NOTE: You can take any suggestion, but you can also try to make a more cohesive story by having the suggestions of obstacle, tactic and resolution tied to the character, setting, and objective.
- Continue narrating the story as the students fill in each element. Repeat the beginning of the story every time and have each student chime in with their part.

PART TWO

Once you repeat this process a few times so the students have a strong understanding of the basic elements of story structure, create a small performance area and audience space. Choose one of the stories you created and have new volunteers come up to portray the people, places and things in the story by having them create a simple gesture and perhaps some simple lines of dialogue. Narrate the story using the story template as they go along.

LESSON EXTENSIONS

Most stories have more than one obstacle and tactic or even more than one objective. If the story has a resolution too quickly or easily it isn't very interesting. Try the same exercise again but this time have the character try some tactics that DON'T work before you get to the resolution.

Or extend it even further by taking suggestions for how the character's tactics create MORE obstacles.

Try including more than one character when you take suggestions for the "who".

LESSON VARIATIONS

Share the Story Template for students to fill out and create stories on their own they can share out or swap with each other to act out.

Have fun with the performance aspect by creating a story together, then break up the students into 3 groups. Assign each group either the Beginning (who, what, where), Middle (obstacle, tactic), or end of the story (resolution) and have them come up with a



‘DOG MAN: THE MUSICAL’ EDUCATIONAL RESOURCES

WHO, WHAT, WHERE

LESSON VARIATIONS

Share the Story Template for students to fill out and create stories on their own they can share out or swap with each other to act out.

Have fun with the performance aspect by creating a story together, then break up the students into 3 groups. Assign each group either the Beginning (who, what, where), Middle (obstacle, tactic), or end of the story (resolution) and have them come up with a short and simple song and dance (could be a single verse, or just a 2-3 lines of dialogue that are sung) to represent their part of the story. Perform all 3 songs back-to-back and create your own mini musical!

Turn the stories into comic books.

Modify the terms in this lesson to match the vocabulary you are using in your class for story structure. (E.g., swap “obstacle” for “conflict”)



'DOG MAN: THE MUSICAL' EDUCATIONAL RESOURCES

WHO, WHAT, WHERE

WHO, WHAT, WHERE

TEMPLATE

BEGINNING

Once upon a time there was a _____ (setting)
named _____ (name) who lived in _____
(setting). The one thing they wanted most was
_____ (objective).

MIDDLE

But there was a problem, they couldn't get it because
_____ (conflict). So, they decided to try
_____ (tactic) Which resulted in _____
(rising action).

END

Finally something happened _____ (climax). In
the end they _____ (resolution). And they learned
_____ (theme).