

# TITANIC

## THE MUSICAL

# RESOURCE AND EDUCATION PACK

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# INTRODUCTION

This Resource Pack is designed to provide teachers and students with creative ways of engaging directly with the production, the history and themes of Titanic with curriculum links to Drama, Literacy and Music. You will find ideas and suggestions for practical classroom activities and discussion points to inspire your students, which you may wish to utilise in the lead-up to your visit and once you have seen Titanic The Musical.

## SYNOPSIS

In the final hour of 14th April 1912, the RMS Titanic, on her maiden voyage from Southampton to New York, collided with an iceberg and 'the unsinkable ship' slowly sank. It was one of the most tragic and infamous disasters of the 20th Century. 1517 men, women and children lost their lives.

Based on real people aboard the most legendary ship in the world, Maury Yeston and Peter Stone's stunning musical focuses on their hopes and aspirations. Unaware of the fate that awaits them, the Third Class immigrants dream of a better life in America, the newly-enfranchised Second Class dream of achieving the lifestyles of the rich and famous, and the millionaire Barons of the First Class dream of their mastery lasting forever.

**TITANIC**  
THE MUSICAL



PRODUCTION  
IMAGES

# TITANIC

THE MUSICAL





# HISTORICAL CONTEXT

## CLASS SYSTEM

- By 1912 most children were leaving school at 13 years.
- Only a privileged 1% of young people went into Higher Education.
- The average working week in 1912 was 56 hours.
- Despite the poverty and inequality in 1912 there was universal pride in being English.
- People believed they were better off than the previous generation.

## WOMEN'S ROLES IN 1912

- Women were second class citizens, without the right to vote, and earning only 50-60% wage for the same job as men.
- Occupations for women often included working as a waitress, cook, maid, teacher or nurse.
- Divorce was still shunned. If a woman was divorced she faced the possibility of losing her friends and place in society.

## FIRST CLASS PASSENGERS

- A first class ticket (parlour suite) cost approximately £870. In today's money you could expect to pay approximately £105,883 per first class ticket.
- The more expensive rooms were a parlor suite and usually had a private promenade deck.
- Some of the richest people in the world (politicians, businessmen, bankers, industrialists and high-ranking military) were travelling on the Titanic for her maiden voyage.

## SECOND CLASS PASSENGERS

- A second class ticket cost approximately £12, which would be the equivalent of approximately £1,460 today.
- The travellers in second class consisted of professors, authors, clergymen and tourists.
- Second class passengers had access to a library, a smoke room and a dining hall.
- The entrance to the Second Class dining room was nowhere as beautiful and magnificent as the well-known first class Grand Staircase.

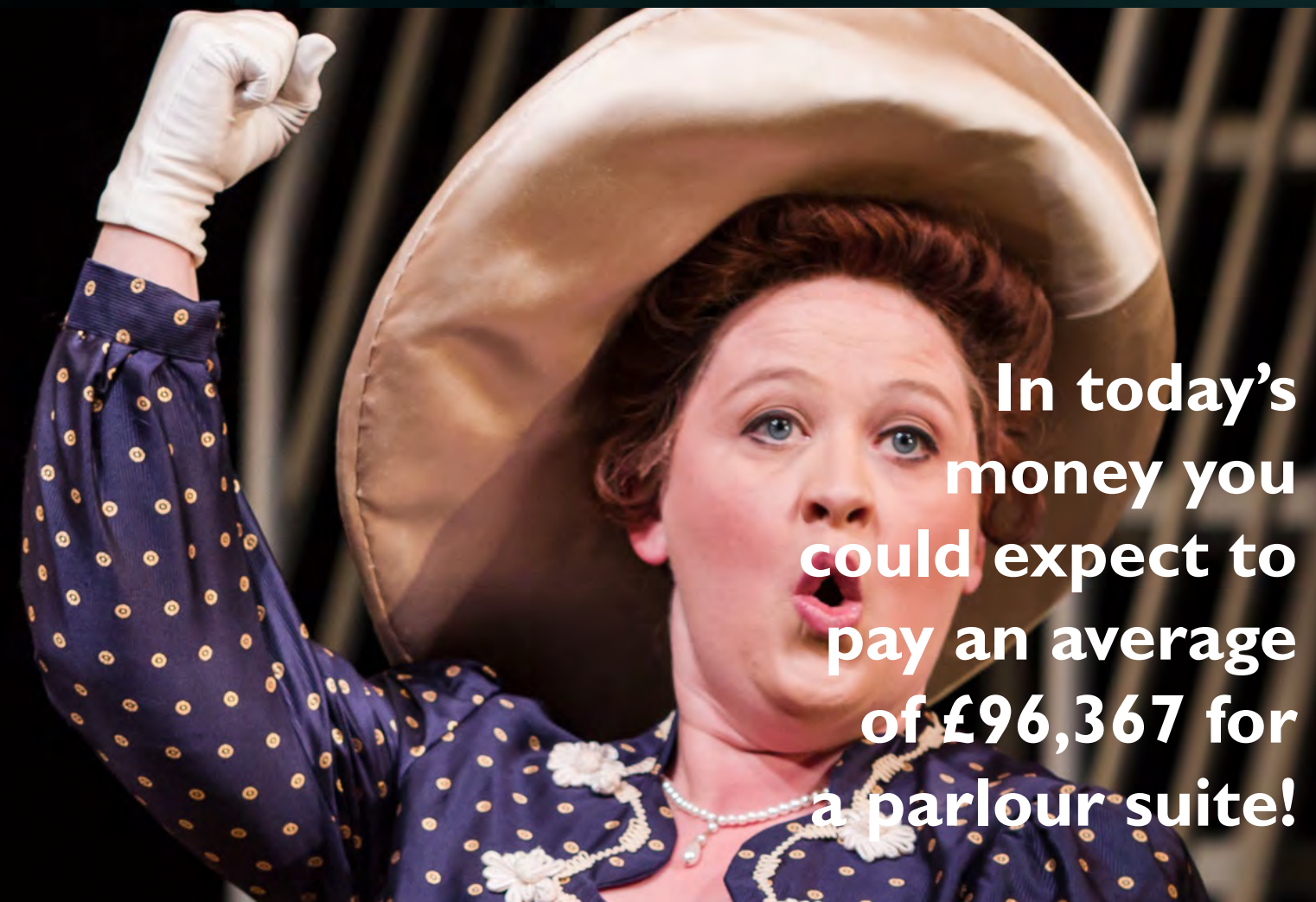
**TITANIC**  
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## THIRD CLASS PASSENGERS

- A third class ticket cost approximately £7, which would be approximately £852 today.
- Children's tickets were approximately £3, which would be approximately £332 today.
- These passengers were in the steerage.
- Passengers ranged from those travelling alone, to single mums travelling with their children to large family groups.
- Third class consisted of diverse groups of nationalities and ethnic groups, although the largest number of passengers were British, Irish or Scandinavian seeking a better life in the United States of America or Canada.

## THE CREW

- The 322 stewards and twenty-three female crew performed more than 57 different functions in the dining saloons for each class, the public rooms, cabins and recreational areas of the ship.
- Crew salaries in 1912:  
Captain E.J. Smith, Titanic: £105 a month  
Captain Rostron, Carpathia: £53 per month  
Seaman Edward Buley: £5 a month  
Look-out G.A. Hogg: £5 and 5 shillings a month  
Steward Sidney Daniels: £3 and 15 shillings a month  
Stewardess Annie Robinson: £3 and 10 shillings a month



In today's  
money you  
could expect to  
pay an average  
of £96,367 for  
a parlour suite!



# ROUTE MAP



**In the final hour of 14th April 1912, the RMS Titanic, on her maiden voyage from Southampton to New York, collided with an iceberg and 'the unsinkable ship' slowly sank.**



# DRAMA LESSON PLAN

## Key Stages 1 & 2

**Aim:** To explore characters on the Titanic



Activity	Description of Activity	Time (Amount of time an activity will take)	Resources (What will be needed to deliver the activity)	Differentiation (What ability/ age/ group this activity is aimed at)
Warm-up game: Captain Says	Captain Says: Ask 1 pupil to lead the game and stand at the front of the class. Everyone else is facing them, and standing up. The leader issues simple instructions to the rest of the class. When they say "Captain says..." then the rest of the pupils do what they say, for example "Captain says put your hands over your head." But when they say "Bellboy" says..." the pupils shouldn't do what they say. Pupils who get their response wrong are out of the game. Swap over the pupil playing "Captain."	5 minutes	Space to move	KS1 & KS2
Discussion Topic	How do the passengers feel seeing the ship for the first time docked in Southampton? Think about it from the perspective of the classes of passengers & the crew.	10 minutes	<a href="#">Images</a> <a href="#">Production Images</a>	KS1 & KS2
Character Exploration	Look at the images of some of the passengers on board the Titanic. What can we tell about their character from how they are standing and their facial expressions? Ask the group to find a neutral position. Call out 1 word emotions for them to portray in their faces, only their faces to start with. Examples might include: sad, happy, content, jealous, guilty, excited, ashamed, and proud. Now repeat the exercise using their whole body as well as their face. Share back some examples to the class.	15 minutes	<a href="#">Images</a> <a href="#">Production Images</a> Space to move	KS1 & KS2
Character Development	Ask pupils to create a frozen pose as their character, create 3 poses in all. Once they are happy with this physicality, ask them to walk round the room as their character. What happens when they meet another character? Can they say "hello" in character? Children can also work in pairs for this and while frozen, the partner can 'direct' by physically moving the character into the suitable body/language/facial expression.	10 minutes	Space to move	KS1 & KS2
Character Tableaus	In groups, students pick 3 key moments, for example: seeing the ship for the first time, working aboard the Titanic or reacting to the ship hitting the iceberg. This must happen in chronological order. Once they have picked 3 moments, ask students to transition slowly between the 3 tableaus to create one silent moving picture.	10 minutes	Space to move	KS1 & KKS2
Showback	Each group performs a show back to the other groups.	10 minutes	Space to move	KS1 & KS2

<b>Total Session Time</b>	60 minutes
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<b>Total Resources</b>	<a href="#">Images</a> <a href="#">Production Images</a> Space to move
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# DRAMA LESSON PLAN PART I

## Key Stages 3 & 4

**Aim:** To explore the characters on the Titanic



Activity	Description of Activity	Time (Amount of time an activity will take)	Resources (What will be needed to deliver the activity)	Differentiation (What ability/ age/ group this activity is aimed at)
Discussion Topic	Using the Images and Titanic facts, discuss the characters on board the Titanic. Identify their roles on board and their class. Discuss possible back stories for these characters. For example, how did they feel seeing the ship for the first time? Who are they with? Why are they making this journey?	10 minutes	<a href="#">Images</a> <a href="#">Titanic Facts</a> <a href="#">Production Images</a>	KS3 & KS4
Explore Characters Physicality	Ask pupils to choose a character and then create a tableau for each characteristic creating 3 images in total. Once they have explored their physicality, ask them to walk around the space as their character. What happens when they meet another character? Can they say "hello" in character? Students can also work in pairs for this and while frozen, the partner can 'direct' by physically moving the character into the correct body/language/facial expression.	10 minutes	Space to move	KS3 & KS4
Character Development	Independently find a space in the room (position A) and then walk to another free space in the room (position B). REPEAT several times so that the participant is confident.  <ol style="list-style-type: none"> <li>Repeat journey and add a stop between A &amp; B.</li> <li>Repeat journey and add a stop + acknowledgement of another between A &amp; B.</li> <li>Repeat journey and add a stop + acknowledgement of another + a change of focus between A &amp; B.</li> <li>Repeat journey and add a stop + acknowledgement of another + a change of focus + add a new level between A &amp; B.</li> <li>Repeat journey and add a stop + acknowledgement of another + a change of focus + add a new level + change of pace between A &amp; B.</li> <li>Repeat journey and add a stop + acknowledgement of another + a change of focus + add a new level + change of pace + a sound between A &amp; B.</li> </ol> Repeat several times.	20 minutes	Space to move	KS3 & KS4
Showback	Split into groups. One group showback their journeys and the other observes. Swap and repeat. Observing group record single words that represent what they have seen or how it has made them feel. Swap over and repeat.	10 minutes	Space to move Paper/Pens	KS3 & KS4
Discussion Topic	Discuss what each group observed, thoughts and emotions.	10 minutes	Space to move Paper/Pens	KS3 & KS4

**Total Session Time** 60 minutes

**Total Resources** [Images](#)  
[Titanic Facts](#)  
[Production Images](#)  
Space to move  
Paper/Pens



# DRAMA LESSON PLAN PART 2

## Key Stages 3 & 4

**Aim:** To explore the characters on the Titanic



Activity	Description of Activity	Time (Amount of time an activity will take)	Resources (What will be needed to deliver the activity)	Differentiation (What ability/ age/ group this activity is aimed at)
Explore Character Emotion	Using the words recorded from the previous task in part 1, spread them across the floor to create a word carpet. In pairs, one participant close their eyes and another guide them around the carpet using the words they walk over to create a narrative. Swap over and repeat. Discuss as a whole group what students observed, their thoughts and emotions.	10 minutes	Space to move Words from task in part 1	KS3 & KS4
Devising	In small groups, choose a selection of words from the word carpet and as a group create a short collaborative scene which demonstrates the characters journeys on board. The words can be used as soundscapes, dialogue or chorally for example.	30 minutes	<a href="#">Production Images</a> Space to move Words from task in part 1	KS3 & KS4
Showback	Each group performs a showback to the other groups.	10 minutes	Space to move	KS3 & KS4
Discussion Topic	Discuss and share thoughts, feelings, observations and emotions of shared scenes and all the exercises. Record any notes as part of a summary for future character study or analysis.	10 minutes	Space to move Paper/Pens	KS3 & KS4

<b>Total Session Time</b>	60 minutes
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<b>Total Resources</b>	<a href="#">Production Images</a> Space to move Paper/Pens
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# LITERACY LESSON PLAN

## Key Stages 2, 3 & 4

**Aim:** To explore passenger life on board the Titanic



Activity	Description of Activity	Time (Amount of time an activity will take)	Resources (What will be needed to deliver the activity)	Differentiation (What ability/ age/ group this activity is aimed at)
Character Exploration	Look at your chosen character in detail: Who are they? What type of person are they? What is their class? Where have they come from? Why are they on board? Using your research, begin to create a character profile.	10 minutes	<a href="#">Images</a> <a href="#">Titanic Facts</a> <a href="#">Production Images</a> <a href="#">Character Profile</a> Paper/Pens	KS2, KS3 & KS4
Character Diary Entry	Writing task 1: you are your chosen character on board the Titanic. What does it feel like? Who are you? What might you see, smell and hear? Include how you feel emotionally. What class of passenger are you? Record 'a day in the life' of your chosen character.	25 minutes	<a href="#">Images</a> <a href="#">Titanic Facts</a> <a href="#">Production Images</a> Paper/Pens	KS2, KS3 & KS4
Sharing of Work	Encourage students to share their discoveries with the group and read aloud their writing task.	10 minutes		KS2, KS3 & KS4
Character Letter Home	Writing task 2: - you are the same character and the ship is sinking – what are your thoughts about the situation? Do you think that help is on the way? Are you travelling alone or with family? Are you worried? Create a letter home to a loved one.	25 minutes	<a href="#">Images</a> <a href="#">Titanic Facts</a> <a href="#">Production Images</a> Paper/Pens	KS2, KS3 & KS4
News Report	Writing task 3: – imagine you have heard that the Titanic has struck an iceberg. How would you report this story to the general public in your newspaper? This can be independent work or in small groups.	25 minutes	<a href="#">Images</a> <a href="#">Titanic Facts</a> Paper/Pens	KS2, KS3 & KS4
Sharing of Work	Encourage students to share their written tasks with the group.	10 minutes		KS2, KS3 & KS4

**Total Session Time**

120 minutes

**Total Resources**

[Images](#)  
[Titanic Facts](#)  
[Production Images](#)  
[Character Profile](#)  
Paper/Pens

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# MUSIC LESSON PLAN

Non-Specialist

## Key Stage 2

**Aim:** To compose and perform a song about passengers and crew on the Titanic



Activity	Description of Activity	Time (Amount of time an activity will take)	Resources (What will be needed to deliver the activity)	Differentiation (What ability/ age/ group this activity is aimed at)
Explore the music and lyrics of Godspeed	Listen to the song Godspeed with lyrics on the board and discuss the rhyme scheme and what you notice about the music – is it slow or fast, high or low pitch, how does that make you feel about the story?	10 minutes	<a href="#">Godspeed audio track</a> <a href="#">Godspeed sheet music</a>	KS2
Explore musical preferences	In groups identify a passenger or crew member story you would like to write your song about and start to think about what that music will sound like to match the story you have chosen.	10 minutes	<a href="#">Images</a> <a href="#">Titanic Facts</a> Paper/Pens	KS2
Create a word bank for lyric writing	In groups brainstorm words – think about the story you have chosen and vocabulary associated with that passenger or crew member to create your own word bank.	5 minutes	Paper/Pens	KS2
Lyric writing	In the same groups write a verse with lyrics that fit to the melody line of the song you heard at the beginning of the lesson, with the same structure and rhyme scheme. If you complete this quickly write another verse!	15 minutes	Paper/Pens	KS2
Explore created music	Practice performing in your groups – how can you change your performance to match your story i.e. slower or faster, add some drums/percussion/other instruments or sound effects! Lyrics can be spoken in rhythm rather than sung if preferred.	10 minutes	Percussion Instruments	KS2
Showback	Perform your verse for the group with the whole class singing the chorus in between each performance. Feedback to each group how you thought their performance choices fitted with the story they had chosen.	10 minutes		KS2

<b>Total Session Time</b>	60 minutes
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<b>Total Resources</b>	<a href="#">Godspeed audio track</a> <a href="#">Godspeed sheet music</a> <a href="#">Images</a> <a href="#">Titanic Facts</a> Paper/Pens Percussion Instruments
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# MUSIC LESSON PLAN

Specialist

## Key Stage 2 & 3

**Aim:** To compose and perform a song about passengers and crew on the Titanic



Activity	Description of Activity	Time (Amount of time an activity will take)	Resources (What will be needed to deliver the activity)	Differentiation (What ability/ age/ group this activity is aimed at)
Explore the music and lyrics of of Godspeed	Listen to the song of Godspeed with lyrics on board and discuss the story and what you notice about the music (pitch, tempo, timbre, dynamics, structure, lyrics, genre and delivery style) and the rhyme scheme.	10 minutes	<a href="#">Godspeed audio track</a> <a href="#">Godspeed sheet music</a>	KS2 & KS3
Explore musical preferences using a musical vocabulary	In groups identify a passenger or crew member story you would like to write your song about from the bank of stories and start to think about what that music will sound like in terms of the musical elements (pitch, tempo, timbre, dynamics, structure).	10 minutes	<a href="#">Images</a> <a href="#">Titanic Facts</a> Paper/Pens	KS2 & KS3
Create a word bank for lyric writing	Brainstorm lyrics – think about the story you have chosen and vocabulary associated with that passenger or crew member to create your own word bank.	5 minutes	Paper/Pens	KS2 & KS3
Lyric writing	Write a verse with lyrics that fit to the melody line of the song you heard at the beginning of the lesson, if you complete this quickly write another verse (KS2).  Write a verse with two sets of rhyming couplets (4 lines), if you complete this quickly write another verse (KS3).	15 minutes	Paper/Pens	KS2 & KS3
Compose your own music	Choose up to three chords to use from the worksheet which match your story and write a melody line that fits with your lyrics, by developing rhythmic and melodic ideas within the musical structure.	10 minutes	<a href="#">Godspeed sheet music</a> <a href="#">Chords Worksheet</a> Paper/Pens Instruments	KS3
Showback	Practice performing in groups – add in drums/percussion/other instruments if appropriate, lyrics can be spoken in rhythm rather than sung if preferred.	10 minutes	Instruments	KS2 & KS3

<b>Total Session Time</b>	60 minutes
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<b>Total Resources</b>	<a href="#">Godspeed audio track</a> <a href="#">Godspeed sheet music</a> <a href="#">Images</a> <a href="#">Titanic Facts</a> <a href="#">Chords Worksheet</a> Paper/Pens Instruments
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# VOCAL LESSON PLAN



**Aim:** To learn the song 'Godspeed' from Titanic the Musical

Activity	Description of Activity	Time (Amount of time an activity will take)	Resources (What will be needed to deliver the activity)	Differentiation (What ability/ age/ group this activity is aimed at)
Warm-up	If you feel more confident delivering your own warm-ups please use those instead. Otherwise, refer to the Vocal Exercises.	10 minutes	Keyboard/other playing device <a href="#">Vocal Exercises</a>	All age-ranges and learning styles can participate in all the warm-ups.
Learn the words and melody of Godspeed	If you feel more confident using your own teaching methods, use those instead. It is best if you demonstrate to the participants by singing lines to them and saying words to them throughout the following. Repeat each stage until it is to your satisfaction. Repetition will aid memory and help the later stages. 1. Read lyrics and understand what the overall song is about/saying 2. Say the lyrics (line-by-line or phrase-by-phrase) in rhythm 3. Play melody and get participants to sing it back (with lyrics) 4. Build the song line-by-line or phrase-by-phrase, noting any points where they are singing the same as before	30 minutes	Keyboard/other playing device OR Mp3 player (if using backing track) <a href="#">Godspeed sheet music</a> <a href="#">Godspeed Audio Track</a>	Visual learners will be aided most by the lyric sheet. People who struggle with reading will gain from hearing the words repeated to them in your demonstrations. Using constant repetition will ensure everyone keeps pace and embed the song in the participants' memory.
Learn harmony line	5. If time allows, add harmony part (lower vocal line) 6. Alternatively, get different consecutive groups to sing either line. Combining them in a group session at the end	15 minutes		As above
Sing the song all the way through altogether as one group	Sing the song together all the way through. If you have more than one group then perform the harmony (lower) part with some and the melody (higher) part with the rest. This combination exercise will then work well. Showback what has been achieved.	5 minutes		The repetition in the learning will have helped aid memory. Some may even be able to attempt the song without their lyric sheet.

<b>Total Session Time</b>	60 minutes
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<b>Total Resources</b>	Keyboard/other playing device Mp3 player (if using backing track) <a href="#">Vocal Exercises</a> <a href="#">Godspeed Sheet Music</a> <a href="#">Godspeed Audio Track</a>
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# USEFUL INFORMATION

## Videography/Photo Resources

[Photos](#)

[Video](#)

[Titanic Facts](#)

[Godspeed from Titanic The Musical \(mp3\)](#)

[Godspeed Sheet Music](#)

[Vocal Exercises](#)

[Chords Worksheet](#)

[Character Profile](#)

## TITANIC THE MUSICAL

**Mayflower**  
Theatre

Designed and produced by Mayflower Theatre's Community & Education Team, [Mayflower Engage](#).