



# *Cue to Cue*

## RESOURCE GUIDE

for Educators and Audience Members

# nickelodeon THE SPONGEBOB MUSICAL™

**Welcome** to Cue to Cue, an educational resource guide created to help teachers, parents/guardians, and young audience members enhance the experience of watching *The SpongeBob Musical*.

**In this guide, you will find >>**

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## Big Themes

- Friendship
- Community
- Ocean life
- Heroism
- Optimism
- Perseverance
- Music

## Short Show Description

The stakes are higher than ever in this dynamic stage musical, as SpongeBob and all of Bikini Bottom face the total annihilation of their undersea world. Chaos erupts. Lives hang in the balance. Just when all hope seems lost, a most unexpected hero rises up and takes center stage. The power of optimism really can save the world!

*The SpongeBob Musical* is based on the beloved animated series created by Stephen Hillenburg and features a book by Kyle Jarrow, with original songs by Yolanda Adams, Steven Tyler and Joe Perry of Aerosmith, Sara Bareilles, Jonathan Coulton, Alexander Ebert of Edward Sharpe & The Magnetic Zeros, The Flaming Lips, Lady A, Cyndi Lauper, John Legend, Panic! At the Disco, Plain White T's, They Might Be Giants and T.I., and songs by David Bowie, Tom Kenny and Andy Paley. Additional lyrics are by Jonathan Coulton, with additional music by Tom Kitt. The original production was conceived and directed by Tina Landau.

## Full Synopsis

Before the show begins, a pirate sits down on part of the stage as the audience is taking their seats. The pirate is revealed to be SpongeBob's number one fan, Patchy, who has traveled from Encino, California to catch the premiere of SpongeBob's musical. Two actors dressed as security guards appear and tell Patchy to leave the stage, as the show is about to begin. Patchy objects, but the guards lead him out of the theater as Patchy sings the protest song "Yo Ho, We Won't Go." One of the security guards apologizes for the interruption and shares information for the audience about how to enjoy the show.

### Act 1

We meet SpongeBob, Patrick (his best friend, a starfish), Sandy (another friend, a squirrel) and the various underwater residents of Bikini Bottom "**Bikini Bottom Day.**" We quickly learn that tomorrow a volcano, Mt. Humongous, threatens to erupt and wipe out Bikini Bottom and all the residents "**No Control.**" Patrick is terrified, but SpongeBob tries to convince him it will all be okay "**BFF.**" There is widespread fear, and the town begins to prepare for the worst. The villains, Sheldon Plankton and his wife Karen, hatch a plan to trick the residents into raising money to pay for an escape pod to leave Bikini Bottom before the volcano erupts. The town agrees, and they start to plan a benefit concert to raise the money "**When The Going Gets Tough.**" SpongeBob decides that he can save the town "**(Just A) Simple Sponge,**"

along with his friends Patrick and Sandy. They should climb the volcano and throw in the “erupter interrupter” that Sandy built to stop the volcano and save the day. But, the residents have turned on Sandy because she is an “outsider,” and the town is in shambles. Some, like Mr. Krabs, plan to exploit the disaster for personal means **“Daddy Knows Best.”** When Sandy wants to leave, SpongeBob convinces her to stay and fight for Bikini Bottom **“Hero Is My Middle Name.”** Meanwhile, the school of sardines has chosen Patrick to be their savior **“Super Sea-Star Savior.”** Patrick leaves SpongeBob and Sandy to lead the sardines, and bask in the glow of their adoration. As Sandy comforts SpongeBob, the residents of Bikini Bottom wonder what will happen to their home tomorrow **“Tomorrow Is.”**

## Act 2

The pirates open the second act with a song about Pirate stereotypes **“Poor Pirates,”** and then we see SpongeBob wake up in his house as we did at the beginning **“Bikini Bottom Day (Reprise 2)”**. He quickly remembers the volcano crisis. All of the residents are still in a state of chaos because the volcano will erupt today. The residents gather for the benefit concert to raise the money for the escape pod, and the band, The Electric Skates (the most popular rock band under the sea), arrives to play the concert **“Bikini Bottom Boogie.”** Meanwhile, SpongeBob and Sandy are climbing the volcano **“Chop To The Top.”** SpongeBob and Patrick realize how much they miss each other **“(I Guess I) Miss You,”** and Patrick

suddenly appears with a jet pack just in time to save SpongeBob from falling off the volcano! The three friends are reunited! They get to the top of the volcano and realize that SpongeBob is the only one small enough to get through the top to throw in the “erupter interrupter.” SpongeBob digs deep within and finds the courage to scale the volcano **“Simple Sponge (Reprise),”** and throws in the “erupter interrupter!”

They return to Bikini Bottom and wait with the rest of the town to find out if their plan worked. At the end of the day, the volcano is stopped **“Best Day Ever”** and everyone in the town learns the importance of optimism, courage, and community **“Finale: Bikini Bottom Day (Reprise 3).”**

# The Creators

## Book by Kyle Jarrow

Kyle Jarrow is a Tony Award nominated, Obie Award-winning writer and musician who makes work for television, film, and the stage. He is book writer of *The SpongeBob Musical*, for which he was nominated for Tony, Drama Desk and Outer Critics Circle Awards. He penned the films *Purple Hearts* (which just did a long stint as the #1 movie on Netflix!), *Armless* (premiered at Sundance) and *Saint Janet* (now streaming on Amazon Prime). He created and executive-produced the television series *Valor* (CW/Netflix), as well as the short form streaming series *Lost Generation*. Currently, he is serving as a Co-Executive Producer on *Star Trek Discovery*. In addition to his writing work, he leads the rock band Sky-Pony (called “indie pop aces” by *The New York Times*).

In the world of theater, Kyle is known for writing scripts as well as composing scores. Works include *A Very Merry Unauthorized Children’s Scientology Pageant* (OBIE Award), *The Wildness* (Lortel Award nomination), *Armless* (Fringe NYC Overall Excellence Award), *Whisper House* (with Duncan Sheik, record available from RCA/Victor), *Hostage Song* (with Clay McLeod Chapman), *Love Kills*, *Trigger*, *Gorilla Man*, and the upcoming *Noir*. His plays have been seen all over the U.S., Canada, Europe and Korea: including The Old Globe, Steppenwolf, New York Theatre Workshop, Ars Nova, P.S. 122, American Repertory Theatre, Williamstown Theatre Festival and London’s Other Palace Theatre. In addition to his more “traditional” theater pieces, Kyle has delved into the field of immersive theater and has developed work for Cirque Du Soleil.

Alongside his wife Lauren Worsham, Kyle leads and writes the songs for the rock band Sky-Pony. They released their debut LP *Beautiful Monster* on Knitting Factory Records to critical acclaim and recently released a new EP, *Dragons*. Kyle was part of the now-retired art-rock band The Fabulous Entourage, which appeared in the Whitney Biennial and opened for such groups as Hot Chip and We Are Scientists. Kyle was also a member of the band Super Mirage.

## Additional Lyrics by Jonathan Coulton

Jonathan William Coulton (born December 1, 1970), often called “JoCo” by fans, is an American folk/comedy singer-songwriter, known for his songs about geek culture and his use of the Internet to draw fans. Among his most popular songs are “Code Monkey”, “Re: Your Brains”, “Still Alive” and “Want You Gone” (the last three being featured in games developed by Valve: *Left 4 Dead 2*, *Portal*, and *Portal 2* respectively). He was the house musician for NPR weekly puzzle quiz show *Ask Me Another* from 2012 until its end in 2021.

His album, *Artificial Heart*, was the first to chart, eventually reaching Number 1 on Billboard’s Top Heatseekers and No. 125 in the Billboard 200. Coulton composed the opening number “Bikini Bottom Day,” which is reprised multiple times throughout the show as *SpongeBob’s* main theme. Coulton also contributed to additional lyrics for other musical numbers featured in the show. Along with other musical contributors to the show, Coulton won the Outer Critics Circle Award for Outstanding New Score, and was nominated for Best Original Score for the 72nd Tony Awards. Coulton released the albums *Solid State*, in 2017 and *Some Guys*, in 2019.



## Additional Music by Tom Kitt

Tom Kitt received the 2010 Pulitzer Prize for Drama as well as two Tony Awards for Best Score and Best Orchestrations for *Next to Normal*. *Next to Normal* also received the Outer Critics Circle Award for Outstanding New Score. He is also the composer of *If/Then* (Tony Nom., Outer Critics Nom.); *High Fidelity* (Broadway), *Almost Famous* (Broadway); *Bring It On, The Musical* (co-composer with Lin-Manuel Miranda, Broadway); *Superhero* (2nd Stage); *Disney's Freaky Friday* (Stage Production and Original Disney Channel Movie Musical); *Dave* (Arena Stage); *The Winter's Tale*, *All's Well That Ends Well*, and *Cymbeline* (The Public's NYSF); *From Up Here* and *The Madrid* (MTC); *Orphans* (Broadway) *The Retributionists* (Playwrights Horizons), and *As You Like It* (Toho Co., Japan). As a music supervisor, arranger, and orchestrator, credits include *The SpongeBob Musical* (Tony Nom., Outer Critics Nom, Drama Desk Nom.); *Head Over Heels*; *Jagged Little Pill*; *Grease Live!*; *Rise* (NBC); and *American Idiot*. His work with Green Day also includes additional arrangements for their Grammy Award-winning album *21st Century Breakdown* and their album trilogy, ¡Uno! ¡Dos! ¡Tré! Tom received an Emmy Award as co-writer (with Lin-Manuel Miranda) for the 2013 Tony Award opening number, "Bigger." Upcoming projects include musical adaptations of the films *Magic Mike* and *The Visitor*.

## Musical Production Conceived by Tina Landau

Tina Landau is a writer, director, and teacher whose work includes directing/conceiving *The SpongeBob Musical*, Tarell Alvin McCraney's *Head of Passes* (Steppenwolf, The Public and the Mark Taper Forum), *WIG OUT!* (Vineyard Theatre), and *In the Red and Brown Water* (The Public), Bill Irwin/David Shiner's *Old Hats*, Chuck Mee's *Big Love* and *Iphigenia 2.0* (all Signature Theatre), Paula Vogel's *A Civil War Christmas* (New York Theatre Workshop), *Dave* (Arena Stage) and her musical *Floyd Collins* (also book writer/additional lyrics, Playwrights Horizons). On Broadway, Landau has also directed Tracy Letts's *Superior Donuts* and the revival of *Bells are Ringing*. At Steppenwolf, where she is an ensemble member, directing credits include *The Wheel*, *Hot L Baltimore*, *The Brother/Sister Plays*, *The Tempest*, *The Time of Your Life* (also Seattle Rep, ACT), *The Diary of Anne Frank*, *The Cherry Orchard*, *The Ballad of Little Jo*, *Berlin Circle*, and her own play, *Space* (also Mark Taper Forum, the Public). Landau has co-authored *The Viewpoints Book* with Anne Bogart and has taught regularly at such schools as Yale, Columbia, Harvard, and Northwestern. Upcoming projects include a follow-up book with Bogart, *Viewpoints on Viewpoints*. Awards: USA Fellow, Princess Grace Award, TCG/NEA Director Fellowship, Pew, J. Alton Jones and Rockefeller Awards.

## Featured Songwriters

Yolanda Adams  
Steven Tyler and Joe Perry of Aerosmith  
Sara Bareilles  
Jonathan Coulton  
Alex Ebert of Edward Sharpe & The Magnetic Zeros  
The Flaming Lips  
Lady Antebellum  
Cyndi Lauper

John Legend  
Panic! At the Disco  
Plain White T's,  
They Might Be Giants  
T.I.  
David Bowie  
Tom Kenny & Andy Paley

## Pre-Show Discussion Questions

The following conversation starters will help you think about the themes in *The SpongeBob Musical* as well as make some predictions about the production itself. Discuss the following before you join us at the theatre

1. *The SpongeBob Musical* takes place under the sea, or in a fantastical world called, Bikini Bottom. Characters inspired by both real and imaginary creatures live there. What are your favorite ocean species? Do you think any of them would make for interesting characters?
  - Create your own Bikini Bottom character inspired by a real or imaginary species living under the sea. Decide a name and short character description, or draw a picture!
  - When attending the show, look for as many references to real sea creatures as you can!
2. Do you know the idiom or expression: "glass half full?" What do you think it means?
  - Optimism is one of the themes present in *The SpongeBob Musical*. What is one way you practice optimism in your own life? Do you find it challenging or are you able to see the "glass half full" too?
3. When things go wrong in life, humans tend to look for someone or something to blame. Time is often wasted instead of problem solving or working with others to find a solution. Can you think of a time in your life when you jumped to blame someone or something instead of seeking a solution? How could you approach the situation differently next time?

Standards: LAFS.K-8.RL.1.1, LAFS.K-8.RL.1.2, LAFS.K-8.RL.1.3

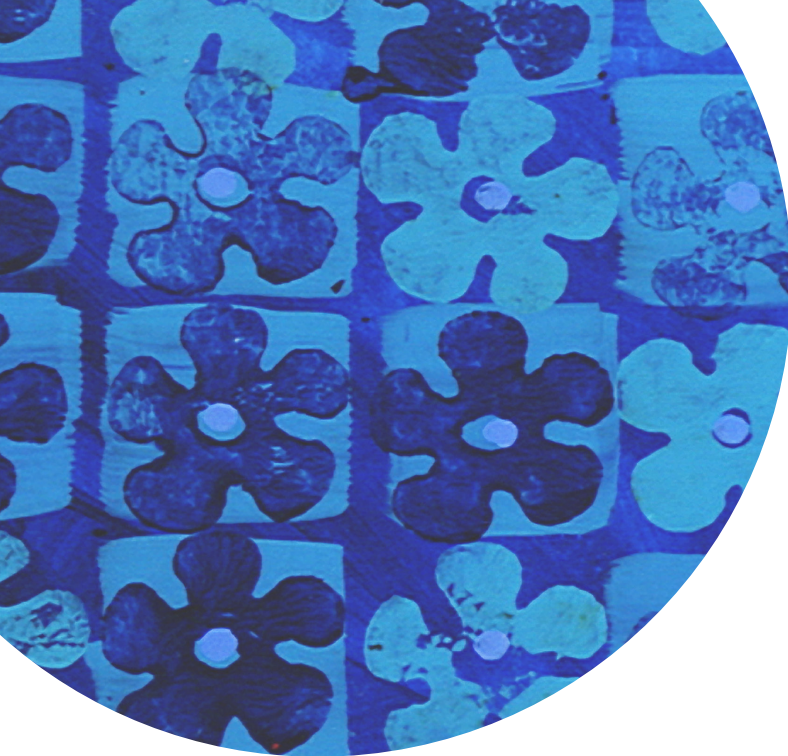
## Post-Show Discussion Questions

We hope you enjoyed Orlando Repertory Theatre's production of *The SpongeBob Musical*. Discuss the following questions after attending the performance.

1. What was *The SpongeBob Musical* 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?
2. What did you notice when you first entered the theatre? Describe the stage.
3. *The SpongeBob Musical* takes place in a fantastical underwater world. Did the set and scenery help establish the show's location or time? What specific things did you notice about the set and stage lights: color, shape, texture? Did you notice anything about the set or lights that you thought was unique?
4. What did you notice about the actors and their performances? How did they use their voices and bodies to bring the characters to life?
5. Which character do you relate to the most? Why? What words describe that character?

Standards: LAFS.K-8.RL.1.1, LAFS.K-8.RL.1.2, LAFS.K-8.RL.1.3, LAFS.K-8.RL.2.6, LAFS.K-8.RI.1.2, TH.K.C.2.1, TH.K.C.3.2, TH.1.C.2.2, TH.1.S.3.2, TH.2.O.2.1, TH.3.C.1.2, TH.3.C.2.2, TH.3.O.2.1, TH.3.O.1.2, TH.3.S.1.3, TH.3.S.3.3, TH.4.O.1.1, TH.4.C.3.1, TH.4.S.1.1, TH.4.S.1.3, TH.4.S.3.3, TH.5.O.1.1, TH.5.O.1.3, TH.5.O.3.1, TH.5.S.1.3, TH.5.S.3.3, TH.68.O.1.2, TH.68.S.2.3, TH.68.H.1.5





## Exploration of Themes in *The SpongeBob Musical*

### > Top Ten Ocean Facts from National Geographic Kids

1. Around 70% of the planet's surface is covered by oceans. In fact, the oceans hold about 96.5% of all water on Earth.
2. The largest ocean on Earth is the Pacific Ocean, covering around 30% of the Earth's surface.
3. The name "Pacific Ocean" comes from the Latin name *Tepre Pacificum*, "peaceful sea".
4. The deepest known area of the Earth's oceans is known as the Mariana Trench. Its deepest point measures 11km. That's a long dive down!

5. The world's oceans are home to incredible creatures that are masters of disguise!
6. The longest mountain range in the world is found under water. Stretching over 56,000km, the Mid-Oceanic Ridge is a mountain chain that runs along the centre of the ocean basins.
7. About 70% of the oxygen we breathe is produced by the oceans.
8. The sea is home to the world's largest living structure – the Great Barrier Reef. Measuring around 2,600km, it can even be seen from the Moon!
9. We have only explored about 5% of the world's oceans. There's a lot more to be discovered!
10. The sea can be described as the planet's mega museum. There are more artifacts and remnants of history in the ocean than in all of the world's museums combined! Pretty amazing, huh?

**Discussion:** Did you know that every year over 8 million tons of plastic end up in our planet's beautiful blue oceans? Even more importantly, did you know that you can help? If we work together, we can protect our planet and our oceans from harmful waste and pollution. Work in small groups to identify changes we can make individually, as a school community, and as a world to protect our oceans from plastic pollution.



## > Inventions

*"Science, y'all. That's the answer!"*

When faced with an insurmountable problem, Sandy and her friends turn to science as the answer. She creates an invention that saves Bikini Bottom from destruction. All scientists use a process called the Scientific Method to test theories in order to solve the problem.

**Discussion:** What big questions do you have about the world and how it works? What problems do we face that could be solved by a new invention? Work in pairs to pick a problem and brainstorm possible solutions or hypotheses to solve the problem. Share your potential inventions with your classmates.

**Project Extension, Shark Tank:** If time allows, create a formal presentation and have your classmates ask questions and choose whether they would invest in your invention. Which projects were the most convincing and why?

## > Citizenship and Community

*"At a time like this, we should be coming together. Instead everyone's looking for someone to blame or follow, exploit, or control."*

In *The SpongeBob Musical*, a terrible situation brings out wildly different behavior from the citizens of Bikini Bottom. Some try to help, others take advantage of the situation for personal gain.

**Citizenship** is defined as being a member of a community. Defining what it means to be a good citizen can range from voting to returning your cart in the grocery store parking lot.

**Discussion:** How did the characters in *The SpongeBob Musical* act as a community? Which characters displayed good citizenship and which characters did not? What are the qualities of a good citizen? What are specific actions you can take to be a good citizen in your classroom, your community, or even the country as a whole?

## ELA K-12th Grade Activity - What is your "Best Day Ever?"

Imagine if you could actually live your "Best Day Ever?" What would you do on your perfect day? Write or illustrate your day from the moment you wake up in the morning until the moment you lay your head down at night. Using descriptive language and include a clear beginning, middle, and end.

Standards: WL.K12.AH.5.7

# Vocabulary and Definitions in *The SpongeBob Musical*

scheme	a large-scale systematic plan or arrangement
hypnotize	capture the whole attention of (someone), put someone in a trance
research	the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions
evacuation	the action of removing someone or thing from a place
occasion	a particular time or instance of an event
mammal	a warm-blooded vertebrate animal
kelp	a large brown seaweed that typically has a long, tough stalk
vulnerable	someone in need of special care, support, or protection
domination	the exercise of control or influence over someone or something
ingenious	description of someone who is clever, original, and inventive
achievement	a thing done successfully
treacherous	hazardous because of presenting hidden or unpredictable dangers



## Additional Resources

### The World of SpongeBob

*Five Undersea Stories (SpongeBob SquarePants)* by Random House

*SpongeBob's Best Days! (SpongeBob SquarePants)* by Golden Books

*SpongeBob Comics: Book 3: Tales from the Haunted Pineapple* by Stephen Hillenburg, Chris Duffy

*Happy Birthday, SpongeBob! (SpongeBob SquarePants)* by J-P Chanda

*Party Time! (SpongeBob SquarePants)* by Random House, Harry Moore (Illustrator)

*SpongeBob Comics: Treasure Chest* by Stephen Hillenburg, Chris Duffy

*SpongeBob Comics: Book 2: Aquatic Adventurers, Unite!* by Stephen Hillenburg, Chris Duffy

*Sponge in Space! (SpongeBob SquarePants Series)* by Golden Books, Heather Martinez (Illustrator)

*Good Times! (SpongeBob SquarePants)* by Nickelodeon Publishing

*Behold, No Cavities! A Visit to the Dentist (SpongeBob SquarePants)* by Nickelodeon Publishing

*The Eye of the Fry Cook: A Story About Getting Glasses (SpongeBob SquarePants Series)* by Erica David

*And the Winner Is... (SpongeBob SquarePants)* by Nickelodeon Publishing

*SpongeBob Detective Pants in the Case of the Vanished Squirrel (SpongeBob SquarePants)* by Nickelodeon Publishing

*The Great Escape (SpongeBob SquarePants Series)* by Emily Sollinger

*Surf's Up, SpongeBob! (SpongeBob SquarePants)* by Nickelodeon Publishing

*Road Trip (SpongeBob SquarePants)* by Nickelodeon Publishing

*The Bikini Bottom Bike Race (SpongeBob SquarePants Series)* by Scott Sonneborn

*For the Love of Bubbles (SpongeBob SquarePants)* by Nickelodeon Publishing

*The Big Win (SpongeBob SquarePants)* by Nickelodeon Publishing

*The World's Greatest Valentine (SpongeBob SquarePants)* by Nickelodeon

*SpongeBob Airpants: The Lost Episode (SpongeBob SquarePants)* by Nickelodeon

And so many more titles...

**Check out your favorite local bookstore for more books inspired by this lovable character!**



# Florida State Standards

Detailed list of Florida State Standards satisfied by using this guide and attending Orlando REP's production of *The SpongeBob Musical*.

## Language Arts Florida Standards

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

### Reading/Text Analysis Standards:

LAFS.K-8.RI.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.K-8.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.K-8.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

LAFS.K-8.RI.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

LAFS.K-8.RI.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral.

LAFS.K-8.RI.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.K-8.RI.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

LAFS.K-8.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

### Vocabulary Standards:

LAFS.2-8.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

LAFS.2-8.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

### Writing Standards:

LAFS.K-8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

WL.K12.AH.5.7 Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.

### Theatre Arts:

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

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

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

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

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

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.3.C.2.2 Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.

TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.

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

TH.3.S.1.3 Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.

TH.3.S.3.3 Describe elements of dramatic performance that produce an emotional response in oneself or an audience.

TH.4.O.1.1 Describe what a designer and director do to support the actor in creating a performance.

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

TH.4.S.1.1 Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

TH.4.S.1.3 Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.

TH.4.S.3.3 Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.

TH.5.O.1.1 Explain an actor's choices in the creation of a character for a scene or play.

TH.5.O.1.3 Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.

TH.5.O.3.1 Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.

TH.5.S.1.3 Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.

TH.5.S.3.3 Use elements of dramatic and technical performance designed to produce an emotional response in an audience.

TH.68.O.1.2 Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.

TH.68.S.2.3 Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.

TH.68.H.1.5 Describe one's own personal responses to a theatrical work and show respect for the responses of others.