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GRANDTHEATRE HIGH SCHOOL PROJECT

SCHOOL OF ROCK



SCHOOL OF ROCK

BASED ON THE PARAMOUNT MOVIE BY **MIKE WHITE**

BOOK BY **JULIAN FELLOWES** LYRICS BY **GLENN SLATER** NEW MUSIC BY **ANDREW LLOYD WEBBER**

SCHOOL OF ROCK is presented by arrangement with Concord Theatricals on behalf of LW Entertainment.

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2026 Grand Theatre High School Project:
SCHOOL OF ROCK

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HOW TO USE THIS GUIDE

Set the stage for a powerful and entertaining live theatre experience! The Grand Theatre's 2026/27 Season Audience Enrichment Guides are designed to enrich and provide context for educators and students to engage more deeply with the production, both before and after visiting the Grand Theatre.

Each guide contains a range of material such as:

- Background information on the play and artists involved
- Plot synopsis, character descriptions, themes, curriculum connections
- Exciting insights specific to each production
- Classroom activities and reflection questions

ABOUT SCHOOL OF ROCK

He's in it for the glory. They're in it for extra credit. Dewey Finn, meet the straight-A band of your dreams.

Dewey is a wannabe rockstar, kicked out of his band, facing eviction, and hardcore in need of some extra cash. Posing as substitute teacher at a prestigious prep school, he meets a group of straight-A students who – with his guidance – might just become the guitar-shredding, bass-slapping, drum-smashing rock band of his dreams! If only it weren't for the prying eyes of their parents, and an ultra-square headmistress. With the Battle of the Bands in sight, will Dewey succeed in getting the students on stage, or will his dreams of rock stardom bite the dust?

Based on the blockbuster 2003 movie, *School of Rock* features all of the music that you love including "In the End of Time" and "School of Rock (Teacher's Pet)" PLUS 14 new songs for the stage by legendary composer, Andrew Lloyd Webber.

We raise the goblet of rock to the student actors, singers, production teams, and (for the first time) on stage musicians of the 28th annual Grand Theatre High School Project!

RUNNING TIME

Estimated at 2 hours and 30 minutes, including a 20-minute intermission.

AUDIENCE ADVISORY

Mild profanity, references to alcohol abuse, crude humour, body-based humour, verbal bullying. Production includes strobe lights, haze, and fog.

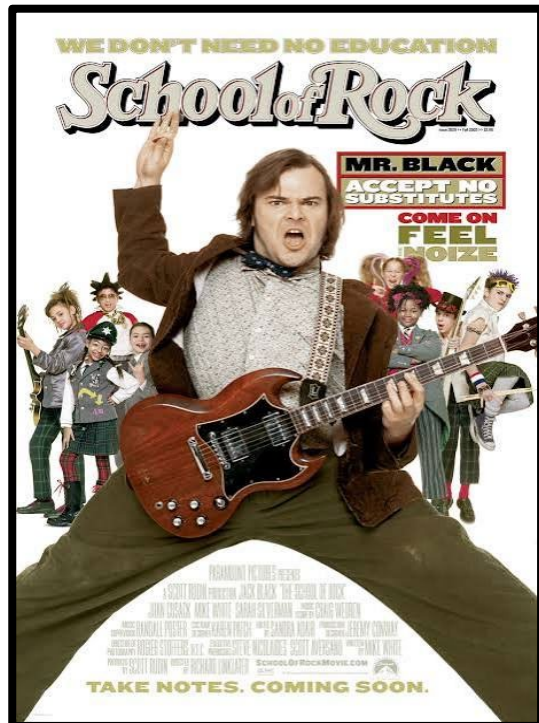
AGE RECOMMENDATION

10+

THEMES

- Voice, Identity & Representation
- Transformation, Growth & Moral/Personal Change
- Ensemble, Collaboration & Community Systems
- Adaptation, Genre, Style & Theatrical Convention
- Ethics, Power & Social Structures

EVOLUTION OF *SCHOOL OF ROCK*



School of Rock began as a 2003 comedy film directed by Richard Linklater and written by Mike White, who created the story specifically for Jack Black because of his energetic personality, musical talent, and love of classic rock music. The movie was a major success with audiences and critics, earning more than \$131 million worldwide and becoming known for its humor, heartwarming story, and memorable soundtrack. One reason the film was so successful was that music was already at the centre of the plot. Unlike many movies that are later turned into musicals, *School of Rock* was already about performing music, building a band, and expressing creativity through rock and roll. The child actors even played their own instruments, giving the movie an authenticity that audiences loved.

More than a decade later, Andrew Lloyd Webber recognized that the story had the perfect structure for a stage musical. The film already contains many elements commonly found in successful musicals, including an underdog hero, emotional character growth, a group working toward a shared goal, and epic performances. Webber worked with Mike White, who returned to adapt his own screenplay for the stage, helping preserve the spirit and humor of the original movie while expanding the story through music. New songs were added to give characters deeper emotional development, particularly Patti Di Marco and Principal Rosalie Mullins, whose roles became much larger in the stage version. The musical explored the theme of self-expression, confidence, creativity, and the pressure that students often face from parents and schools. Because the story revolves around a student rock band, the Broadway production required many young performers to learn and play instruments live on stage, continuing the tradition established by the movie.

When *School of Rock: The Musical* premiered on Broadway in 2015 at the Winter Garden Theatre, it successfully combined the rebellious energy of rock music with the story telling traditions of musical theatre. Audiences appreciated how faithful it remained to the original film while adding new songs, bigger emotional moments, and expanded character arcs. The



production earned critical praise and multiple award nominations before expanding to London's West End and numerous international tours. In many ways, *School of Rock* did not simply become a musical because producers wanted to adapt a popular movie – it became a musical because the story had always been about the life-changing power of music, making the transition from screen feel natural and inevitable.

Fun Facts about the Movie:

- The children in the movie were aged 10-13 years old during the filming.
- All the child actors in the movie genuinely played their own instruments on screen. The film's nationwide casting search focused entirely on finding real musical prodigies.
- Screenwriter Mike White wrote the script specifically for Jack Black because of his energetic personality and love of rock music, and Mike played the role of Ned Schneebly.
- Miranda Cosgrove made her film debut in the movie. She played the ambitious class manager, Summer Hathaway, a few years before becoming famous on *iCarly*.
- The movie had a massive \$131.3 million worldwide gross. This made it the highest-grossing music-themed comedy in the 2000s.
- Jack Black helped create the children's nicknames. Many of the rock band titles and nicknames used in the film came from him.
- Jack Black, once saw The Cult's singer Ian Astbury stage-dive and not get caught by the audience, which inspired the gag in the movie.
- The movie was filmed in New York using actual school locations rather than relying entirely on studio sets, helping the school feel realistic.

MEET THE MINDS BEHIND *SCHOOL OF ROCK*



Mike White (Screenwriter)

The screenplay was written by Mike White, who also played Ned Schneebly, Dewey's roommate, in the film. White is a writer, actor, producer, and director who later became widely known as the creator of HBO's award-winning series *The White Lotus*.

Andrew Lloyd Webber (Composer)

Andrew Lloyd Webber is a famous British composer who wrote the music for *School of Rock: The Musical*. He is one of the most successful musical theatre composers in the world and is known for hit musicals such as *Phantom of the Opera*, *Cats*, *Evita*, and *Jesus Christ Superstar*. For *School of Rock*, he created new songs that captured the energy and excitement of rock music while supporting the story of the musical.



Glenn Slater (Lyricist)

Glenn Slater is an American lyricist who wrote the lyrics for the songs in *School of Rock: The Musical*. He has worked on many successful stage productions and films, including *The Little Mermaid*, *Sister Act*, and Disney's *Tangled*. In *School of Rock*, Slater's lyrics help develop the characters and express themes such as friendship, confidence, and following your dreams.



Julian Fellowes (Book Writer)

Julian Fellowes is an English writer, screenwriter, and producer who wrote the script, also known as the "book", for *School of Rock: The Musical*. He adapted the story from the 2003 film starring Jack Black. Fellowes is best known for creating the award-winning television series *Downton Abbey* and for winning an Academy Award for his screenplay of *Gosford Park*. His script helped transform the movie into a stage production while keeping its humor and heart.



Lezlie Wade, Director of *School of Rock The Musical* at the Grand Theatre (2026/27)

To helm this year's High School Project, award-winning Director **Lezlie Wade** returns to the Grand Theatre to bring this league of would-be rock legends to greatness. Wade previously directed *Dream a Little Dream* at the Grand Theatre in 2014/15, and has directed at the Stratford Festival, Shaw Festival, Theatre Aquarius, Musical Stage Co., and beyond. Her production of *Spamalot* ranks as one of the longest-running shows in Stratford Festival history.

"With the help of a down-on-his luck guitarist, *School of Rock* is the inspirational musical that transforms a class of straight-A students into a mind-blowing rock band, unlocking their inner rebels," - Lezlie Wade, Director

Wade is joined by **Matthew Atkins** as Music Director, who audiences will recognize as the Artistic Director of the London Gospel Collective and as the Music Director of Disney's *Newsies* at the Grand Theatre last year. Choreographer **Julius Sermonia** (Broadway, Stratford, Shaw) also joins the production, in a much anticipated return to the Grand Theatre (*Beauty and the Beast*, *Pig*, *Charlie and the Chocolate Factory*, and last season's smash-hit *Waitress*.)

MEET THE COMPANY

STUDENT CAST

Miss Wagner – Lily Barked

Mr. Williams / Mr. Green – Charlie Burnett

Ms. Bingham / Bobby (No Vacancy, Keyboard) – Raya Campbell

Mason Ward – Leland Chafee

Mr. Spencer / Theo (No Vacancy) – Patrick Coombs

Ms. Janes / Stanley – Gwendolyn Cornies

Billy Sandford – Peyton Crosby

Dewey Finn (Guitar) – Isaac De Melo

Ms. Gordon / Neil (No Vacancy, Bass) – Rilla De Souza

Miss Ward / Jeff Sanderson – Isla Fitzsimons

Pit Band Musician (Electric Guitar) / Snake (No Vacancy, Guitar) – Emmett Franck

Lawrence Turner (Keyboard) – Sam Harson

Mrs. Hathaway – Cordelia Hawley

Madison – Isabelle Hiltz

Mr. Mooneyham – Jake Hoare

Mrs. Sheinkopf / Policewoman – Aya Holzberg

Sophie – Sarah Jenkinson

Mrs. Travis / Mrs. Noble – Solange Kirkwood

Katie Travis (Bass) – Malaya MacDonald

Summer Hathaway – Marian Viancy Mamigo

Patty Di Marco – Lara Manocchi

Tomika Spencer-Williams – Amaya Musvosvi

Zack Mooneyham (Guitar) – Paxton Nair

Rosalie Mullins – Isabelle Parent

Mr. Woodard / Doug (No Vacancy, Drums) – Duncan Patrick

Mr. Sandford / Gabe Brown – Owen Petersen

Mrs. Macapugay / Security Guard – Tessa Pritchett-White

Marcy – Taylor Reaume-Cunning

Mr. Turner – Sal Rogers

Shonelle – Solarah Rose

James – Olivia Rossignoli

Freddie Hamilton (Drums) – Daxton Scurr

Mrs. Hamilton / Mr. Sanders – Alexandra Stockford

Ned Schneeibly (Keyboard) – Junior Van Geffen

Dance Captain: Isabelle Hiltz

PRODUCTION STUDENTS

Props – Stanislava Chulkova

Props – Chloe Laporte

Props – Ollie Neeb

Props – Elodie Wilson

Wardrobe – Margaret Frisa

Wardrobe – Madelaine Prémont

Wardrobe – Rian Renaud

Wardrobe – Tiffani Seed

Wardrobe – Maria Van Geffen

Scenic Art – Abby Cullaton

Scenic Art – Koda Greene-Cavanagh

Carpentry – Kade Campbell

Stage Management – Juliana Dinnin

Stage Management – Quentin Vieira
Sound – Samuel Craig
Sound – Nina Madelska-Hallows
Photography & Marketing – Emma Hope
Development – Amar Moussa

CREATIVE TEAM

Director – Lezlie Wade
Music Director – Matthew Atkins
Choreographer – Julius Sermonia
Set Designer – Julia Callon
Costume Designer – Meghan Choma
Lighting Designer – Jareth Li
Sound Designer – Brian Kenny
Intimacy Director – Kerry Hishon
Stage Manager – Kelly Luft
Assistant Stage Manager – Melissa Cameron

MUSICIANS

Matthew Atkins – Conductor / Keyboard I
Dereyk Goodwin – Drums
Alexandra Kane – Keyboard II
Jeff Lupker – Guitar
Aidan Wasse – Bass

CHARACTER DESCRIPTIONS

Dewey Finn: A struggling rock musician who impersonates a substitute teacher and discovers a new sense of purpose by helping his students find confidence through music. Passionate, charismatic, and rebellious, Dewey encourages creativity and self-expression in everyone around him.

Rosalie Mullins: The principal of Horace Green Prep School who values discipline, excellence, and structure above all else. Beneath her strict and professional exterior is a music lover who gradually reconnects with her adventurous side.

Ned Schneeby: Dewey's best friend and former bandmate who now works as a substitute teacher. Kind and loyal but lacking confidence, he often struggles to stand up for himself.

Patty Di Marco: Ned's practical and outspoken girlfriend who values responsibility and stability. She strongly dislikes Dewey's carefree lifestyle and frequently pushes Ned to be more mature.

STUDENTS:

Zack Mooneyham: The band's talented lead guitarist and songwriter who longs for recognition from his busy father. Quiet and creative, Zack gains confidence in his abilities through Dewey's mentorship.

Tomika Spencer-Williams: A shy new student who struggles to fit in but possesses an extraordinary singing voice. Gentle and sensitive, she learns to trust herself and step into the spotlight.

Summer Hathaway: An ambitious and highly organized student who becomes the band's manager. Intelligent, confident, and determined, she uses her leadership skills to help the group succeed.

Lawrence Turner: A talented keyboard player who lacks confidence and worries that he is not "cool" enough to be in a band. Thoughtful and intelligent, he discovers self-worth through music and friendship.

Katie Travis: A quiet musician who switches from cello to bass guitar to join the band. Calm, reliable, and focused, she becomes an important part of the group's sound.

Freddie Hamilton: The band's energetic drummer who often gets into trouble because of his loud and rebellious personality. Outgoing and enthusiastic, he thrives when given a creative outlet through music.

Billy Sandford: The band's stylist and costume designer who has a passion for fashion and self-expression. Creative, bold, and confident, Billy embraces his individuality despite pressure from his family.

Marcy: One of the band's backup singers and dancers who helps support the group's performances. Friendly and cooperative, she contributes to the band's teamwork and stage presence.

Shonelle: A backup singer and dancer who helps provide vocal support for the band. Quiet and dependable, she plays an important role in creating the group's overall sound.

Mason Ward: The band's technology expert responsible for lighting and technical effects. Smart and innovative, he uses his technical skills to help create exciting performances.

James: The band's security manager who keeps watch during secret rehearsals. Responsible and dependable, they help protect the group and keep them organized.

Sophie: One of the band's roadies who helps manage equipment and backstage responsibilities. Helpful and enthusiastic, she supports the band behind the scenes.

Madison: A roadie and backstage assistant who helps prepare the band for performances. Team-oriented and dependable, she contributes to the group's success offstage.

PARENTS:

Mr. Williams: Tomika's father.

Mr. Spencer: Tomika's father.

Miss Ward: Mason's mother.

Mr. Sandford: Billy's father.

Mrs. Hathaway: Summer's mother.

Mr. Mooneyham: Zack's father.

Mrs. Travis: Katie's mother.

Mrs. Hamilton: Freddie's father.

Mr. Turner: Lawrence's father.

TEACHERS:

Mr. Green

Mr. Sanders

Mrs. Noble

Gabe Brown

Ms. Janes

Mrs. Macapugay

Mr. Woodard

Ms. Bingham

Ms. Gordon

Mrs. Sheinkopf

Miss Wagner

ADULTS:

Theo: Overly-confident lead singer of No Vacancy.

Bobby: No Vacancy's easygoing keyboard player.

Neil: No Vacancy's cool bass player.

Snake: Lead guitarist of No Vacancy who replaces Dewey.

Doug: Energetic drummer for No Vacancy.

Stanley: Owner of the record shop where Dewey Finn works (and gets fired from). They start with patience for the passionate rocker, but also have a business to run.

Jeff Sanderson: Manager of the Battle of the Bands competition.

Security Guard: Battle of the Bands security.

MUSICAL NUMBERS

Act I

"I'm Too Hot for You" – No Vacancy, Dewey
"When I Climb to the Top of Mt. Rock" – Dewey
"Horace Green Alma Mater" – Rosalie, Students, Teachers
"Here At Horace Green" - Rosalie
"Children of Rock" – Dewey, Ned
"Mt. Rock Reprise" – Patty
"Queen of the Night" – Rosalie
"You're in the Band" – Dewey, Students
"If Only You Would Listen" – Zack, Billy, Freddie, Tomika, Lawrence, Madison, Mason, Shonelle, Students
"In the End of Time" – Dewey
"Faculty Quadrille" – Teachers
"In the End of Time (Band Practice)" – Dewey, Backup Girls
"Stick it to the Man" – Dewey, Students
"In the End of Time (The Audition)" – Dewey, Marcy, Shonelle, Freddie
"Stick it to the Man (Reprise)" – Dewey, Students

Act II

"Time to Play" – Summer, Students
"Amazing Grace" – Tomika
"Math Is a Wonderful Thing" – Dewey, Summer
"Where Did the Rock Go Intro" – Dewey, Rosalie
"Where Did the Rock Go" – Rosalie
"School of Rock" – Zack, Dewey, Students
"Dewey's Confession" – Dewey, Patty, Ned, Rosalie, Parents
"If Only You Would Listen (Reprise)" – Tomika, Summer, Freddie, Zack, Katie, Lawrence, Dewey, Students
"I'm Too Hot for You (Competition)" – Theo, Doug, Bob Bobby, Neil, Snake
"School of Rock (Competition)" – Dewey, Students
"Stick it to the Man (Competition Encore)" – Dewey, Students
"Queen of the Night (Rock Version)" - Full Company

PLOT SYNOPSIS

ACT 1

Act 1 begins with aspiring rock star Dewey Finn performing with his band No Vacancy in the opening number, “I’m Too Hot For You”. During the performance, Dewey’s wild guitar solo embarrasses the band and, immediately afterwards, he is kicked out. Suddenly unemployed and without a band, Dewey returns home to his roommate Ned Schneebly and Ned’s girlfriend Patty Di Marco, who demands that he finally pay his rent.

Refusing to give up on his dream of being a rock star, Dewey imagines the fame and fortune that await him in “When I Climb to the Top of Mount Rock”. His luck changes when he intercepts a phone call meant for Ned about a substitute teaching job at the prestigious Horace Green Prep School. Desperate for money, Dewey decided to impersonate Ned and take the position.

At Horace Green, the school’s strict expectations are introduced through “Horace Green Alma Mater”. Principal Rosalie Mullins takes pride in the school’s reputation for academic excellence and explains its expectations to Dewey in “Here at Horace Green”. Dewey quickly realizes that both the teachers and students live under enormous pressure to achieve success.

Back at home, Dewey and Ned remember the excitement of their old rock and roll days in “Children of Rock”. Their dreams are interrupted by Patty, who warns Dewey that he must pay rent or move out. Her ultimatum comes in “Mount Rock (Reprise)”.

Meanwhile, Dewey struggles as a teacher until he accidentally discovers that his students are talented musicians while hearing them perform Mozart’s “Queen of the Night”. Inspired, he decides to secretly form a rock band with the students. During “You’re in the Band”, he assigns musical roles to Zack, Katie, Lawrence, Freddie, and the other students, transforming the classroom into a rehearsal space. Their excitement continues in “You’re in the Band (Reprise)” as the students begin embracing their new identities as rock musicians.

We learn about the students’ lives outside the school. Many of them feel pressured by parents who do not understand them. Zack, Billy, Freddie, Tomika, and the others express these frustrations in “If Only You Would Listen”.

As rehearsals continue in class, the students ask what music they will perform. Dewey proudly presents his original song “In the End of Time”, imagining it as an epic rock masterpiece. At the same time, the faculty notices strange changes in the students and discusses Dewey’s unusual teaching methods in “Faculty Quadrille”.

The band begins serious rehearsals with “In the End of Time (Band Practice)”. Dewey teaches the students that rock music is about challenging authority and expressing yourself. This lesson becomes the energetic anthem “Stick it to the Man”. Energized by their newfound confidence, the students decide to name themselves The School of Rock.

To enter the Battle of the Bands competition, Dewey secretly sneaks the students out of Horace Green. Their daring escape is accompanied by “Mount Rock the Escape”. Arriving at the audition venue just in time, they perform “In the End of Time (The Audition)”, impressing the judges enough to earn a place in the competition.

Act 1 ends with students celebrating their success and newfound confidence in “Stick it to the Man (Reprise)”, as The School of Rock officially qualifies for the Battle of the Bands and moves one step towards proving themselves as real rock stars.

ACT 2

Act 2 opens with The School of Rock fully focused on the upcoming Battle of the Bands. Summer takes charge of rehearsals and organization in “Time to Play”, showing her skills as the band’s determined manager. The students work tirelessly to perfect every detail of their performance.

While discussing plans for the competition, Tomika finally reveals the incredible talent she has been hiding. She amazes everyone with her powerful rendition of “Amazing Grace”. Realizing that she has a phenomenal voice, Dewey officially adds her as one of the band’s lead singers.

As Rosalie becomes increasingly suspicious of Dewey’s teaching methods, she unexpectedly sits in one of his classes. To cover up the fact that he has been teaching rock music instead of regular lessons, Dewey improvises the comical “Math is a Wonderful Thing”, turning mathematics into a rock lesson and temporarily convincing Rosalie that he is teaching academics.

Later, Dewey takes Rosalie out for an evening away from the pressures of Horace Green. As they bond over their shared love of music, they sing “Where Did the Rock Go Intro”. This leads into Rosalie’s heartfelt solo of “Where Did the Rock Go”, where she reflects on how adulthood and responsibility caused her to lose touch with the excitement and freedom she once felt through rock music. Dewey helps her rediscover that part of herself.

Back at school, Zack reveals a song he has written himself. In “School of Rock Pt. 1”, he nervously shares his original music. Encouraged by Dewey and the band, the song develops into School of Rock Pt. 2”.

Everything begins to fall apart during Parents' Night. The students' parents discover that little academic work has been completed and become suspicious. Patty arrives with the real Ned Schneebly, exposing Dewey's deception. In "Dewey's Confession", Dewey admits that he is not a real teacher and has been impersonating Ned the entire time. Furious parents blame him and question Rosalie's leadership. Dewey leaves, believing he has failed everyone.

Meanwhile the students refuse to give up on him. They track him down and remind him of the impact he has had on their lives. Through "If Only You Would Listen (Reprise)", Tomika and the students explain that Dewey helped them discover confidence, friendship, and their true identities. Inspired by their loyalty, Dewey regains his confidence and agrees to lead them to the Battle of the Bands.

At the competition, No Vacancy performs first with "I'm Too Hot for You (Competition)". The band appears polished and professional, but their performance lacks the passion and energy that Dewey helped his students discover.

When The School of Rock takes the stage, they perform Zack's original song, "School of Rock (Competition)". Dewey and the students deliver a powerful performance that showcases everything they have learned. Their parents watch with amazement as they see their children expressing themselves with confidence and joy.

Although No Vacancy officially wins the competition, the audience overwhelmingly loves The School of Rock. Because of the crowd's enthusiasm, they are invited back onstage for "Stick It to the Man (Competition Encore)". The students celebrate their individuality, freedom, and love of music, proving that success is more than winning a trophy.

The musical concludes with "You're in the Band Curtain Call", as the entire company celebrates the journey they have shared. Finally, "Queen of the Night (Rock Version)" transforms the classical piece heard earlier in the show into a full rock anthem, symbolizing how the students and adults have combined discipline, talent, and self-expression.

CHARACTER TRANSFORMATIONS

Throughout the story, both the adults and students grow as individuals by overcoming their fears, discovering their talents, and gaining confidence. Through music and teamwork, the characters learn valuable lessons about self-expression, creativity, and believing in themselves. As they work together to create a band, each person experiences a meaningful change that helps them become stronger and more confident.

Dewey Finn begins the musical as a failed musician who is immature, irresponsible, and obsessed with becoming a rock star. Although he initially takes the teaching job for selfish reasons, he gradually develops a genuine connection with the students. By encouraging them to explore their talents and express themselves through music, he discovers that helping others succeed can be just as rewarding as achieving his own dreams. Dewey transforms into a caring mentor who inspires confidence and creativity in those around him.

Rosalie Mullins starts as a strict principal who values discipline, rules, and academic success above everything else. Her experiences with Dewey and the students help her reconnect with her love of music and realize that creativity is just as important as structure. By the end of the musical, she becomes more open-minded and willing to take risks, showing a balance between responsibility and passion.

Ned Schneebly is introduced as a passive and hesitant former musician who allows others to make choices for him. As the story unfolds, he rediscovers his confidence and rekindles his love for music. He learns to stand up for himself and make his own decisions, becoming a more independent and self-assured person.

The students experience some of the most dramatic transformations:

Zack Mooneyham begins as a talented guitarist who struggles with self-confidence and constantly seeks his father's approval. Through writing songs and performing with the band, he gains faith in his abilities and develops confidence as both a musician and an individual.

Tomika Spencer-Williams arrives at Horace Green feeling shy, isolated, and afraid to speak up. Once she discovers her extraordinary singing voice, she becomes confident, expressive, and proud of her talent.

Summer Hathaway starts as a student focused on grades, schedules, and achievement. Through her role as band manager, she learns that true leadership involves supporting others and encouraging creativity.

Lawrence Turner begins the story believing that he is uncool and does not fit in. As he develops his skills as a keyboard player, he gains confidence and learns to embrace his unique personality.

Katie Travis, who is quiet and often goes unnoticed, becomes more confident through her role as the band's bassist and by contributing to the group's success.

Freddie Hamilton is known for being rebellious and energetic, often getting into trouble. Through music, he learns to channel his energy positively and find an environment where his talents are valued.

Billy Sandford, whose creativity is not always accepted by his family, gains the confidence to express himself proudly and embrace his individuality.

THE ROLE OF THE AUDIENCE

Live theatre requires an audience – everyone has an important role to play! As we welcome you to the Grand Theatre, here a few things to keep in mind:

Before the performance:

- **Arrive early – between 30 minutes and by 10 minutes before the show**, enabling enough time to use the washroom and settle into your seats.
- We are a **scent-free environment**. Avoid wearing perfumes or scented products in consideration of those patrons who have scent sensitivities.
- We value **respectful behaviour**. Talking or lots of movement can be disruptive for the actors and other audience members. Just as the theatre's acoustics amplify the actors' voices, audience voices echo back to the actors on stage.
- **Avoid bringing backpacks/large bulky items** as they will need to remain in the lobby and cannot come with you to your seat (due to emergency exit regulations).
- While there is no dress code, we respectfully ask that **hats are removed**.
- Have an open mind and let the performance surprise you!

During the performance:

- Please **turn off your cell phone**/electronic devices. Vibrations, sounds, and screen light during the performance is very distracting for the performers and other audience members.

- **Only bottled water** is allowed in the theatre. **No food** is permitted during the show.
- **Using cameras or recording devices during a performance is not permitted.**
- When the lights dim, that's your cue to stop talking and turn your attention to the stage to enjoy the show.
- If you **must leave your seat, wait for an appropriate break** in the show and quietly head towards the closest exit. An usher will help you.
- Clap, cheer, laugh, and **feel! Make sure your reactions are respectful to those on stage and around you in the audience.** Theatre is LIVE, so remember you can be seen and heard!

DIVE DEEPER: PRE-SHOW

If you have 15mins... Think-Pair-Share

In *School of Rock*, Dewey Finn is not a traditional teacher. Instead of focusing on grades and tests, he encourages students to discover their talents through music. What makes a successful learning environment?

Think: Reflect and jot down your thoughts on the below questions ...

- What qualities make someone a great teacher?
- What qualities make someone a great student / learner?
- What important lessons have you learned outside of a classroom? Reflect on how you came to learn this – who was involved or was it independent learning?
- Write down one talent or skill you have which may not be reflected on a report card.

If You Have 30 Minutes... Create a New Band Member

One of the central themes of *School of Rock* is that everyone has unique talents and strengths to contribute. Throughout the musical, students who initially doubt themselves discover new abilities, build confidence, and find a sense of belonging through music and teamwork. How can being part of a team help someone discover strengths or talents they didn't know they had?

Invent: Imagine there is one more student joining the band in *School of Rock*! Create a character by considering ...

- What is their name?
- What role would they play in the band (instrument, production, design, etc.)?

- What grade are they in?
- What are their strengths and interests?
- What challenge or fear might they need to overcome?
- How could being part of the band help them grow?

Design: Bring your character to life for the stage by creating a visual design. Include details about the instrument or equipment this new band member will use. What would their costume, hairstyle, accessories and overall look be like? Draw and label your design.

If You Have 1 Hour... Start Your Own School of Rock

In *School of Rock*, music becomes more than just a performance – it creates a community where students learn to support one another, take risks, and express themselves. The band succeeds because members work together and celebrate each other's strengths. What makes a community feel supportive and how can music bring people together?

1) Imagine Your School:

- Where is your school located?
- What kind of music will your band perform?
- What values are most important in your school?
- How will students learn to work together and build confidence?

2) Assign Team Roles:

- **Creative Director** – leads the overall creative vision
- **Presenter** – gathers information and leads presentation approach
- **Designer** – designs elements like the school logo, emblem, motto, uniform, etc.
- **Planner** – develops subjects offered, rules and expectations

3) Design Your School: Create a poster or slideshow presentation that includes all the elements of your new school ...

- School name and logo or any other visual design elements
- Subjects offered
- Rules and expectations
- Competition goal (artistic performance, athletic meet or game, travel, etc.)
- Inspirational words, quotes, or slogans

DEEP DIVE: POST-SHOW

If You Have 15 Minutes... Create a Visual Representation of Transformation

The students begin the musical unsure of themselves and uncertain about their talents. By the end, they have learned to take risks, support one another, and perform with confidence. Reflect on how the students in *School of Rock* changed from the beginning of the show to the final performance.

Create: Use a visual art technique such as pencil drawing, watercolour, collage, etc. to represent one aspect of a character's transformation. Use colour, texture, and shape to communicate a “before” and “after” representation of your chosen character. Some examples of transformation you may choose to visually represent include ...

- Nervous --> Discovering their talents
- Unsure of themselves --> Growing in confidence
- Restricted --> Working together as a team
- Afraid to take risks --> Taking pride in their achievements

If You Have 30 Minutes... Breaking Expectations

How do people's assumptions prevent others from seeing who they really are?

Pair + Perform: Find a partner and choose two characters from the show. Together, create and perform two short scenes that include both characters.

Scene 1: Limited by Expectations

Show how one or both characters are judged, underestimated, or limited by stereotypes or assumptions made by others. Highlight how these perceptions affect the character.

Scene 2: Discovering Hidden Strengths

Show these characters discovering a hidden talent, strength, or new side of themselves. Include how the support of others helps them grow and express who they truly are.

After performing, discuss with your partner or the class:

- Did music help the character grow or express who they really are? If not music, what area of talent or skill was discovered?
- How did the support of others contribute to the character's success?
- How did other people's perceptions of the character change from Scene 1 to Scene 2?
- What can we learn about making assumptions about others?

If You Have 1 Hour... Band Boot Camp

What makes a team feel supported and successful?

Assign: Form large groups of 5-7 and assign band roles like Lead Singer, Guitarist, Drummer, Keyboardist, Band Manager, Security, Stage Crew, etc.

Create: Create a 2-minute scene depicting a band rehearsal that includes ...

- A challenge or conflict
- Someone encouraging a teammate
- A moment of teamwork
- A final "concert pose"

Perform!

Debrief:

- Which actions made teammates feel included?
- How did encouragement affect the group's success?

CURRICULUM CONNECTIONS

English Curriculum Connections:

Reading & Literature Studies

- Explore youth voice and empowerment narratives
- Analyze identity development through mentorship and creativity
- Study adaptation from film to musical structure

Oral Communication

- Presentation of collaborative storytelling and group dynamics

The Arts – Drama Curriculum Connections:

Creating & Presenting

- Ensemble music performance and role specialization
- Physical comedy and high-energy staging

Reflecting, Responding, Analyzing

- Analyze community-building through performance
- Explore performance as identity formation

The Arts – Music Curriculum Connections:

- Ensemble performance, rhythm, collaboration, improvisation
- Grade 1–8 Music: rhythm, ensemble participation, performance confidence
- Grade 9–12 Music: band performance, arrangement, popular music studies

Health & Physical Education / SEL (Social Emotional Learning) Curriculum Connections:

- Self-esteem, belonging, mentorship, confidence-building
- Explore stylized performance conventions (melodrama, farce, exaggeration)