

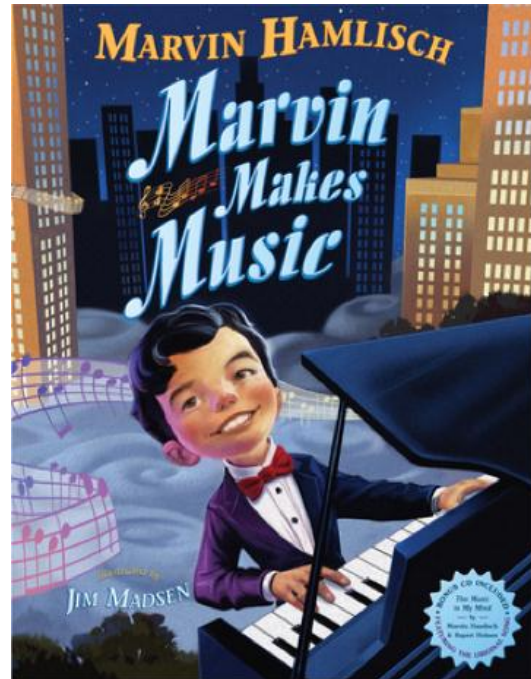
Classroom Guide for *Marvin Makes Music*

Book Written by Marvin Hamlisch
Illustrations by James Madsen

Dial Books for Young Readers, 2012
Picture Book/Autobiography
Appropriate for Ages 4-10

Synopsis

“Marvin loves to play the piano and compose his own songs. But performing music written by some old guys named Ludwig and Wolfgang just gives him knots in his stomach. When his father tells Marvin he has an audition with a famous music school, how can he overcome his nerves and get swept away by the music?”



Marvin Makes Music is based on the true life story of Marvin Hamlisch, who at six became one of the youngest students ever accepted into the Juilliard School of Music.”

Themes

Achieving Goals, Creative Inspiration, Family, Feelings, Persisting, Practicing

Curriculum Tie-Ins

Autobiographies, Creativity, Composers, Heroes & Role Models, Music Education, Success Skills

Aligned to [Common Core Standards](#) & [21st Century Skills](#)

Classroom Guide Created by Charlotte Blair

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Marvin Makes Music by the MOST Marvelous Marvin Hamlisch

Letter of Introduction

Dear Fellow Educator & Inspirer of Children,

It has been my privilege to create this teacher's guide for you as a gift to my brother, Marvin Hamlisch. Marvin was actually my brother-in-law but he didn't like for us to use the "in-law" part. He said it made it sound like we didn't like each other. I adored him and was fortunate to have been able to spend over two decades with my sister, Terre, and him.

Marvin was not only a genius with tremendous talent; he was also a GREAT man. Marv was the most wonderful, larger-than-life, make you laugh from the bottom of your being character. He loved life, spread joy and was incredibly generous!

Marvin often told stories about his childhood and this story of problem solving with pajamas was a favorite. He was SO EXCITED about one of his many stories being published as a picture book! I remember vividly when he first showed me the huge, uncut version of the book with all of the pages on the same piece of large paper. Marvin spoke of how he was especially delighted with Jim Madsen's illustrations and relished having had another opportunity to work with Rupert Holmes, who he respected and loved. Marvin said, "This is going to be REALLY GREAT! Any parent who wants their child to practice needs to read this book." He was right; they do. AND there is so much more to be learned from ***Marvin Makes Music***; inspiration for creativity and how to succeed are two of the themes. This guide addresses those themes and can be used to either pick and choose ideas or in it's entirety as a larger focus of study. Activities and conversations are aligned to Common Core Standards and also to 21st Century Skills in an effort to help you plan efficiently. Forms for activities have been created to facilitate implementation and save you time.

It is my hope that by allowing your students to participate in these activities and conversations that they will follow in Marvin's footsteps to find unique ways to use what they love doing in order to create and share with others.

Our family is heart broken that our dear, Marv didn't live to see his book being read to and by children. Please, use and enjoy one of Marvin's many gifts. It is a part of the legacy he left behind for us to use as we celebrate him!

Most sincerely,
Charlotte Blair
charlotte@charlotteblair.com

Please be sure to share your students' experiences and photos with ***Marvin Makes Music*** at www.marvinhamlisch.com in the Comment Section, on the Marvin Hamlisch or the ***Marvin Makes Music*** Facebook pages and on Twitter @marvinhamlisch.

Questioning Ideas

Thoughts About Conversation Delivery for Teachers

Some of these questions are best suited for the whole class & some may be “turn and talk to the person/small group sitting near you” questions (so you aren’t continuing to listen to answers into late July ☺). If you do the “turn and talk,” may I suggest a quick overview with a show of hands when finished so all of your students have an opportunity for whole group input and participation? Example – Raise your hand if you practice on your own. Raise your hand if you have someone making you practice. Feel free to pick and choose. AND please, do not feel like you have to do all of this in one sitting! This is a good opportunity to model rereading text and looking back through the text for supporting evidence for sure.

The Book Hook Conversation (Before Reading)

Do you have something you LOVE to do? What is it?

Do you practice? Why or why not?

The following 2 questions will most likely be answered within the context of the “Why or why not question?” BUT just in case they are not:

How do you feel about practicing? What is the purpose of practicing?

Do you practice on your own or does someone encourage/make you practice?
(Look forward to interesting stories here if you ask this to the whole group ☺)

Why do you practice?

The Book Hook Introduction (Setting the Purpose for Reading)

We are about to read an autobiographical book that involves practicing. What does it mean if a book is an autobiography? You got it! In an autobiographical book the author writes about events from his or her life. A famous composer, Marvin Hamlisch, wrote this autobiography titled ***Marvin Makes Music***. It tells a real life story from his childhood that he often enjoyed sharing with others.

In this book, Marvin hears music and finds creative inspiration in the everyday world around him. He loves to play the piano and create his own music! However Marvin’s father pressures him to practice playing the piano with “old music” that Marvin doesn’t enjoy as much as radio tunes or his own compositions.

Be sure to listen as I read, for the various ways Marvin developed his talent in order to be successful sharing what he loved with others.

Discussion Questions

1a. What are some of the specific ways Marvin avoided practicing the piano?

Forgot to clean his room, starving, had to go to the bathroom & hid

1b. Why did Marvin avoid practicing? There are three specific reasons mentioned in the book. Give the reason and the proof from the book.

Reason for Avoiding Practice	Evidence from Book
<i>Took TOO MUCH time</i>	<i>"All that practice was too much."</i>
<i>Didn't like what he was practicing</i>	<i>"Didn't like the old music"</i>
<i>Wasn't interested</i>	<i>"Exercises just made him sleepy"</i>

1c. Inferring, which means reading between the lines of what is actually said, why do you suppose Marvin REALLY didn't want to practice. What makes you think that?

Accept anything reasonable as long as it is supported with the why. Example – He wanted do other things like playing baseball with his friends because he was tired of sitting and being inside practicing so much.

2a. A theme is an idea that is repeated throughout a book. By reading the book, you gain more understanding about that idea and your thinking about the idea may change and grow. So let's start out easy. What is NOT a theme in **Marvin Makes Music**?

Examples - Playing baseball and hiding are both mentioned one time at the beginning of the book but they are not repeated so they aren't themes.

2b. Now let's think harder. What is a theme in the book **Marvin Makes Music**? (Remember a theme is an idea that is repeated throughout a book to help you understand the idea better.) Why do you think this idea is a theme? What is your evidence?

Practicing making you successful is a theme that is repeated throughout the book. In the beginning Marvin avoids practicing; he doesn't like it. He doesn't enjoy having to practice performing in front of neighbors either. It gives him "butterflies in the belly." On the roof, before his audition, Marvin and his dad have a heart to heart talk about why he has to practice. "I know you like to write songs, but the better you learn to play the piano, the better you can play them." By doing what he doesn't want to do, practice, he is allowed opportunities to learn more about what he loves to do at one of the best music schools in the country.

Another theme is finding creative inspiration (new ideas) in the world around you. In the beginning of the book, it says, "Wherever he went, he heard music." Bird songs and car horns are mentioned. Creative inspiration is mentioned again when Marvin and his dad are waiting before his audition on the rooftop. Fluffy clouds are compared to a soft lullaby and people on the street to music notes. Marvin wants to play music, "a City Symphony," using sounds from the city.

3a. Let's start with the theme of practicing. Have you heard the saying "Practice makes perfect?" What does that mean?

The more you practice, the better you will do.

3b. Think back to what YOU practice at home or at school. How does the amount of time you spend practicing affect your performance (musical, athletic, academic)? Can you share a specific example?

3c. Anders Ericsson, a psychologist, made popular the idea that 10,000 hours of practice in an area can make one an expert. Does this change the way you think about the amount of practicing you should be doing if you want to play baseball for the Yankees or your favorite team?

3d. Vince Lombardi, coach for the Green Bay Packers, said, "Practice does not make perfect. Only perfect practice makes perfect." How does the quality of your practice affect your performance?

Practice makes permanent. If you practice poorly or half-heartedly, you develop bad habits that are hard to break when you actually perform. If you practice well, you develop good habits that carry through when you have "butterflies in YOUR belly" before the big game or before reading in front of your class.

4a. Identify and analyze, which means break into parts and think about the parts, other habits that Marvin's parents helped him develop as a child. Those habits he developed allowed him to become successful and famous. What evidence from the book can you use to support your thinking?

Persistence with practice, work ethic, problem solving with pajamas ☺, stepping out of his comfort zone and enduring stage fright by playing in front of others & risk taking by facing possible failure when auditioning.

4b. How does being persistent promote your success?

4c. How does having a good work ethic and not being lazy promote your success?

4d. How does "stepping out of your comfort zone" and taking risks promote your success?

Now let's take a look at the theme of creative inspiration. Instead of answering questions about creativity and inspiration, we are going to think and work creatively. (Select the creative exercises that have been aligned with Common Core Standards & 21st Century Skills that you would like your students to experience from the Creative Inspiration section.)

Concluding Questions

5. So what? What difference does it make to you in your life that we read, enjoyed and did some challenging thinking about this book?
6. What ideas have you formulated about what you can do NOW in order to be successful in your future?
7. As a result of having listened and discussed ***Marvin Makes Music***, what ideas have you formulated about the topic of creating new work(s)?

Alignment of Questions to Common CORE Literacy Anchor Standards (Grades K-5)

CCSS.ELA-Literacy.CCRA.R.1 = Questions 1a, 1b, & 1c

(Translation of Abbreviation for Those Not Yet Familiar – Common Core State Standards. English Language Arts - Literacy. College & Career Readiness Anchor. Reading. Number 1)

“Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.”

CCSS.ELA-Literacy.CCRA.R.2 = Questions 2a & 2b

“Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.”

CCSS.ELA-Literacy.CCRA.R.3 = Question 4a

“Analyze how and why individuals, events, or ideas develop and interact over the course of a text.”

Please find additional alignment to the Common Core Standards and 21st Century Skills at the end of the Creative Inspiration, Research and Collaboration Sections.

Creative Inspiration Ideas for Classroom Use

Creative Inspiration Conversation Starters

What do you think it means to be creative?

When someone creates they make something that is completely new. It's never been done exactly that way before.

Inspiration is a fancy word that means an object or an experience that gives you the idea (or ideas) to create something new.

In the book, Marvin finds creative inspiration for the music that he composes in every day sounds.

Creative Inspiration Activities

1. Listen to "An American in Paris."

<http://www.purl.org/marvinmakesmusic/classguide/george-gershwin-american-in-paris>

When George Gershwin wrote this musical piece in 1928, the sights, sounds and moods of Paris, France inspired him. Listen to the music and jot down the everyday sounds you think Mr. Gershwin was recreating in his music.

Allow students to share their observations. (Side note - In the middle of the three parts, the blues part is thought to represent homesickness. See if your students notice and mention this change in the music. If not, you might want to consider mentioning it to them.)

If they struggle to identify a variety of sounds, showing picture books illustrating the setting of Paris might be helpful. Consider showing the illustrations of the outdoor pictures in the books ***Eloise in Paris*** by Kay Thompson, any of the ***Madeline*** books by Ludwig Bemelmans or ***Paris in Color*** by Nichole Robertson, which shows photographs taken in Paris that are organized by color. Also ***A Spree in Pree*** by Catherine Stock has backgrounds that may inspire some ideas for possible sounds in the music.

2. Take a field trip walkabout. Walk through the hallways and around the playground and school grounds as a class silently. Have students observe and record by writing words or drawing pictures to represent the sounds they hear. When you return to the room, have them share and see if they can recreate the sounds. This could tie in perfectly with the scientific study of sound.

Creative Inspiration Activities (Continued)

3. Read other books about creative inspiration of music being found in everyday life. Consider using Venn Diagrams ([Form A](#)) to compare and contrast and/or chart the thinking from class discussions.
 - ⇒ ***The Extraordinary Music of Mr. Ives: The True Story of a Famous American Composer*** by Joanne Stanbridge (Musical Inspiration)
 - ⇒ ***Squeak, Rumble, Whomp! Whomp! Whomp!: A Sonic Adventure*** by Wynton Marsalis (Musical Inspiration)
 - ⇒ ***The Dot*** by Peter H. Reynolds (Visual Art Inspiration for those who might be concerned they aren't creative)
4. In the book, Marvin mentions wondering why he had to play music by composers with funny names. Have students listen to Wolfgang and Ludwig. Allow them to paint or water color as they listen.

Suggest to students that they might consider making color selections that represent the mood of what they hear and create the musical movement with the paint on paper. Some students may want to use the entire paper as a whole. Some students may prefer folding the paper into four parts and creating a section at a time.

Sometimes audience members create stories in their minds as they listen to music, painting a picture of the story in the music is also an option.

Once the masterpieces, hopefully not brown blobs ☺, have dried allow the children to share and also to listen to the music again and trace the art that was inspired by the music. Sample pieces from Mozart and Beethoven that you might consider using are:

- ⇒ Wolfgang Amadeus Mozart
The Best of Mozart
<http://www.purl.org/marvinmakesmusic/classguide/best-of-mozart>
- ⇒ Ludwig Van Beethoven
Symphony No. 7 in A Major Op 92. Allegretto
<http://www.purl.org/marvinmakesmusic/classguide/beethoven-symphony-number7>

Creative Inspiration Activities (Continued)

5. As a child, Marvin enjoyed playing show tunes on the piano. Listen to:

- ⇒ “I’ve Got Sun in the Morning” from by Irving Berlin
<http://www.purl.org/marvinmakesmusic/classguide/irving-berlin-ive-got-sun-in-the-morning>
- ⇒ And/or the “West Side Overture” by Leonard Bernstein
<http://www.purl.org/marvinmakesmusic/classguide/leonard-bernstein-west-side-overture>

How are they different from the classical pieces that you heard earlier?

Ask the children which type of music they prefer and specifically why. Model for students how to share an opinion giving specific reasons for preferences. Then highlight children giving good reasoning to support their opinions using specific examples from the music by asking students which opinions were effectively supported with reasoning.

More Creative Inspiration Conversation:

In the book, Marvin finds creative inspiration for the music that he composes in every day sounds. What about other types of artist?

Where do you suppose writers and lyricists find inspiration for their work?

**** Please, be sure if you do nothing else, to read the message from the famous musician and lyricist, Rupert Holmes, to the children (Rupert Holmes, Music All Around Us). He speaks about the creative process when writing the lyrics to “The Music in My Mind” and also describes his collaboration with Marvin for writing the song in the back of the book. This is a powerful letter, beautifully written by an incredibly brilliant artist. ****

Where do illustrators and visual artists find creative inspiration for drawing, painting and creating collages, ceramics, tapestries or murals?

Where might playwrights find inspiration for their stage show productions?

Where do you think dancers might find inspiration for their choreography and movement?

How do you like to create (writing, cooking, building, inventing, problem solving, etc.)?

What inspires YOU with new ideas or approaches when you’re creating an original work?

More Creative Inspiration Activities

6. Listen to the “Music in My Mind” C.D. for the first time with all eyes closed. (Be prepared for peekers and gigglers 😊!) Ask what the students were feeling when they listened to the music and lyrics. Listen a second time with eyes open and allow the class to move to the music. Ask children to share a “move” they saw a classmate make that they felt expressed the music well. Listen a third time and sing along with the lyrics projected from a Smart Board or overhead. Listen a fourth time to simply enjoy with or without movement and singing. Children choose.
7. Throughout the Creative Inspiration Conversation consider having a Creation Station filled with a variety of supplies where students can schedule time to go create. As you have modeled for your students, being good at anything takes time and practice.
8. At the end of the conversations, please, consider having a Creativity Celebration Fair and give students an optional opportunity and an audience to share something they have created. Be sure to ask them from where they got their inspiration. It might be fun to include family members sharing creations as well.

Possible Steps to a Creativity Celebration Fair

Teacher Note - As you know, if you as the teacher model each of the steps in the creative process for the students before the students are given the work to complete, it will help the quality of student work and final products exponentially. What do you like to do? Take a risk 😊. Come on, you can do it!

- ⇒ 8a. With other classmates in a small group brainstorm and record ([Form B](#)), either by sketching or writing, a list of things you enjoy and are good at doing.

Teacher Note - You might consider taking a 12” x 18” piece of construction paper and folding it into eight boxes for children who have difficulty with small motor tasks. Every participant’s list should be different. The conversation should allow students, who are having difficulty thinking of ideas, to piggyback off of those who are generating a number of ideas.

- ⇒ 8b. Individually select your favorite/the best idea from your list.
- ⇒ 8c. With a partner brainstorm and record ten ideas of products you would like to create within your field of interest/expertise ([Form C](#)). Don’t worry if you can actually make the ideas just yet. The emphasis is to generate ideas from which you can choose.

Possible Steps to a Creativity Celebration Fair (Continued)

- ⇒ 8d. Select one of your ideas to try ([Form D](#)). Think about how you would go about creating the idea and write down the steps in order. Be sure to include the materials you'll need and how it will be assembled, if applicable. Draw a diagram of what your creation will look like when it is completed. If your creation is a performance draw a sequence of the movements or the staging involved. (For younger children they can draw what they will look like performing their creation.)
- ⇒ 8e. Pick another idea and repeat the process ([Form E](#)). Think about how you would go about creating the second idea and write down the steps in order. Be sure to include the materials you'll need and how it will be assembled, if applicable. Draw a diagram of what your creation will look like when it is completed.
- ⇒ 8f. Having explored two different ideas, sit down with your partner/group and evaluate which one idea you will create for the Creativity Celebration Fair.

Teacher Note - If you choose to use the Evaluation Grid ([Form F](#)), students will need a lesson on how to use it. You may allow children to develop their own Evaluation Criteria as a whole group, individually with approval or you may use the already developed Evaluation Criteria from the example.

- ⇒ 8g. Once products have been selected, assign a rough draft of the selected creation to be completed at home with a due date along with an explanation to parents that each child will be reflecting upon and evaluating their rough draft at school in an effort to elaborate and refine the final product ([Sample Form G](#)). Be sure to emphasize that mistakes and setbacks are inevitable and both offer opportunities to think, problem solve and learn. Creativity is an ongoing process not an end product.
- ⇒ 8h. When the rough drafts are returned, group children into "Input and Feedback Groups." After modeling what this interaction should look like with the class, each child will share two aspects of their classmates' creations that they feel are effective, as well as one suggestion for an improvement to be made with supporting reasoning.
- ⇒ 8i. After having received input and feedback from group mates, children should self-reflect and decide upon improvements to make to their original works. They will fill out the form to take home to use when working on the final draft ([Form H](#)).

Possible Steps to a Creativity Celebration Fair (Continued)

- ⇒ 8j. On the due date have children share and celebrate their final creations. Using a large space in the library or cafeteria may work well for this activity. Consider inviting family members to join in your celebration as mentioned in the sample letter to families ([Form G](#)).

Alignment of Creative Inspiration to Common CORE Literacy Anchor Standards (Grades K-5)

CCSS.ELA-Literacy.CCRA.R.7 = Activities 1, 2, 4, 5 & 6

(Translation of Abbreviation for Those Not Yet Familiar – Common Core State Standards. English Language Arts- Literacy. College & Career Readiness Anchor. Reading. Number 7)

“Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well in words.

CCSS.ELA-Literacy.CCRA.R.9 = Activities 3, 4 & 5

“Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.”

“Text” would need to be changed to musical pieces for activities 4 & 5 and “authors” would be switched to composers. *The exciting part about this is that the thinking involved is the same! This gives children the opportunity to apply literacy skills in a different context, which as you know, is necessary for students to be able to show what they know and are able to do with their learning.*

Alignment of Creative Inspiration to 21st Century Skills

Learning and Innovative Skills:

Creativity and Innovation

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming) = Activities 4, 7, 8a, 8c
- Create new and worthwhile ideas (both incremental and radical concepts) = Activities 7, 8d, 8e, 8g, 8i
- Elaborate, refine, analyze and evaluate own ideas in order to improve and maximize creative efforts = Questions 8f, 8h, 8i

Work Creatively with Others

- Develop, implement and communicate new ideas to others effectively = Activities 4, 6, 8g, 8h
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work = Activities 8h, 8i, 8j
- Continued on page 13

Alignment to 21st Century Skills (Continued)

Learning and Innovative Skills:

Creativity and Innovation

Work Creatively with Others (Continued)

- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas = Activities 4, 8g, 8i
- View failure as an opportunity to learn; understanding that creativity and innovation is a long-term cyclical process of small successes and frequent mistakes = Activities 8g, 8h, 8i

Implement Innovations

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur = Activities 7, 8i

Critical Thinking and Problem Solving

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation = Activities 1, 3, 8

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs = Activities 3, 8f, 8h, 8i
- Analyze and evaluate major alternative points of view = Activities 5, 8f, 8h, 8i
- Synthesize and make connections between information and arguments = Activities 3, 5, 8f
- Interpret information and draw conclusions based on the best analysis = Activities 1, 3, 8b, 8f, 8i
- Reflect critically on learning experiences and processes = Activities 4, 5, 6 & 8

Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways = Activity 8g
- Identify and ask significant questions that clarify various points of view and lead to better solutions = Activities 8h, 8i

Alignment to 21st Century Skills (Continued)

Learning and Innovative Skills:

Communication and Collaboration:

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts = Activities 1, 2, 3, 4, 5, 6 & 8
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions = Activities 1, 2, 3, 4, 5, 8

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams = Activities 8a, 8c, 8h
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal = Activities 8h, 8i
- Assume shared responsibilities for collaborative work, and value the individual contributions made by each team member (N/A with children working independently)

Research & Research Processing Questions

Be a Detective. What Info. Can You Uncover and Discover about Marvin?

Awards Research

1. What awards did Marvin earn as a composer and a conductor?

Teacher Note – This can be a question for students, who finish work quickly, to address as a jumping off point for your research. Consider putting a piece of chart paper up in the room where children add information they find over a determined amount of time. At the end of the determined amount of time, as a whole group, allow the researchers to share their findings. After that, I suggest giving the following award questions/research to children by allowing them to choose their question in pairs or small groups. Please be sure to read and consider asking the processing questions at the end of the research section.

Awards Research (Continued)

2. What information can you uncover about Emmy Awards?

Student Handout, [Form S2](#)
Teacher Assessment Key, [Form T2](#)

3. What information can you uncover about Grammy Awards?

Student Handout, [Form S3](#)
Teacher Assessment Key, [Form T3](#)

4. What information can you uncover about Academy/Oscar Awards?

Student Handout, [Form S4](#)
Teacher Assessment Key, [Form T4](#)

5. What information can you uncover about Tony Awards?

Student Handout, [Form S5](#)
Teacher Assessment Key, [Form T5](#)

6. What information can you uncover about the Golden Globe Awards?

Student Handout, [Form S6](#)
Teacher Assessment Key, [Form T6](#)

7. What information can you uncover about the Pulitzer Prize Award?

Student Handout, [Form S7](#)
Teacher Assessment Key, [Form T7](#)

Teacher Note – Allow groups to share what they found, probably not all in one sitting unless you have movement breaks. Introduce the idea of EGOT award winners, people who have won all four major US entertainment awards: an Emmy (TV), Grammy (Music), Oscar (Movies) and Tony (Theater). Marvin is an EGOT winner. Consider putting chart paper up for students to list and share information about the ten other people, who are also EGOT winners.

8. As we discussed, Marvin was an EGOT winner. Can you find information about the other ten EGOT winners? How could we best organize this information? Instead of providing organization for the students, let them decide how to structure their answers. Discuss with the whole class why children organized the way they did and what was effective.

Teacher Assessment Key, [Form T8](#)

Awards Research (Continued)

9. Only two people to date have won an EGOT and a Pulitzer Prize. As you know from your research, one of them is Marvin. Who is the other and what can you find about him?

Richard Rodgers, also a composer, was the other. He wrote hundreds of songs and 43 Broadway shows, including Oklahoma, South Pacific, The King and I and The Sound of Music. He had a successful partnership with lyricist Oscar Hammerstein.

Juilliard Research

10. In the book Marvin auditions for the world famous music school, Juilliard. What was Juilliard like in the 1950s when Marvin auditioned and first attended?

Student Handout, [Form S10](#)
Teacher Assessment Key, [Form T10](#)

Interesting side note – World-class editor for Penguin, Steve Meltzer, took pictures of historic Juilliard buildings in New York City and sent them to the illustrator, Jim Madsen. With Steve's help, Jim did not need to travel away from his family in Utah in order to create his illustrations with accuracy. It's an excellent example of real world collaboration and there's more about collaborating in the final section of the teacher's guide. Read on!

11. Marvin believed that some of the determinants of his success were the guidance he received from his family and the quality of the instruction he was given. What current information can you find about the Juilliard School?

Student Handout, [Form S11](#)
Teacher Assessment Key, [Form T11](#)

12. What do you love to do that you would enjoy sharing with others? Research where you might find the best quality instruction to further your interest/talent. Share the information with a parent or another interested adult.

Processing Research Questions

- Look through your research and think about the number of times Marvin was nominated for awards versus the number of times that he won an award. Is there a connection?

Marvin was nominated, which alone is an honor, more times than he won. Doing what you love is the reward itself even without having others acknowledge what you've accomplished.

Processing Research Questions (Continued)

- Is there a connection between how hard you work and winning?

Hard work increases your chances of winning but it doesn't guarantee that you will win. Thomas Jefferson, the third U.S. President, said, "I'm a great believer in luck and I find that the harder I work, the more I have of it."

- Even if you are outstanding at what you do, can you win all the time?

Sometimes you can try your hardest and not win. No one can win all the time; it is nearly impossible statistically. Not winning gives you an opportunity to learn something about your own performance through self-reflection and by choosing to learn from the person/people who did win. Side Note - Sometimes other people play better or create well. Be sure to practice being a good sport and congratulate them.

- In addition to working hard, what other choices can help you to be successful regardless the area of interest?

Practicing often and well, in addition to getting the very best quality instruction, can increase your chances of being successful in any area.

Alignment of Research to Common CORE Literacy Standards (Grades K-5)

CCSS.ELA-Literacy.W.4.7 = Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 & 11

(Translation of Abbreviation for Those Not Yet Familiar – Common Core State Standards. English Language Arts- Literacy, Writing. Grade 4. Number 7)

“Conduct short research projects that build knowledge through investigation of different aspects of a topic.”

CCSS.ELA-Literacy.W.4.8 = Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 & 11

“Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.”

CCSS.ELA-Literacy.W.4.9 = Processing Research Questions

“Draw evidence from literary or informational texts to support analysis, reflection, and research.”

Side Note – I listed the Writing Standards for Grade 4. As you are aware, the other grades are similar with varied levels of support and detail. Grade 1 is with the help of an adult. Grade 2 is in groups. Grade 3 begins independent research. Grades 4 & 5 add complexity.

Collaborating Cooperatively

Collaboration Conversation Starters

1. What is collaboration?

When people work together to achieve or reach an outcome.

2. Have you worked with others in a group and it did not go well? What happened?

Consider listing habits mentioned that do not promote successful collaboration for reference later with struggling groups.

- *One person taking over/Bossy*
- *Not everyone working*
- *Disagreements*
- *Everyone talking at once*

3. Have you worked with others in a group and it did go well? What do you suppose caused that group to do well together? Let's make a chart of the habits that support good group work.

You might also want to chart the ideas mentioned from this conversation and add to the chart ongoing as the students come up with more actions that support collaboration.

- *Being respectful of others ESPECIALLY when disagreeing*
- *Listening thoughtfully*
- *Taking turns*
- *Being willing to compromise and not have own way*
- *Having a system to navigate impasses (Examples = Guess My Number or Rock, Paper, Scissors)*
- *Understanding the end goal*
- *Creating a plan to reach it*
- *Everyone contributing in meaningful ways toward reaching the goal*

4. Think about publishing a book. How many different jobs working cooperatively together do you suppose it takes to have a book published and on the shelves of a bookstore for you to buy? Turn and talk to your neighbor to create and educated guess together. What kinds of jobs did you mention?

Steve Meltzer, Executive Managing Editor for Penguin Group, USA said this about collaboration, "Sure, publishing is cooperative but making picture books is the most cooperative process in all of publishing!" He continued to list the jobs of the people involved:

Collaborating Cooperatively (Continued)

- *The Author*
- *The Illustrator*
- *The Agent - the person who sells the book to the publisher and watches out for his/her clients interest (be it the author or illustrator)*
- *The Editor - like the director of a movie that makes sure that the end product matches the author's and illustrator's vision, also negotiates contracts with the author and illustrator and edits the book text*
- *Copy Editor - makes sure that the punctuation and grammar are correct and that all the facts check out*
- *The Art Director - the guide for the designer on type choice, layout, etc.*
- *The Designer - the person who chooses the fonts and places the art using book design programs*
- *The Production Manager – the liaison with the printer and the person who helps guide the team in regards to what effects will work and how they will add to the cost of the book*
- *Sales- they sell copies of the book to the bookstores and wholesalers*
- *Marketing- they publicize the book by sending out copies for review and advertise books in journals and magazines*
- *Operations- makes sure there is enough inventory*
- *Warehouse- packs the books to send to customers*
- *Transportation- makes sure that books get to the bookstore in time*

Cooperative Collaboration Activity

1. Create a class book. With younger students, it can be a shared writing activity from a mini-lesson. With all students it could be a compilation of each student contributing a piece of writing or a book of poetry. Find a topic/format that works for you and your grade level writing standards. Each student can draw a simple black and white illustration that can be copied and colored to go with the story or the writing as an option.
2. In the spirit of sharing your creativity to bring others joy, the students are going to collaborate in small groups to produce and distribute the class book. Create a list on chart paper of places the students might share the book, the school library, the local library, nearby daycares that siblings attend, nursing homes, physician offices, etc.
3. Then determine a goal for how many copies each group should distribute or allow each individual group to determine with your input and approval the goal for how many copies of the book they want to reproduce and share.
4. If you do not do collaborative work often, consider having each group create group norms for expectations of group members that all can agree to use and list on construction paper. Each group members should sign the list of norms as a symbol of their willingness to comply.

Collaborating Cooperatively (Continued)

5. Still meeting in groups have students determine what jobs will be needed. Possible ideas are the project manager, photocopiers, people to color the illustrations, bookmakers, marketers to contact possible recipients via letter or phone, and transporters to deliver a book or multiple books.
6. Have students decide on their group project manager and then select the jobs they want to contribute with the project manager mediating disputes. Remind students that more than one person can perform a job and at times they will be called upon to help others when they are not busy working on their job.
7. Help students determine a timeline for final production. Post the timeline in your room.
8. Determine whether students will contact possible book recipients via e-mail, mail or phone. Have students start collecting and listing specific contacts and phone numbers or addresses for possible book placements.
9. Have the whole group collaborate to help the marketers create a business letter including how best to respond or a phone script to use when requesting to share a book with a group.

Business Letter Help for Students to Use to Write Their Own -

<http://www.purl.org/marvinmakesmusic/classguide/business-letter-help>

Example Phone Script for Calling Local Businesses (Written by Kids) -

<http://www.purl.org/marvinmakesmusic/classguide/phone-script-example>

10. Phone solicitors should practice with the script before making an actual phone call.
11. Send e-mails, letters or make the phone calls.
12. Post a distribution list of the confirmed groups wanting a book on the classroom wall and check off when a book is delivered.
13. Celebrate the joy of sharing your collective creativity!

Alignment of Collaborating Cooperatively to 21st Century Skills

Learning and Innovative Skills

Communication and Collaboration

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibilities for collaborative work, and value the individual contributions made by each team member



Jim Madsen

Appendix of Forms

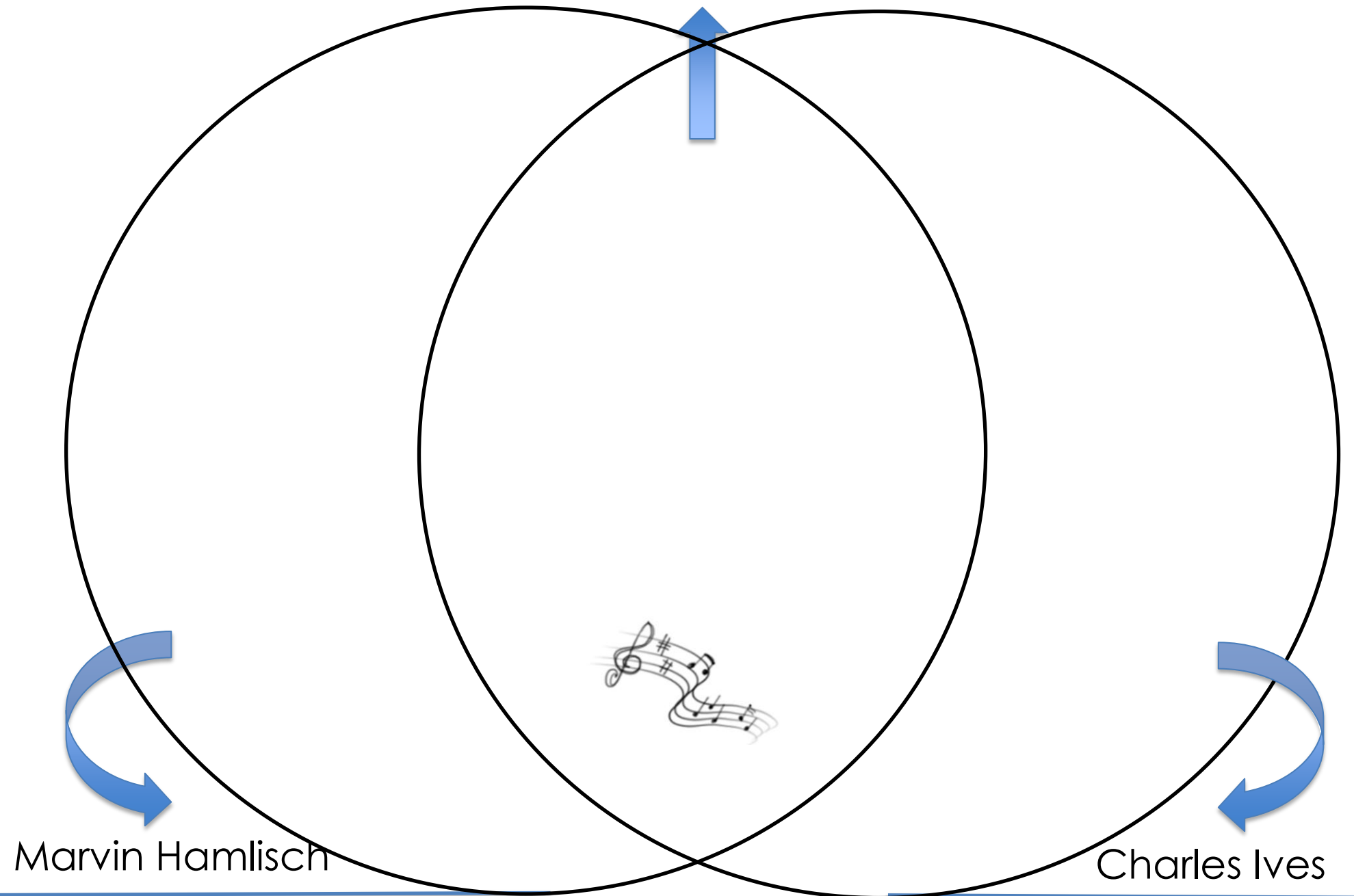
Creative Inspiration Ideas

Creative Inspiration, Activity 3 (Form A)	p. 24
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Creativity Celebration, Activity 8f, Evaluation Grid (Form F)	p. 33
Creativity Celebration, Activity 8g, Sample Letter to Parents (Form G)	p. 34
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Research Ideas

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Current Day Juilliard, Teacher Assessment Key (T11)	p. 57

Both Composers



Marvin was always ready to give his time, energy and humor to support young people's involvement in music. He had been passionate and delighted with all aspects of music from early on in his amazing life, and he thought everyone in the world was entitled to have the same fun and joy that he did, especially children and young adults. It gave him great pleasure to discover, enlighten and showcase new musical talent, whether it was a seven-year-old prodigy on the piano or some singing star of tomorrow who'd never been accompanied by an orchestra before. Long before there was ever a series called "Glee," Marvin was celebrating music with vocal ensembles from elementary schools, religious organizations, special programs for underprivileged or inner city students, and orchestras of the nation's most promising high school students, showing them and their audiences the feelings about music that Marvin always held, not only in his mind but in his heart.

I know that when he wrote "The Music in My Mind" as the anthem of his wonderful autobiographical adventure ***Marvin Makes Music***, he wanted children and adults alike to be aware that all of life is a marvelous symphony of sounds and that, for him, music was present in every waking moment of the day. He wanted us to understand that music is as much in the way we listen to things as in how it is played by others. He thought there were musicals not only on Broadway but on every block of every street of every town you might visit. The sounds of nature are a constant serenade, from birds that twitter in a country meadow each morning to your cat as it purrs on your bed each night. My lyric was my best reflection, in rhyme, of Marvin's philosophy: the beauty of music is as much in the ears of those who hear it as in the talent that performs it...and that music can be found anywhere, if you listen carefully and caringly.

From the first day we worked on the song, he was enthusiastic about adding sound effects to our opening verse to make this point very clearly. I also had the fun of describing in the lyric some of my own favorite childhood sounds. Growing up, I had always been particularly fond of the sound of ice cubes in a round glass pitcher of lemonade being stirred with a wooden spoon. That sound meant summer and friends and a special time...all just from ice cubes, prodded by a wooden spoon, bumping against a full glass pitcher. And what kid doesn't

enjoy the sound (and smell and inevitably the taste) of fresh cut potatoes being lowered into a sizzling bath of oil?

Marvin seemed very happy with the song, with the talented kids who sang it, and most of all with its message. As one of the most generous composers and conductors of this or any time, he wanted us to open ourselves to music, to be aware of it, to never take it for granted, to appreciate and applaud it no matter where we find it, in a concert hall containing one of the world's great orchestras, or in the garage housing a neighbor's weekend rock band, in the fury of a lightning storm that sends us hiding under the covers, or in the cozy splatter of rain against a classroom window that makes us glad we're indoors. There's music on our cell phone, both from the songs we download and the ring tone of our cell phone itself, and on the car radio as we drive to the shore, and then in the low roll of ocean waves and the cries of sea gulls which let us know we have finally reached our destination.

The music that Marvin made was full of tenderness, silliness, power, laughter, the hope that lives within sadness, the comfort that lives within love, the mystery that may await in every shadowy night, the magic that might appear in any sun-filled day...this and so much more lives on in the music that Marvin made with such care and craft and warm humanity. He wanted you to find not only his music but *your* music as well, in your daily life and in your deepest dreams. "Listen...what was that?" he'd ask. "Did you hear it too? What kind of music could that be, and what is it saying to you?"

Marvin made music for our lives, and wanted us to understand that our lives were made for music...his music, your music, and the music of every sound in all creation.

Listen! Did you hear that, too?


Rupert Holmes



Name _____

Creative Inspiration

In each box write about or sketch something you enjoy and are good at doing.

1.	2.	3.	4.	5.
6.	7.	8.	9.	

Name _____

Creative Inspiration

Select one idea from your list of things you enjoy and are good at doing. You will be creating something new in this interest area. Write your idea here on this line ~> (Example - Legos) _____.

Brainstorm with a partner a list of ten possible products (something you can make, demonstrate or perform) for our upcoming Creativity Fair.

Inspiration #	Possible Ideas for a Creative Project
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Name _____

Creative Inspiration

Select one of your favorite ideas for a possible creative product and write a description of the project idea on the line below:

1. What are the materials you will need to create your masterpiece?

2. How will you go about creating your project? Write out the steps in order below.

Name _____

Creative Inspiration

Steps for Project Creation in Order (Continued):

3. Draw a picture or diagram of what you hope your creation will look like in it's finished form. If you plan to perform, what would a "very best quality" performance look like?

Idea #1 for My Completed Creative Masterpiece



Name _____

Creative Inspiration

Select your next favorite idea for a possible creative product and write a description of the new and different project idea on the line below:

-
1. What are the materials you will need to create your masterpiece?

2. How will you go about creating your project? Write out the steps in order below.

Name _____

Creative Inspiration

Steps for Project Creation in Order (Continued):

3. Draw a picture or diagram of what you hope your creation will look like in it's finished form. If you plan to perform, what would a "very best quality" performance look like?

Idea #2 for My Completed Creative Masterpiece

Name _____

Creative Inspiration

Please use the Evaluation Grid to help you decide which of the two project ideas you should create for our class Creation Fair. Complete the top row by filling in your two ideas. The first column has sample criteria for evaluation. **Criteria are the rules you use to evaluate an idea.** You may use the sample criteria or create your own criteria. **Each evaluation criteria will be judged and marked individually for each of your project ideas.** For example, if one of your evaluation criteria is "Cost of Materials" and you already have all the materials you need at home for Idea #1, then you would give that project in the cost criteria column an "Outstanding" rating of 5 points for Idea #1. If you need to purchase a several hundred dollar kiln to fire pottery for Idea #2, that would get a "Poor" rating of 1 point. It's not that your idea is poor; it simply rates poorly when looking at ONLY that one consideration, the cost of the materials. Please, see the rating scale below for the complete list of point totals. **Add all of the points together for each idea by adding the numbers down the column.** The idea with the most points in the "Totals" row may be your best choice.

Evaluation Criteria	Creative Idea #1 _____	Creative Idea #2 _____
1. Cost of Materials (Is the cost reasonable and acceptable to your family?)		
2. Enjoyment (How much will you enjoy exploring, working and creating in this area?)		
3. Rigor (Will you be challenged when completing this project? Challenge is good and how you GROW!)		
4. Safety (Is this creation safe to make by yourself or will you need help from an adult?)		
5. Time (Can this project be completed in the amount of time you have been given?)		
Totals The Idea with the Most Points May Be Your Best Choice		



Rating Scale

5 pts. = Outstanding Idea

4 pts. = Good Idea

3 pts. = Just Okay Idea

2 pts. = Below Average Idea

1 pt. = Poor Idea

Dear Family Members,

I'm excited to share that our class has been studying the 21st Century Skills of creative innovation and collaboration using the book **Marvin Makes Music**. The book is an autobiographical retelling of childhood stories written by the famous, award winning composer, Marvin Hamlisch.

In an effort to celebrate our own creativity and innovation, our class will be hosting a Creativity Celebration Fair on _____ at _____ in _____.

Your child will be creating a project, something new and unique he/she can make (a painting, a recipe), demonstrate (working an invention, solving a problem) and/or perform (jump rope, dance a routine or sing a song).

After brainstorming, in class, a list of what your child likes and is good at doing, he/she created a menu of possible project ideas surrounding one topic off of the original list. After picking the top two favorite project ideas and using a critical thinking evaluation rubric to decide between those choices, your child has selected to create a _____ for our classroom's Celebrating Creativity Fair.

He/she is bringing home a self-made list of supplies that will be used as well as a list of steps that need to be followed and finished in order to complete this self selected project.

I'm asking that children complete the rough (NOT final ☺) drafts of their masterpieces by _____. Once the rough draft is completed, students will collaborate with others and then self reflect at school to evaluate the quality of their project. This mimics the creative process used by some professionals of getting input from others and then making improvements based on the feedback received. Using this information from class, each student will complete a reflection sheet to bring home in order to guide him/her to elaborate upon and refine his/her final product.

Final drafts are due on _____.

Please, help me emphasize to your child that mishaps and mistakes are inevitable. Setbacks offer opportunities to think, problem solve, learn and improve. Creativity is an ongoing process and not just an end product.

You are also welcome to bring a creation of yours to share at our Creativity Celebration Fair. If you plan to contribute your talent, please, let me know by _____. I will also need to know how much space you anticipate needing.

As always thanks for your support!

Sincerely,

Creative Inspiration

Best quality work means you think, you plan, you create, you get input from others on what you created, then you self reflect and evaluate your own work so you can make the needed changes. Turning in a rough draft without any extra thought or effort, cheats you of creating the masterpiece you could be contributing to the world.

Now that you have participated in your class "Input and Feedback Group," what have you done well with your rough draft that you want to make sure to keep?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

What improvements do you need to make to your rough draft so that your final work is the best it can be?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

What Can You Discover About Marvin Hamlisch?

Research Question #2

Marvin was nominated for an Emmy Award seven times. He won four out of the seven times he was nominated. What do the Emmy Awards recognize?

Draw or copy and paste a picture of an Emmy Award. Use the back of the paper if needed.

Complete the following table for Marvin's Emmy nominations and awards in chronological order.

Year	Emmy Award Category	Nominee	Winner	Show	TV Station
1992	Outstanding Individual Achievement in Main Title Theme Music	Yes	No	Brooklyn Bridge	CBS
1995					
1995					
1999					
2000					
2001					
2001					

Suggestions for Searching:

<http://www.emmys.com/>

<http://www.emmys.com/primetime-emmy-dates>

http://www.emmys.com/award_history_search

What Can You Discover About Marvin Hamlisch?

Teacher Notes to Expedite the Assessment of Accuracy for Research Question #2

Copied directly from <http://www.emmys.com/primetime-emmy-dates>

The Primetime Emmy® Awards celebrate excellence in national primetime programming, awarding top honors at the annual creative arts and primetime awards ceremonies. Some special honors, like the Governors Award, among others, are bestowed either during the Primetime Emmys or the Creative Arts Emmys.

Picture of Marvin's Emmy Awards on his Piano



Year	Emmy Award Category	Nominee	Winner	Show	TV Station
1992	Outstanding Individual Achievement in Main Title Theme Music	Yes	No	Brooklyn Bridge	CBS
1995	Outstanding Individual Achievement in Music & Lyrics	Yes	Yes	Barbra Streisand The Concert	HBO
1995	Outstanding Individual Achievement in Music Direction	Yes	Yes	Barbra Streisand The Concert	HBO
1999	Outstanding Individual Achievement in Music & Lyrics	Yes	Yes	AFT's 100 Years . . . 100 Stars	CBS
2000	Outstanding Individual Achievement in Music & Lyrics	Yes	No	AFT's 100 Years . . . 100 Stars	CBS
2001	Outstanding Individual Achievement in Music & Lyrics	Yes	No	American Film Institute Life Achievement: A	FOX
2001	Outstanding Individual Achievement in Music Direction	Yes	Yes	Barbra Streisand: Timeless	FOX

What Can You Discover About Marvin Hamlisch?

Research Question #3

Marvin won four Grammy Awards all in the same year! What do the Grammy Awards recognize?

Draw or copy and paste a picture of a Grammy Award. Use the back of the paper if needed.

Complete the following table for Marvin's Grammy Awards.

Year	Grammy Award Category	Song
1974	Best New Artist of the Year	Not Applicable
1974		
1974		
1974		

Suggestions for Searching:

www.grammy.com/

http://www.grammy.com/nominees/search?artist=%22marvin+hamlisch%22&field_nominee_work_value=&year=All&genr=All

What Can You Discover About Marvin Hamlisch?

Teacher Notes to Expedite the Assessment of Accuracy for Research Question #3

Copied directly from <http://www.grammy.org/recording-academy/awards>

“The recording industry's most prestigious award, the GRAMMY, is presented annually by The Recording Academy. A GRAMMY is awarded by The Recording Academy's voting membership to honor excellence in the recording arts and sciences. It is truly a peer honor, awarded by and to artists and technical professionals for artistic or technical achievement, not sales or chart positions (GRAMMY Awards Voting Process). The annual GRAMMY Awards presentation brings together thousands of creative and technical professionals in the recording industry from all over the world.”

Picture of Marvin's Grammy Awards on his Piano



Year	Grammy Award Category	Song
1974	Best New Artist of the Year	Not Applicable
1974	Song of the Year	The Way We Were
1974	Album of the Best Original Score Written for a Motion Picture or a Television Special	The Way We Were
1974	Best Pop Instrumental Performance	The Entertainer

What Can You Discover About Marvin Hamlisch?

Research Question #4

Marvin was nominated 12 times and won three Academy Awards. What do the Academy Awards recognize?

Do you know the nickname for the Academy Award Statuette?

Draw or copy and paste a picture of an Academy Award.

Suggestions for Searching:

<http://www.oscars.org/awards/academyawards/about/awards/index.html>

<http://www.oscars.org/awards/academyawards/index.html>

<http://oscar.go.com/>

<http://oscar.go.com/oscar-history/year/2012>

<http://www.oscars.org/awards/academyawards/legacy/index.html>

What Can You Discover About Marvin Hamlisch?

Research Question #4 (Continued)

Complete the following table for Marvin's Oscar nominations and awards in chronological order.

Year	Academy Award Category	Nominee	Winner	Song	Movie
1972	Best Original Song	Yes	No	Life is What You Make It	Kotch
1973					
1973					
1973					
1977					
1977					
1978					
1979					
1982					
1985					
1989					
1996					



Be a Detective. What Info. Can You Uncover and Discover about Marvin?

Teacher Notes to Expedite the Assessment of Accuracy for Research Question #4

Gleaned from:

<http://www.oscars.org/awards/academyawards/about/awards/index.html>

<http://www.oscars.org/awards/academyawards/index.html>

The Academy Award® of Merit was developed to honor achievements in the motion picture industry. It is given in recognition of the highest level of achievement in moviemaking.

The statuette has officially been named the Oscar since 1939. Several unsubstantiated stories surround how the Oscar got his name. Although the statuette measures just 13½ inches high, the Oscar statuette stands tall as the motion picture industry's greatest honor. Each statuette weighs 8 ½ pounds.

Picture of Marvin's Academy Awards (Oscars) on his Piano



Be a Detective. What Info. Can You Uncover and Discover about Marvin?

Research Question #4 (Continued):

Marvin's Oscar Nominations and Awards in Chronological Order.

Year	Academy Award Category	Nominee	Winner	Song	Movie
1972	Best Original Song	Yes	No	"Life is What You Make It"	Kotch
1973	Original Dramatic Score	Yes	Yes	NA	The Way We Were
1973	Scoring: Adaption	Yes	Yes	The Sting	The Sting
1973	Song	Yes	Yes	"The Way We Were"	The Way We Were
1977	Original Score	Yes	No	NA	The Spy Who Loved Me
1977	Original Song	Yes	No	"Nobody Does It Better"	The Spy Who Loved Me
1978	Original Song	Yes	No	"The Last Time I Felt Like This"	Same Time, Next Year
1979	Original Song	Yes	No	"Through the Eyes of Love"	Ice Castles
1982	Original Score	Yes	No	NA	Sophie's Choice
1985	Original Song	Yes	No	"Surprise, Surprise"	A Chorus Line
1989	Original Song	Yes	No	"The Girl Who Use To Be Me"	Shirley Valentine
1996	Original Song	Yes	No	"I Finally Found Someone"	The Mirror Has Two Faces



Be a Detective. What Info. Can You Uncover and Discover about Marvin?

Research Question #5

Marvin won one Tony Award. What do the Tony Awards recognize?

For what was Marvin nominated and for what did he win the Tony Award”

Draw or copy and paste a picture of a Tony Award. The medallion in the middle spins.

Suggestions for Searching:

<http://www.tonyawards.com>

Be a Detective. What Info. Can You Uncover and Discover about Marvin?

Teacher Notes to Expedite the Assessment of Accuracy for Research Question #5
Gleaned from <http://www.tonyawards.com/>

Tony awards are given to celebrate excellence in theater. Only first year, theatrical productions performed in designated Broadway theaters in Manhattan, New York City, New York are eligible.

Marvin won a Tony Award in 1976 in the category of Original Music Score for A Chorus Line. He was also nominated but did not win in 2002 for Sweet Smell of Success.

Picture of Marvin's Tony on His Piano



“The Tony Award stands eight inches tall and weighs one pound, 10 ounces. It is a circular medallion mounted on an armature, which is in turn affixed to a base. The Tony Awards medallion dates to 1949, the third year of the awards. Designed by Herman Rosse, it is a silver disk depicting the masks of comedy and tragedy on one side and the winner's name, the award category, the production, and the year on the reverse.” Side note – The medallion spins around the axis.

Be a Detective. What Info. Can You Uncover and Discover about Marvin?

Research Question #6

Marvin was nominated 11 times and won two Golden Globe Awards.
What do the Golden Globe Awards recognize?

For what did he win his two Golden globes?

Draw or copy and paste a picture of a Golden Globe Award.

Paint a "mind" picture of this award using only your words.

Suggestions for Searching:

<http://www.goldenglobes.org/>

Be a Detective. What Info. Can You Uncover and Discover about Marvin?

Research Question #6 (Continued):

Complete the following table for Marvin's Golden Globe nominations and awards in chronological order.

Year	Golden Globe Category	Nominee	Winner	Song	Movie
1972					
1974					
1978					
1978					
1979					
1980					
1980					
1990					
1997					
1997					
2010					

Be a Detective. What Info. Can You Uncover and Discover about Marvin?

Teacher Notes to Expedite the Assessment of Accuracy for Research Question #6
(Gleaned from: <http://www.goldenglobes.org/>)

Golden Globe awards are presented by the Hollywood Foreign Press Association to recognize distinguished achievement in film and television, both in the US and around the world.

Marvin won his first Golden Globe Award in 1974 for Best Original Song in a motion picture with the song “The Way We Were.” He won his second in 1978 also for Best Original Song in a motion picture with the song “Nobody Does It Better” from the movie The Spy Who Loved Me. Marvin would joke in his concerts that the song was autobiographical. The lyrics in the song say, “. . . you’re the best!” We couldn’t agree more. Marvin was the best!

Picture of Marvin’s Golden Globe Awards on his Piano



The Golden Globe award is a golden globe atop a marble pedestal surrounded by a strip of motion picture film.

Be a Detective. What Info. Can You Uncover and Discover about Marvin?

Teacher Notes to Expedite the Assessment of Accuracy for Research Question #6
(Continued)

Marvin's Golden Globe Nominations and Awards in Chronological Order.

Year	Golden Globe Category	Nominee	Winner	Song	Movie
1972	Best Original Song – Motion Picture	Yes	No	"Life is What You Make It"	Kotch
1974	Best Original Song – Motion Picture	Yes	Yes	"The Way We Were"	The Way We Were
1978	Best Original Song – Motion Picture	Yes	Yes	"Nobody Does It Better"	The Spy Who Loved Me
1978	Best Original Score – Motion Picture	Yes	No	N/A	The Spy Who Loved Me
1979	Best Original Song – Motion Picture	Yes	No	"The Last Time I Felt Like This"	Same Time, Next Year
1980	Best Original Song – Motion Picture	Yes	No	"Better Than Ever"	Starting Over
1980	Best Original Song – Motion Picture	Yes	No	"Through the Eyes of Love"	Ice Castles
1990	Best Original Song – Motion Picture	Yes	No	"The Girl Who Use To Be Me"	Shirley Valentine
1997	Best Original Song – Motion Picture	Yes	No	"I Finally Found Someone"	The Mirror Has Two Faces
1997	Best Original Score – Motion Picture	Yes	No	N/A	The Mirror Has Two Faces
2010	Best Original Score – Motion Picture	Yes	No	N/A	The Informant

Be a Detective. What Info. Can You Uncover and Discover about Marvin?

Research Question #7

Marvin worked on a project that earned a Pulitzer Prize. What does the Pulitzer Prize recognize?

For his participation in what project did he receive the Pulitzer Prize? Who else participated? What year was the prize awarded?

Describe with words and draw a picture of a Pulitzer Prize.

Suggestions for Searching:

<http://www.pulitzer.org/>

<http://www.pulitzer.org/bycat>

<http://www.pulitzer.org/theMedal>

Be a Detective. What Info. Can You Uncover and Discover about Marvin?

Teacher Notes to Expedite the Assessment of Accuracy for Research Question #7
(Gleaned from: <http://www.pulitzer.org/>)

Joseph Pulitzer was a stand out in the field of journalism, fighting corrupt government and for accuracy in reporting. In his "flexible" will in 1904, Mr. Pulitzer established the prizes as an incentive for excellence. Originally there were 13 awards given. That has since grown to 21. In the area of Letters and Drama, four are given: an American novel, an original play performed in New York, a book on the history of the U.S. and a history of public service by the press.

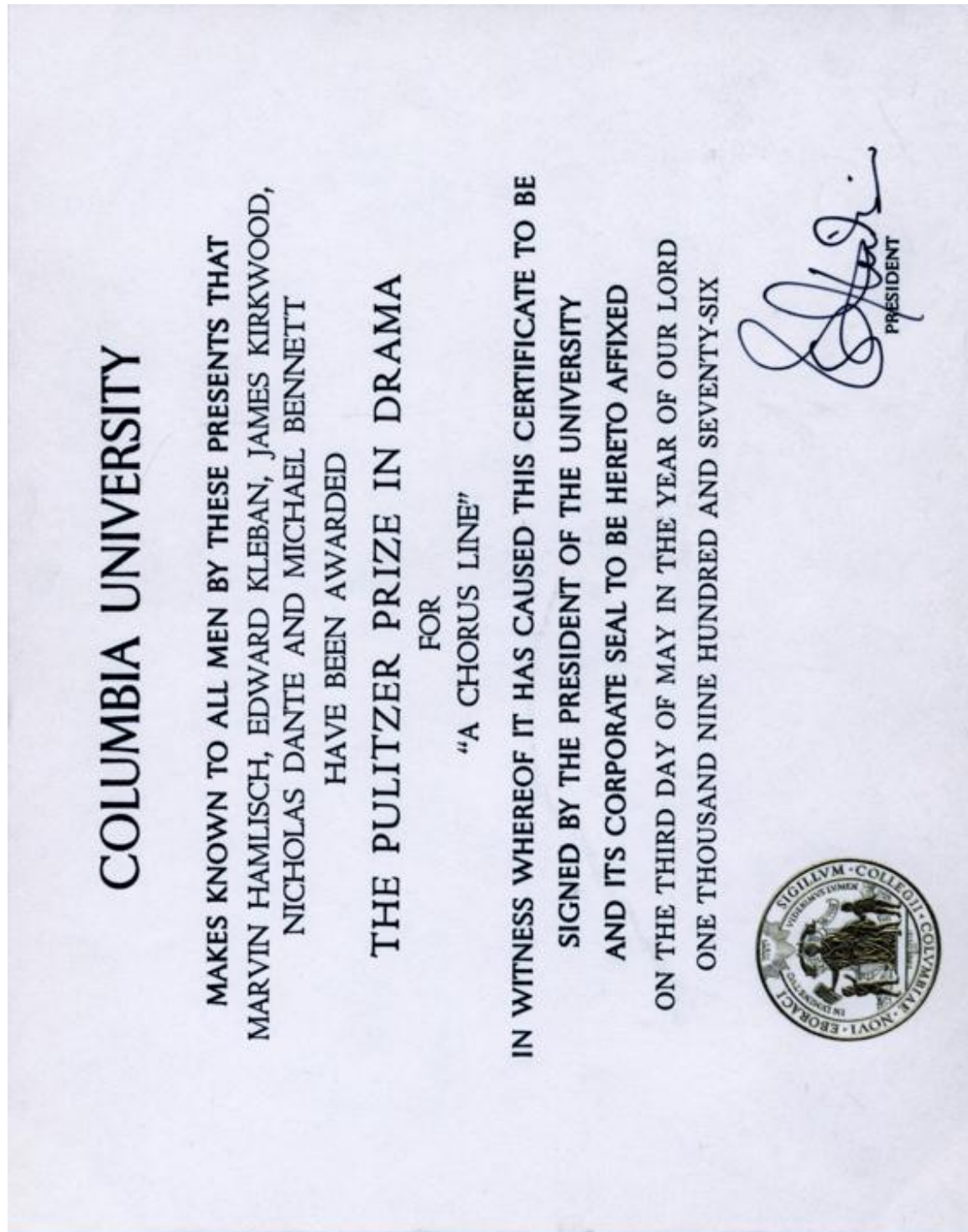
The president of Columbia University announces the prizewinners each April.

Marvin's project, A Chorus Line, won in 1976. The show was directed and choreographed by Michael Bennett. Marvin wrote the music and Edward Kleban wrote the lyrics. It was based on a book written by Nicholas Dante and James Kirkwood.

The medal is gold in color; it is not solid gold but silver covered in 24-carat gold plate. It measures about 3 inches across and is ¼ of an inch thick. The prize has a picture of Ben Franklin on one side with the name of the winner inscribed and a man at a printing press on the other with the year the award was given. The Pulitzer Prize medal was first awarded in 1918 after being designed by a sculptor, Daniel Chester French, who also created Lincoln for the Lincoln Memorial.



Be a Detective. What Info. Can You Uncover and Discover about Marvin?



Be a Detective. What Info. Can You Uncover and Discover about Marvin?

Teacher Notes to Expedite the Assessment of Accuracy for Research Question #8

List of EGOT Award Winners

RICHARD ROGERS (Oscar 45, Tony 50, Grammy 60, Emmy 62)

HELEN HAYES (Oscar 32, Tony 47, Emmy 53, Grammy 76)

RITA MORENO (Oscar 61, Grammy 72, Tony 75, Emmy 77)

JOHN GIELGUD (Tony 61, Grammy 79, Oscar 81, Emmy 91)

MARVIN HAMLISCH (Oscar 73, Grammy 74, Tony 76, Emmy 92)

MEL BROOKS (Emmy 1967, Oscar 1968, Grammy 1998, Tony 2001)

AUDREY HEPBURN (Oscar 53, Tony 54, Grammy 93, Emmy 93)

JONATHAN TUNICK (Oscar 77, Emmy 82, Grammy 88, Tony 97)

WHOOPI GOLDBERG (Grammy 85, Oscar 90, Tony 02, Daytime Emmy 01)

MIKE NICHOLS (Grammy 61, Tony 64, Oscar 67, Emmy 01)

SCOTT RUDIN (Emmy 84, Tony 94, Oscar 07, Grammy 12)



Jim Madsen

Be a Detective. What Info. Can You Uncover and Discover about Marvin?

Research Question #10

Marvin Hamlisch was born in New York City on June 2, 1944. As his autobiography mentions, he auditioned for "one of the best (music) schools in the city." The specific name of the school, Juilliard, is not mentioned in the book. When Marvin was invited to attend the Juilliard, he began classes at the age of seven. Marvin was the youngest student to attend Juilliard at that time. Research Juilliard in the year 1951, when Marvin began his classes. How has the school, Juilliard changed over time since 1951?

Suggestions for Searching:

<http://www.juilliard.edu/about/history.php>

Be a Detective. What Info. Can You Uncover and Discover about Marvin?

Teacher Notes to Expedite the Assessment of Accuracy for Research Question #10
Gleaned from <http://www.juilliard.edu/about/history.php>

1951 – William Schuman, a composer, added a Dance Division under the direction of Martha Hall. Up until this time Juilliard was exclusively a music conservatory.

1968 – Under the leadership of Peter Mennin, a Drama Division was added and put under the direction of John Houseman

1968 – The name of the school was changed from the Juilliard School of Music to the Juilliard School in an effort to better reflect the added divisions of study.

1969 – The campus moved from its second location near Columbia University to its present day location in Lincoln Center.

1984 – Dr. Joseph W. Polisi became the school's President.

1990 – Meredith Wilson Residence Hall was completed allowing students to live on campus.

2009 – Major renovations and expansions to the campus were completed.



Jim Madsen

Be a Detective. What Info. Can You Uncover and Discover about Marvin?

Research Question #11

Marvin auditioned, was accepted and attended Juilliard. What current information can you find about his school?

Suggestions for Searching:

<http://www.juilliard.edu/>

<http://www.juilliard.edu/about/index.php>

Be a Detective. What Info. Can You Uncover and Discover about Marvin?

Teacher Notes to Expedite the Assessment of Accuracy for

Research Question #11

Copied directly from <http://www.juilliard.edu/about/index.php>

Founding Founded in 1905 as the Institute of Musical Art

Name The School was named for Augustus Juilliard, a wealthy textile merchant whose bequest was used to establish the Juilliard Graduate School in 1924. In 1926, it merged with the Institute for Musical Art to become the Juilliard School of Music. With the additions of a Dance Division in 1951 and Drama Division in 1968, the name was shortened to The Juilliard School.

Faculty 317 College Division faculty members (2012-13)

Undergraduate Applicants to the College Division 2,657 (fall 2012)

Percentage Admitted 7.2%

Students in the College Division 853 students from 40 countries, with an undergraduate enrollment of 507 (2012-13)

Graduation Rate 81.1%

Tuition (2012-13) \$35,140

Alumni Juilliard alumni have collectively won more than 105 Grammy Awards, 62 Tony Awards, 47 Emmy Awards, 26 Bessie Awards, 24 Academy Awards, 16 Pulitzer Prizes, and 12 National Medals for the Arts.

Mascot Penguin (unofficial)

Performance Spaces Peter Jay Sharp Theater (907 seats) Paul Recital Hall (275 seats) Morse Recital Hall (125 seats) Stephanie P. McClelland Drama Theater (195 seats) Rosemary and Meredith Willson Theater (98 seats) Harold and Mimi Steinberg Drama Studio (70 seats)

Library and Juilliard Manuscript Collection Juilliard's Lila Acheson Wallace Library contains more than 75,000 scores; 23,000 books; and 25,000 sound recordings.

The Juilliard Manuscript Collection, comprised of 140 composer autographs, sketches, and annotated first editions, is one of the most important collections of musical source materials in the world.

Stringed Instrument Collection Juilliard has a collection of more than 200 high-quality stringed instruments available for students to borrow, including four violins by Guarneri del Gesù, two violins by Antonio Stradivari, and a Stradivari cello.

Pianos Juilliard maintains an inventory of 253 Steinway pianos, the largest collection of any institution in the world.

About the Author



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Marvin Frederick Hamlish was born on June 2, 1944, in New York City. Music was very important in Marvin's family. His father played the accordion and led a band. From an early age, Marvin loved to play the piano. He was accepted at the Julliard School at the age of six. Song-writing also came naturally to him, and he won many awards for his songs. He wrote the music for Broadway plays like *A Chorus Line* and more than forty motion pictures, including *The Way We Were*. Marvin believed music in the school was as important as math and science. He didn't believe you had to be a famous composer to enjoy music. Music was "part of being a human being," he said. Marvin died at the age of 68 in 2012. Learn more about him at: www.marvinhamlish.com

About the Illustrator



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Jim Madsen was born and raised in Provo, Utah. He has been a professional illustrator for more than twenty years. He makes his home in Orem, Utah, with his wife Holly and their three children Mckenzie, Hannah and Easton (and a mini Schnauzer named Roger). When he's not coloring pictures, he can be found in the mountains that surround his home. Jim says he enjoyed the process of illustrating this book because he felt as if he got to know Marvin a little better. For example, he got to feel what it was like to be on the baseball field but not in the baseball game, and what it was like to have to perform in front of people and to then get to a happy place. Jim says Marvin's genius was fun to explore. Learn more about Jim at: jimmdsen.blogspot.com

About the Lyricist



Rupert Holmes, like his wonderful friend and songwriting partner Marvin Hamlisch, had music in his mind from the very earliest years of his life. Rupert's father Leonard studied at the Juilliard School (just as Marvin did many years later), played in jazz bands, had an Army marching band during World War Two, conducted the NBC orchestra, and shared his joy of music as a public school teacher. No wonder that Rupert found music in every sound he heard. But although Rupert's love of music and lyrics inspired his own award-winning pop songs and musicals, there has been no greater reward in Rupert's career than having the amazing fun, joy and honor of writing words for the music that Marvin Hamlisch made from his mind and heart, and shared with the world.

Praise for *Marvin Makes Music*

"The late composer Hamlisch leaves as a parting gift to young readers this memoir of his childhood experiences in music-making—falling in love with music and the piano, but pushing back against the rigors of practicing and a pedagogy based on classical works. Marvin's rebellion, in fact, will probably sound pretty familiar to many children who are just taking up an instrument: "Why couldn't he just play his own songs and have fun?" But Dad keeps the pressure on and arranges for Marvin to audition for "one of the best music schools in the city." It's that Juilliard audition itself that provides the real kid appeal of Hamlisch's tale, as father and son get themselves locked outside on the school's rooftop, and the judges break into laughter at the yellow pajama bottoms that creep out from under the pant legs of Marvin's scratchy new suit. There's not a lot of autobiographical literature available for the picture-book crowd, and Hamlisch's breezy narration strikes the right balance between goofy family story and gentle message on the virtue of disciplined study. No date-and-place biographical data is included, but Madsen's caricatured paintings, slyly suggestive of a 1950s sitcom, set the audience into young Marvin's New York milieu. - *Bulletin of the Center for Children's Books*

“This sweet and inspirational autobiographical tale is a requiem of sorts for its author, the late Emmy, Grammy and Oscar-winning composer, who died before his first picture book was published. But what a musical life he lived — and from such a tender age! Hamlish’s piano skills got him into Juilliard at the age of 6. The book, which includes a CD, concentrates on his early days: the itchy suits, the butterflies in the belly, the importance of wild dreams. Note to parents: Young Marvin never wanted to practice, either.” - *New York Times Book Review*

“Hamlish—the late, acclaimed composer behind *A Chorus Line* and *The Way We Were*, among many other shows and films—describes himself as a music-obsessed child who even heard music in the honking of car horns. At the piano (his “best friend”), music “flowed into his ears and out of his fingers.” Yet Marvin hates practicing the “old songs” his piano teacher prefers, as well as playing in front of people, and he dreams about conducting an orchestra performing his own compositions... Madsen’s (The Crossing) angular digital art has a dramatic quality that befits a life built around theater and film in a revealing glimpse into this musical legend’s childhood.” - *Publisher’s Weekly*

“This autobiographical picture book depicts the youth of the composer/conductor. A child prodigy, Hamlish entered Juilliard at the age of seven. He tells of his love of music, his annoyance with practicing, and his nervousness at performing for others (including the Juilliard judges). Humorous details include Marvin wearing his soft pajamas under his scratchy suit and getting locked on the roof before his audition. The digital paintings are lush... Hamlish’s personal story may inspire young music lovers to research further.” - *School Library Journal*

"Published posthumously, *Marvin Makes Music* was written by the subject himself: Marvin Hamlish, an Emmy, Grammy, Oscar, and Tony-award winning musician and the youngest student ever accepted to the Juilliard School Pre-College Division. Here, Marvin's just a kid who's terrified by the prospect of auditioning for a prestigious music school. Young readers will sympathize with Marvin's nerves without being overwhelmed by the legend he ultimately became... a touching farewell to one of America's greatest composers." - *Entertainment Weekly*