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| **Session One**  **July 23, 2016** |  |  |  |
| **Activity** | **Purpose** |  | **Did they get it?** |
| **Parent Orientation:**   * Classroom Rules * Wear comfortable clothes * Get to class on time * Go to the restroom before class time * Request notice of absenteeism   **Discuss Goals of Class**   1. Learn the 3 actor’s tools 2. Improve focus and listening skills 3. Learn new Vocabulary (comedy/tragedy; tableaux; stage locations) 4. Memorize a line and perform a story 5. Have Fun!   **Request goals from parents**  **Answer Parents Questions**  *Final Performance is Saturday, August 27 at 11:30am. This performance will be an adaptation and variation of the storybook, Pete the Cat and His Magic Sunglasses, written by Kimberly and James Dean.*  ctivity  Purpose  Did they get it?  Parent Orientation:  Classroom Rules  • Wear Comfortable clothes  • Get to class on time  • Go to the restroom before class time  • Request notice of absenteeism  Discuss goals of Class  1. Learn the 3 actors tools  2. Improve focus and listening skills  3. Express creativity.  4. Have Fun!  Request goals from parents  Answer Parents Questions | Ensure parents have an understanding of the expectations of their students. Remind them of drop-off and pick times, as well as the final showcase. |  | Parents prepare their students for camp every day with all necessary items. |
| Imagination Sheets | Students will draw a picture of their favorite jungle animal in order to get their minds ready for creative thinking |  | Students are alert and ready for today’s lesson |
| **Introduce Self. Discuss Actor/Director Relationship**  Actors: Play character and tell stories as an ENSEMBLE.  Directors: Help actors tell stories together and be safe.  ctivity  Purpose  Did they get it?  Parent Orientation:  Classroom Rules  • Wear Comfortable clothes  • Get to class on time  • Go to the restroom before class time  • Request notice of absenteeism  Discuss goals of Class  1. Learn the 3 actors tools  2. Improve focus and listening skills  3. Express creativity.  4. Have Fun!  Request goals from parents  Answer Parents Questionsff  **Review Rules of the Room with students:**   * Keep your hands and feet to yourself * Always listen to your director * Never say “NO” * Try your best * Use kind words * Take turns | Have students identify who is in charge during play rehearsal |  | Students listen to the director to do the right thing |
| **Name Game:** Name an animal motion/sound. Think of an animal that starts with the same first letter as our first name. Create a movement and sound for that animal. Take turns sharing your name, then the action/sound with the group. Have the group repeat it back. | To learn all names in the group |  | Students/Teachers can identify names of all students in the room |
| **Safety Bubble**: Practice “CUT.” See Appendix. | Discover and maintain personal space |  | Student keep their hands and feet to themselves. Students keep other students from getting in their bubble |
| **Warm-ups: Intro Voice, Body, and Imagination**  Body: Walk about in the Safety Bubble  Voice: Pass the Word. (See Appendix)  Imagination: Magic Ball (See Appendix) | Body: Encourage movement within personal space.  Pass the Word: Students take turns using their voices in different ways.  Magic Ball: Students use their imagination to create a new idea. |  | Students wait their turn and follow directions with prompting. Students listen to others. |
| **Introduce Choreography**  Define choreography: planned and synchronized movement | Students will learn choreography for the final showcase |  | Students are aware of their movement and personal space |
| Read aloud *Pete the Cat and His Magic Sunglasses* | Students will be familiar with Pete the Cat and His Magic Sunglasses |  | Students are able to listen and discuss the plot and overall theme of the story |
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| **Session Two**  **July 30, 2016** |  |  |  |
| Imagination Sheets | Students will draw a picture of their favorite jungle animal in order to get their minds ready for creative thinking |  | Students are alert and ready for today’s lesson |
| **Name Game:** Name an animal motion/sound. Think of an animal that starts with the same first letter as our first name. Create a movement and sound for that animal. Take turns sharing your name, then the action/sound with the group. Have the group repeat it back. | To review all names in the group |  | Students/Teachers can identify names of all students in the room |
| **Review Rules** | All students agree to follow the rules |  | Students can repeat rules back to director. Students correct their undesirable behavior before the teacher/director does. |
| **Safety Bubble:** Practice “CUT” | Maintain personal space |  | Students keep their hands/feet to themselves. Students keep other students from getting into their safety bubble. |
| **Warm-ups: Voice, Body, Imagination**  **Body:** Magic Rocks  **Voice:** Practice “The birds are singing. The sky is bright. The sun is shining. We’re feeling alright!” in different voices  **Imagination:** Bag of Masks (see Appendix) | Magic Rocks: students explore how to use their bodies to create various characters.  Practice saying “The birds are singing...”: Students will recall what they remember from last week.  Bag of Masks:  Students will identify and express various emotions |  | Students wait their turn and follow directions with prompting. Students listen to others. |
| **Review Choreography** | Students will review the dance from last week |  | Students are able to remember most of the dance moves from a prior lesson |
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| **Day Three**  **August 6, 2016** |  |  |  |
| Imagination Sheets | Students will draw a picture of what their jungle will look like in order to get their minds ready for creative thinking |  | Students are alert and ready for today’s lesson |
| **Review Rules** | All students agree to follow the rules |  | Students can repeat rules back to director. Students correct their undesirable behavior before the teacher/director does. |
| **Safety Bubble:** Practice “CUT” | Maintain personal space |  | Students keep their hands/feet to themselves. Students keep other students from getting into their safety bubble. |
| **Warm-ups: Voice, Body, Imagination**  **Body:** Character Statues (see Appendix)  **Voice:** Practice “The sun is shining…” in different voices as their character  **Imagination:** Not a Box | Character Statues: students explore how their character, from casting yesterday, would stand.  Practice saying “It’s a jungle out there.”: Students will recall what they remember from Monday.  Bag of Masks:  Students will identify and express various emotions |  | Students wait their turn and follow directions with prompting. Students listen to others. |
| Introduce Voice: Discuss the importance of warming up and taking care of voice | Students learn that screaming is bad for their voices and that actors use their DIAPHRAGM and breath to maintain a loud “actor voice” on stage. |  | Students refrain from screaming when prompted to use their “actor voice.” |
| **Red Rover Projection:** Practice a line. See Appendix. | Students use their “actor voice” to say a line |  | All students cross to the other side of the stage being heard loudly and clearly |
| **CASTING for *Pete the cat and His Magic Sunglasses***  *Define casting: when the director chooses which actor will play which role* | For final performance |  | Students wait their turns and retain movement on stage |
| **Game: Freeze Dance** |  |  |  |
| **Review Choreography** | Students will review the dance from last week |  | Students are able to remember most of the dance moves from a prior lesson |
| **End of the Day: SEND SCRIPTS HOME WITH NOTE TELLING PARENTS ABOUT THE PERFORMANCE ON AUGUST 27, 2016 (Provide the folders and tell students they’ll get rewarded each time they bring them back)** |  |  |  |
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| **Session Four**  **August 13, 2016** |  |  |  |
| **Imagination Sheets** | Students will draw a picture of themselves on stage in order to get their minds ready for creative thinking |  | Students are alert and ready for today’s lesson |
| **Review Rules** | All students agree to follow the rules |  | Students can repeat rules back to director. Students correct their undesirable behavior before the teacher/director does. |
| **Safety Bubble:** Practice “CUT” | Maintain personal space |  | Students keep their hands/feet to themselves. Students keep other students from getting into their safety bubble. |
| **Parts of the Stage** (Stage Directions) | For blocking purposes, students need to know where they are on stage and where the different hot-spots are. US, DS, CS, SR, and SL. |  | Students learn where the 5 main parts of the stage are, and are able to move to those spots on command by director |
| **Game:** 5 Corners  US, DS, CS, SR, & SL (See Appendix) | Students will understand where the parts of the stage are by noticing when their spot is called on by the counter. This helps with blocking. |  | All students self-identify when their spot has been called and calmly sit out. |
| **BLOCKING for *Pete the Cat and His Magic Sunglasses!***  *Define blocking: planned movement on the stage* | For final performance |  | Students wait their turns and retain movement on stage |
| **Review Choreography** | Students will review the dance from last week |  | Students are able to remember most of the dance moves from a prior lesson |
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| **Session Five**  **August 20, 2016** |  |  |  |
| **Imagination Sheets** | Students will draw a picture of themselves on stage in order to get their minds ready for creative thinking |  | Students are alert and ready for today’s lesson |
| **Review Rules** | All students agree to follow the rules |  | Students can repeat rules back to director. Students correct their undesirable behavior before the teacher/director does. |
| **Safety Bubble:** Practice “CUT” | Maintain personal space |  | Students keep their hands/feet to themselves. Students keep other students from getting into their safety bubble. |
| **RUN THROUGH THE ENTIRE SHOW**  **(This includes Not A Box Introduction, Bag of Masks, and Curtain Call)** | For final performance |  |  |
| **Activity:**  Comedy and Tragedy | Students are able to identify comedy versus tragedy |  | Students are able to distinguish between various emotions |
| **Game:** Statues in the Garden (See Appendix) |  |  |  |
| **Activity:** Freeze Dance |  |  |  |
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| Session Six  August 27, 2016 |  |  |  |
| **Imagination Sheets** | Students will draw a picture of themselves on stage in order to get their minds ready for creative thinking |  | Students are alert and ready for today’s lesson |
| **Review Rules** | All students agree to follow the rules |  | Students can repeat rules back to director. Students correct their undesirable behavior before the teacher/director does. |
| **Safety Bubble:** Practice “CUT” | Maintain personal space |  | Students keep their hands/feet to themselves. Students keep other students from getting into their safety bubble. |
| **RUN THROUGH THE ENTIRE SHOW**  **(This includes Not A Box Introduction, Bag of Masks, and Curtain Call)** | For final performance |  |  |
| **Final Performance: Pete the Cat and His Magic Sunglasses** |  |  |  |