

ORLANDO REPERTORY THEATRE
IN PARTNERSHIP WITH UCF

The **ORP**

CUE TO CUE

A RESOURCE GUIDE FOR EDUCATORS
AND AUDIENCE MEMBERS

WELCOME TO CUE TO CUE, AN EDUCATIONAL RESOURCE GUIDE CREATED TO HELP TEACHERS, PARENTS/GUARDIANS, AND YOUNG AUDIENCE MEMBERS ENHANCE THE EXPERIENCE OF WATCHING *BEAT BUGS: A MUSICAL ADVENTURE*.

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BIG IDEAS IN *BEAT BUGS: A MUSICAL ADVENTURE*

- Music
- Community
- Environment
- Standing Up For Your Beliefs
- Friends
- Love

THE SUN KING

The Sun King oversees the backyard. He greets everyone and introduces himself as Mr. Sun, King of the Garden (“Here Comes the Sun”). He shares that in today’s story, we will discover how Strawberry Fields came to be.

MEET THE BEAT BUGS!

Crick is asleep in his bed when Jay bursts in on his skate board singing “Good Day Sunshine”). The only thing that gets Crick up is to yell, “lawnmower!” Crick has a busy day ahead and completely forgot that it is his birthday and Jay’s birthday too (“You Say It’s Your Birthday”). Kumi, Walter, and Buzz barge in with a birthday cake and gifts. After a short party, it is time for a fantastic adventure. The group cannot decide where to go or what to do, but Crick has an idea. One night when he was working on his inventions he saw a mystical symbol. He followed it until he reached the Strawberry Fields (“Strawberry Fields Forever”). They go there and are amazed.

MEAN MR. MUSTARD

Meanwhile, in Mean Mr. Mustard’s Office, he has finally done it. He found the spot for his new pollution factory on the corner of Blue Jay Way and Penny Lane. It is the perfect way to seek revenge on all those who teased him growing up. His secretary, Prudence, warns him that Queen Bee will not be happy, but Mean Mr. Mustard does not care. His only goal is to make money (“Nowhere Man”).

A FIGHT OVER STRAWBERRY FIELDS

Back in Strawberry Fields, the Beat Bugs are full from eating so many strawberries. The fields seem to go on forever. Suddenly, Miner Birds appear and are destroying the fields, picking all the strawberries. Mean Mr. Mustard and Prudence arrive as well. A rumble between the Beat Bugs and the Miner Birds begins (“Tomorrow Never Knows”). The conflict ends with the Beat Bugs getting tied up with construction tape and flung away. Mean Mr. Mustard directs the birds to their next digging location and assures Prudence not to worry, the entire place will be alive with the smog of progress soon.

SERGEANT PEPPER’S LONELY HEARTS CLUB BAND

The Beat Bugs end up in the Town Square and meet a band (“Sergeant Pepper’s Lonely Hearts Club Band”). They sing for them and Sergeant Pepper joins in. All are extravagantly dressed. Billy Shears appears and cuts the Beat Bugs free. The rest of the bugs collect in town and are told about Mean Mr. Mustard’s plan to build another pollution factory. They all agree they must save Strawberry Fields; they will not back down (“Come Together”). They travel to Strawberry Fields and stop in their tracks when they discover that the fields are barren and torn. Mean Mr. Mustard and Prudence appear with the news that construction is moving forward. All the bugs are devastated; now there is nowhere for them to live! Prudence tries to protest, but he dismisses her. They leave and Walter is left alone (“In My Life”).



ABOUT THE PLAY

THE SHOW MUST GO ON

Walter sees one lonely strawberry and sings to it. Sergeant Pepper enters and encourages Walter to not give up. They decide that putting on a musical might be a great solution to the problem. Sergeant Pepper reminds Walter that the most important ingredient for a successful show is love (“The Word”).

REHEARSALS

In the backyard, rehearsals are underway for the musical benefit. Walter wants it to be perfect and is a strict director. Things get tense and the Beat Bugs get in a fight. No one is on the same page. Finally, they work it out and remember that they cannot do it without each other (“Hello Goodbye” and “We Can Work it Out”).

NO ONE CAN STOP MEAN MR. MUSTARD

Back at Mean Mr. Mustard’s office, he and the Birds are preparing for total garden domination. Prudence runs in with a flyer advertising the Bugstock Musical to help save Strawberry Fields. Mean Mr. Mustard hands Prudence a costume and decides that the Beat Bugs cannot stop him (“Nowhere Man Reprise”). They leave for the theatre.

THEATRE LEGENDS

The Beat Bugs are nervously preparing for the show backstage when a big chandelier falls. Prudence is seen running away in her disguise. The bugs think it might be the ghost of Eleanor Rigby, the First Ladybug of the American Theatre (“Eleanor Rigby”). The Stage Manager interrupts the bugs and reminds them to get to places.

OPENING NIGHT!

The show opens with Walter welcoming the crowd (“Magical Mystery Tour”). In Kumi’s big number, they transform from a caterpillar to a beautiful butterfly (“Lucy in the Sky with Diamonds”). The Beat Bugs sing a group number about one of their favorite adventures (“Yellow Submarine”) and the show is really picking up steam when Mean Mr. Mustard bursts on to the stage. But, Buzz has something she really wants to say! Prudence stands up for the Beat Bugs and tells Mean Mr. Mustard that he should allow Buzz to share her number. She sings a beautiful song (“Across The Universe”) and suddenly the Queen Bee appears. She compliments Buzz and asks her the meaning of the song. Buzz shares that home is wherever her friends are. The Queen Bee is impressed. She turns on Mean Mr. Mustard and is determined to banish him, but Buzz convinces her not to. Instead, Mean Mr. Mustard must return Strawberry Fields to its former glory for all to enjoy. Joe Cockeroach jumps on stage and everyone sings (“Get By with a Little Help from my Friends”).

ALL YOU NEED IS LOVE

Mr. Sun returns to share that the Strawberry Fields were saved and now it is a place everyone knows and loves. Mean Mr. Mustard married Prudence and they have many little stink bugs of their own. The Miner Birds were inspired by all the singing and created their own band. And finally, the Beat Bugs saved the day and continue to have many more adventures all because of love (“All You Need is Love”).



THE CREATORS

TELEVISION SHOW CREATOR | JOSH WAKELY

Josh Wakely is a principal partner at GRACE, a film and television production company with offices in Australia and the U.S. He is the creator, director, and a producer of the children's animated series, *Beat Bugs*, which is a Netflix Original program. Inspired by the music of The Beatles, the series tells uplifting and life-affirming stories filled with hope and melody. It follows five best friends who band together to explore and learn in an overgrown suburban backyard, which to them is their entire universe. For the series, Wakely acquired the worldwide rights to the Lennon/McCartney 'Northern Songs' music catalogue. Wakely won the 2017 Daytime Emmy Award for Outstanding Writing in a Preschool Animated Program for his work on *Beat Bugs*, and the show won the 2017 Leo Award for Best Animation - Program or Series, the 2016 AWGIE Award in Animation, and the 2016 Australian Academy of Cinema and Television Arts (AACTA) award for Best Children's Television Series. The series was nominated for a total of five Daytime Emmy Awards, Best Animated Program or Series at the 2017 Canadian Screen Awards, and Outstanding Children's Program at Australia's TV Week Logie Awards. *Beat Bugs* also inspired a line of merchandise that is exclusively available at Target.

Wakely also obtained the rights to international music icon Bob Dylan's entire 600-plus song catalog, and is creating a television drama series based on his music. Wakely considers Dylan one of the best storytellers of all time, and the series will feature characters and settings drawn from the iconic artist's songs.

Wakely also served as a writer on the acclaimed family series "Lockie Leonard," which was nominated for a British Academy of Film and Television Arts (BAFTA) award in the "Best International Children's Drama Series" category and won an Australian Film Institute award for "Best Children's Drama."

Wakely was raised in Newcastle, an industrial town three hours north of Sydney on the East Coast of Australia. He grew up in a household that was filled with music inspiring in him the firm belief that storytelling is the core of both scriptwriting and song-writing, a belief which has guided him in his career. He studied acting at Australia's prestigious Western Australian Academy of Performing Arts (WAAPA) before transitioning behind the camera and into the world of storytelling. He splits his time between Los Angeles and Sydney with his wife and son.

PLAYWRIGHT | SEAN CERCONO

Prior to launching Broadway Licensing, Sean Cercone served as Chief Business Officer and Senior Vice President of Professional and International Licensing for Theatrical Rights Worldwide (TRW). Since 2011, Cercone helped build TRW through the acquisition of marquee Broadway titles, including *Jersey Boys* and *Million Dollar Quartet*, and led the worldwide distribution of *The Addams Family*, *Monty Python's Spamalot*, *The Color Purple*, *Curtains*, *All Shook Up*, and *Memphis* by achieving productions in 69 different countries. He additionally led the redevelopment of *Ghost: The Musical* (with Oscar-winning author Bruce Joel Rubin and Grammy Award winners Glen Ballard and Dave Stewart), *Ring of Fire* (w/ Tony Award winner Richard Maltby Jr.), and *Big Fish* (with Tony and Grammy Nominee Andrew Lippa and Grammy Nominee John August.) Cercone co-wrote the newest adaptation of *Saturday Night Fever* with collaborator David Abbinanti which has been seen in 2016 and 2017 throughout North America, South Africa, Italy, Brazil, and Peru. In 2018, Sean Cercone and David Abbinanti collaborated to create *Beat Bugs: A Musical Adventure*, inspired by the Netflix series. The musical features an original script written as new arrangements of one of the world's most celebrated music catalogs. Cercone is a proud member of the Broadway League and previously served as the Producing Artistic Director of *The Carousel*, Executive Producer of Theatre Building Chicago, and founded the West Virginia Shakespeare Festival.

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THE CREATORS

PLAYWRIGHT | SEAN CERONE (CONTINUED)

He has served on the board of the National Alliance of Musical Theaters, Co-Chaired of the NAMT New Musical Theatre Festival, and served as Board President of the Cleveland Theatre Collective. Cercone was named to Crain's Business Top 40 Under 40, holds an MFA in Theatre from West Virginia University, and is an avid Ironman.

PLAYWRIGHT | DAVID ABBINANTI

David Abbinanti is Vice President of Music & Creative at Broadway Licensing as well as a national award-winning composer, songwriter, and orchestrator. Credits include *Saturday Night Fever The Musical* (Orchestrations, Arrangements and Additional Music & Lyrics), *Disenchanted* (Orchestrations and Arrangements), *The Perfect Dog* (Music and Lyrics), *Ghost The Musical* (Orchestrations), *Beehive* (Orchestrations and Arrangements), *Ring of Fire: The Music of Johnny Cash*; (Additional Arrangements) and Molly Shannon's *Tilly The Trickster* (Orchestrations); *Tour, Stock & Amateur* editions.

Before joining Broadway Licensing, David was a Vice President at Theatrical Rights Worldwide (TRW), where he oversaw the curation of scores, scripts, recordings, arrangements and orchestrations for TRW's catalog of shows. Ranging from children's musicals to major Broadway blockbusters, shows included *Jersey Boys*, *The Addams Family*, *Grease*, *Monty Python's Spamalot*, *Big Fish*, *All Shook Up*, and many more. In 2018, Sean Cercone and David Abbinanti collaborated to create *Beat Bugs: A Musical Adventure*, inspired by the Netflix series. The musical features an original script written as new arrangements of one of the world's most celebrated music catalogs.

He was the first recipient of the Songwriters Guild of America's National Award for Best Pop Song for "Back to Las Vegas." David has worked as a music engraver and editor for many of the major publishers in New York City including: G. Schirmer, Peer Music, and Boosey & Hawkes. He is also a member of the adjunct faculty at Nassau Community College, where he teaches music theory, piano, and the history of rock and roll. David is a proud member of ASCAP, The Dramatists Guild of America, and the American Federation of Musicians (Local 802).



AFTER THE SHOW

POST-SHOW DISCUSSION QUESTIONS

1. What did you notice when you first entered the theatre? Describe the stage.
2. What was the setting of the story? Did the set and scenery help to establish the show's location? What specific things did you notice about the set and stage lights: color, shape, and texture? Did you notice anything about the set or lights that you thought was unique?
3. *Beat Bugs: A Musical Adventure* is a story about bugs living in a suburban backyard. How did the costume designer create bug costumes for the actors? How did you know what type of bug each actor was playing? Was the costume designer literal or abstract in their design choices?
4. Which character do you relate to the most? Why? What words describe that character?
5. What did the characters learn about themselves or the world in the play? Was there a moral or lesson?
6. What did you notice about the actors and their performances? How did they use their voices and bodies to bring characters to life?
7. What was the story about? Describe the beginning, middle, and end. What was the climax of the story? Why? If you had to summarize the play in one sentence, what would it be?

Standards: LAFS.K-4.RL.1.1, LAFS.K-1.RL.1.2, LAFS.K-4.RL.1.3, LAFS.3.RL.2.6, TH.K.C.3.2, TH.1.S.3.2, TH.2.O.2.1, TH.3.C.1.2, TH.4.C.3.1, TH.1.C.2.2, TH.K.C.2.1, TH.3.O.1.2

LANGUAGE ARTS

WORD WALL

DIRECTIONS

Draw a line from the word to its meaning. Use context clues from the play, the root word, and if needed, look up the definition using a dictionary resource.

EXAMPLE:

invention	a collection of songs or other musical items performed as a continuous piece
interpretation	the desire to hurt someone in return
medley	a new creation process or device
vacant	a large group of people
revenge	the presence or introduction into the environment of a substance or thing that has harmful or poisonous effects
forecast	having or showing experience, knowledge, and good judgment
pollution	an animal lacking a backbone
horde	predicted weather
invertebrate	an explanation or way of explaining or understanding something
kaleidoscope	having or showing faulty judgment or reasoning
wise	a tube containing mirrors and colored pieces, whose reflections produce changing patterns
misguided	empty

Standard: LAFS.K-5.L.3.4

Extension:

Pick three words from the list and use them in an original sentence or paragraph. You can choose to write about the play or something else. You can also draw a picture, illustrating the definitions in the words you choose.

Standard: LAFS.K-5.L.3.3.5

BELL WORK

DIRECTIONS

Beat Bugs: A Musical Adventure is based on the TV show inspired by music made famous by the Beatles. Pick one of your favorite songs and look up the lyrics. Using a few lines from the song, write a short story that uses the lyrics to help move the story forward. Share your stories with your classmates and try to guess what song inspiration they used.

Standard: LAFS.K-5.W.1.3



ACTIVITIES ACROSS THE CURRICULUM

SCIENCE

OUR ENVIRONMENT

DIRECTIONS

In *Beat Bugs: A Musical Adventure*, the bugs fear they may have to leave their home if Mean Mr. Mustard continues to clear their habitat. Many plants and animals would not survive if their habitats were destroyed. Pick an animal or insect from the following list. Use primary and secondary resources to research their natural habitats. Where do they live? Why? What types of food and shelter do they need in their habitat? Share your findings with your class.

bobcat
monarch butterfly
panda
blue whale
elephant
otter
gorilla
bumble bee

Extension: Create a campaign to save your animal or insect's habitat. Make a poster and slogan that shows people why it is so important for us to protect our environment.

Standard: SC.5.L.15.1, SS.2.A.1.1, SS.3.A.1.1

SOCIAL STUDIES

“WITH A LITTLE HELP FROM MY FRIENDS”

DIRECTIONS

In *Beat Bugs: A Musical Adventure*, the bugs band together to help save Strawberry Fields. Working together to make our communities a better place is something all of us can do. One important place students can have a big impact is on their school's campus. Why is important for us to take care of each other and our school community? What might happen if we do not? As a class, create a project idea for the betterment of your school. Will you plant a vegetable garden, pick up trash one day after school, or make a mural to hang outside your classroom in the hall? Identify a project and work together to do something special for your school. Make sure to share with your administrators and fellow students. It might inspire a chain reaction!

Standard: SS.1.C.2.1 SS.1.C.2.2, SS.1.C.2.3

ACTIVITIES ACROSS
THE CURRICULUMVISUAL ART/ELA
WHAT IS THE MAIN IDEA?**DIRECTIONS**

Beat Bugs: A Musical Adventure is based on the TV show inspired by music made famous by the Beatles. Music and lyrics, like any other form of art or literature, have meaning. Print the lyrics to “All You Need is Love,” “Good Day Sunshine,” and “Nowhere Man.” Break into small groups and analyze the text. Circle the words that you feel are important to the song. Analyze the details and tone. Is the song happy and upbeat or sad and morose? What do you think the song is trying to say? In other words, what is the main idea?

Individually, create a piece of art using any sort of medium you have available (crayons, markers, paints, pastels, or even just a pencil). Illustrate the main idea from your point of view. You can be concrete or abstract in your expressions, but you must be able to justify and connect your piece to the song you analyzed.

As a class, play each song and display the artwork inspired by the lyrics.

Reflect: What similarities and differences did you notice between the pieces created for each song? What surprised you? What are the three main ideas from the three songs we worked with in this activity? Use specific details from the text and art to justify your reasoning.

Standard: SC.5.L.15.1, SS.2.A.1.1, SS.3.A.1.1



ADDITIONAL RESOURCES

Beat Bugs Books

Beat Bugs: Help! by Anne Lamb

Beat Bugs: Magical Mystery Tour by Anne Lamb

Beat Bugs: Honey Pie by Cari Meister

Beat Bugs: Rain by Anne Lamb

Beat Bugs: I Am the Walrus by Anne Lamb

Beat Bugs: Ticket to Ride (I Can Read Level 1) by Cari Meister

Beat Bugs: In My Life (I Can Read Level 1) by Cari Meister

Beat Bugs: Meet the Beat Bugs (I Can Read Level 1) by Anne Lamb

Beat Bugs: Penny Lane (I Can Read Level 1) by Cari Meister

Beat Bugs: Come Together Activity Book by S. M. Clarence

Beat Bugs All You Need Is Love by Editors of Phoenix International

Beat Bugs Play A Song With a Little Help From My Friends by Editors of Phoenix International

Beat Bugs Let's Follow The Sun First Look and Find Board Book by Editors of Phoenix International

Beat Bugs Music

The Beat Bugs: Best of Season 1 & 2 (Audio CD)

Beat Bugs On DVD

Season 1 Vol 1 - Magical Mystery Tour

Season 1 Vol 2 - Come Together

Season 1 Vol 3 - All You Need Is Love



STANDARDS

NEXT GENERATION SUNSHINE STATE STANDARDS AND FLORIDA STATE STANDARDS
SATISFIED BY USING THIS GUIDE AND ATTENDING ORLANDO REP'S PRODUCTION OF *BEAT BUGS: A MUSICAL ADVENTURE*

Language Arts Florida State Standards | Strand: Reading Standards for Literature | Cluster 1: Key Ideas and Details

(Text refers to the play, the script, or the content in this guide.)

LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

LAFS.1.RL.1.1 Ask and answer questions about key details in a text.

LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.

LAFS.1-5.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.

LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.

LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Language Arts Florida State Standards | Strand: Reading Standards for Literature | Cluster 2: Craft and Structure

LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

Language Arts Florida State Standards | Strand: Reading Standards | Foundational Skills (K-5) | Cluster 2: Phonological Awareness

LAFS.K.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.

Language Arts Florida State Standards | Strand: Writing Standards | Cluster 1: Text Types and Purposes

LAFS.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

LAFS.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

LAFS.2-5.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LAFS.K-5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Language Arts Florida State Standards | Strand: Language Standards | Cluster 3: Vocabulary Acquisition and Use

LAFS.K-5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade K-2 reading and content, choosing flexibly from an array of strategies.

LAFS.K-5.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

Next Generation Sunshine State Standards – Science

SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

Next Generation Sunshine State Standards – Social Studies

SS.2.A.1.1 Examine primary and secondary sources.

SS.3.A.1.1 Analyze primary and secondary sources.

SS.1.C.2.1 Explain the rights and responsibilities students have in the school community.

SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.

SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.

Next Generation Sunshine State Standards – Visual Art

VA.K.C.1.1 Create and share personal works of art with others.

VA.1.C.1.1 Create and discuss works of art that convey personal interests.

VA.2.C.1.1 Use the art-making process to communicate personal interests and self-expression.

VA.3.C.1.1 Use the art-making process to develop ideas for self-expression.

VA.4.C.1.1 Integrate ideas during the art-making process to convey meaning in personal works of art.

Next Generation Sunshine State Standards – Theatre Arts

TH.3.C.1.2 Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.

TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.

TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.

TH.1.C.2.2 Identify elements of an effective performance.

TH.4.C.3.1 Identify the characteristics of an effective acting performance.

TH.K.C.3.2 Share reactions to a live theatre performance.

TH.1.S.3.2 Describe characters and plot development discovered during dramatic play.

TH.3.O.1.2 Discuss why costumes and makeup are used in a play.