**CURRICULUM • As of August 2, 2018**

**PACIFIC SINGERS & ACTORS WORKSHOP**

**Week 1:  How not to feel stupid in front of people**

This Introduction to Improvisation will help students feel comfortable in front of others and in getting to know one another through the use of improvisation games.

Week 1 objective: to learn confidence while speaking to a group

Instructor prep:

* Snacks/drinks
* Parent waivers
* Pre-questionnaires
* Nametags
* Roll sheet (download and print before class from pacsaw.weebly.com “Class Materials” tab)
* Hand sanitizer
* Poster sheets with song lyrics, tape
* Bag of props for You’re the Expert
* Write announcement bullet points with title of class on board
* Remember to do standing ovations throughout class
* If using articulation exercise “The Lips, the Teeth, the Tip of the Tongue,” write the words to the exercise on board
* Decide beforehand who presents what parts of class and what instructors will sing to introduce themselves
* PIANIST ARRIVAL at 1:00 (last 30 mins of class)

Class order for instructors:

* Instructor introductions – 10 mins
* Introduce rules for interaction and classroom management – cont.
* Icebreaker – 15 mins
* Pre-questionnaire, hand out waivers, nametags – 5 mins
* Create roll sheet – cont.
* Announce class order – cont.
* 16-Shakedown – 10 mins
* Announce that there will be standing ovations for individual students throughout class – cont.
* Sound toss – cont.
* You’re the Expert – 15 mins
* Snack time – 10 mins
* Intro to singing technique and teach 1-2 songs – 20 mins
* Prep for next time and wrap up: reminder to bring back waivers to receive a candy bar and wrap up – 5 mins

0:00-0:10 Introduction of instructors – Introduce yourselves and sing for the class (decide on a song ahead of time together or quick solos)

This is a safe place to try something new, have fun, be creative, be brave and create something that's yours without having to perfect. What you will leave this class with are the skills to make clear choices in your life and the confidence to speak in front of people.

Introduce rules for interaction/classroom management skills

1) Classroom management option:

* If you can hear my voice clap once, if you can hear my voice clap twice – talking quieter and quieter
* Eyes on me, match me – hold up # of fingers for students to mirror

2) Only use positive words and gestures

0:10-0:25 Icebreaker - pair up with someone you don't know and interview them; then come back to group and introduce your partner asking these three questions:

1) Name

2) Favorite thing to do on the weekend

3) Why did you join this class? (You are not allowed to say that your mom made you, even if it's true)/What do you hope to gain from this class after two weeks, i.e. your personal goals?

Optional: How do you expect to use what you learn in this class during your high school years?

0:25-0:30 Filling out of pre-questionnaire; hand out nametags, create roll call sheet, and hand out waivers. NOTE: students who bring back waivers next week get a candy bar.

ANNOUNCE: Today’s class is called “How Not to Feel Stupid in Front of People” Here’s what we’re going to do:

* Over the next 10 weeks we’re going to learn two or three songs; learn some acting scenes, monologues and play lots of improv games. For our last class, you will invite family and friends to present your scenes and songs. We’ll remind you to do that as we get closer to our 10th week.
* 16 Shakedown
* Improv game “You’re the Expert”
* Snack time
* Sing together and learn a song
* Throughout class we’ll do standing ovations for a student chosen by instructors at random times

0:30-0:40 16 Shakedown and sound toss

Explain that 16 Shakedown is to get your body to move energy.

16 Shakedown

Sound toss

0:40-0:55 Improvisation definition of “Yes, and…” and "You're the Expert" game

Example by instructors

Directions: Working in pairs you have 45 seconds to describe your object by alternating in single sentences your description in technical terms, creative terms, how it was made, etc. Your description can be completely imaginary. Use your imagination, and then you may take questions from your audience alternating back and forth about your object for 45 seconds. We’ll keep time.

Example: 2 instructors

1. We give the students an object from our collection
2. Students have 45 seconds to explain the object
3. Students have 45 seconds to take questions

0:55-1:05 SNACK TIME and Discussion Question:

* How did it feel to be up in front of one another?

1:05-1:25 Introduce singing technique and teach one or two songs

Postural alignment: emphasizing the need for a free neck in order to make good singing sounds

1. Demonstrate how to stretch the back of the neck with the palm of the hand; stretch for about 30 seconds.
2. While continuing to stretch the neck have students check their shoulders over hips over knees over feet, making sure their feet are appropriate distance apart.
3. Have students find springy knees
4. Demonstrate “zombie jaw,” emphasizing importance of relaxed jaw during singing

Breath and support: introduction to inhale and exhale as a full breath cycle using a hiss for exhale

Breathing is the foundation for singing and projecting the voice when speaking.

• Exhale explained through primal sound; hiss, i.e. take a snapshot and turn it into a movie

• Inhale explained through finger vacuum - four (clean) fingers placed gently between the lips and breathe in on rhythm; breathe in on a four count and hiss out on an eight count.

• Hands gently around the neck with heels of hands forward; feel muscles when swallowing; now, don't use any of those muscles; keep hands there and take a silent breath and feel how those muscles are not engaged

Other breathing exercises:

* One-breath alphabet on a five-tone scale
* Wall breathing (or floor if clean)
* Who can hiss out longest competition

Warm up: simple five-tone scale vocal warm-ups focusing on vowel using postural alignment and breath cycle

• Check in with your neck to see if it's free; bobble your head

• Instructions for physical observation; dominant hand for vacuum breath; other hand on waist; dominant hand moves to stomach for singing

• Vacuum inhale on four count then 5-4-3-2-1 on ha ha ha

* Start on a note A in key of D – go up and down from there
* Change vowel to “ooh,” “ee”

• Same thing; make ha ha ha a laugh

• Same thing; make ha ha ha a cry

• Can call out any of the following in between five-tone scales:

* + Strike a pose
	+ Call and response
	+ Two lines/groups of students moving towards one another

Articulation exercises:

1) Start on one note and go up by half steps and speed up

The lips, the teeth, the tip of the tongue.

The lips, the teeth, the tip of the tongue.

Enunciate, articulate, exaggerate.

2) Mama made me mash my M&Ms – on a five tone scale

Teach song by call and response with technique reminders

1:25-1:30 Prep for next time: bring back waivers to receive a candy bar

**Week 2:  How to hit the high note**

By learning two to three songs, our continuation of Introduction to Singing will include a vocal technique group lesson that focuses on posture, breathing and vowel production. Our Introduction to Acting helps students learn to express a given emotion or intention.

Week 2 objective: to learn to express emotions and intentions

Instructor prep:

* Snacks/drinks
* Hand sanitizer
* Nametags
* Poster sheets with song lyrics, tape
* Bag with States of Beings
* Candy for those who return waivers
* Write announcement bullet points with title of class on board
* Decide beforehand who presents what parts of class
* Decide scenes and monologues to hand out to individual students in Week 3
* PIANIST ARRIVAL at 0:25

Class order for instructors:

* Roll, ask for waivers and announcement– 10 mins
* Ask for waivers – cont.
* Announce class order – cont.
* 16 Shakedown – 15 mins
* Improv games: one-word story; sound toss if time with elimination – cont.
* Singing warmup, technique review and finish teaching songs – 35 mins
* Snack time – 10 mins
* States of Being – 15 mins
* Prep for next time: listen to songs on Youtube and wrap up – 5 mins
* Instructors decide which scenes and monologues to give to students for next week

0:00-0:10 Roll call using “Hey, buddy! That’s my bike!” to encourage taking a good breath and becoming used to projecting the voice; ask for waivers.

ANNOUNCE: Today’s class is called “How to Hit the High Note.” Here’s what we’re going to do:

* 16 Shakedown
* Improv game
* Sing together and finish learning our songs
* Snack time
* Learn about acting

0:10-0:25 16 Shakedown and improvisation game: introduce one-word story; sound toss with elimination if time

0:25-1:00 Singing warm up with technique review and finish teaching songs

1:00-1:10 SNACK TIME and Discussion Questions:

* What do you remember about last week?
* If no response, ask if they remember how to take a breath for singing

1:10-1:25 Intro to Acting through States of Being

One student pulls a “State of Being,” (SOB) or emotion out of a bag without showing it to anyone else. They then express the SOB by inhaling and then saying, “Hey, buddy! that’s my bike!” or “Hey, man! Throw me the ball!” The rest of the students then guess the SOB.

Prompt:

* If students are unable to guess correctly, encourage the student to “get a bigger hammer” whereby they intensify the emotion physically or verbally. If still not guessed correctly, ask another student to join the first student and try it together.

1:25-1:30 Prep for next time: Listen to the songs on Youtube.

**Week 3:  How do I get what I want?**

In our continued Introduction to Acting, students learn to personalize their interpretation and expression through the use of strong intentions.

Week 3 objectives: to make strong, clear choices of intentions/wants

Instructor prep:

* Snacks/drinks
* Hand sanitizer
* Candy for those who return waivers
* Poster sheets with song lyrics, tape
* Scenes and/or monologues to hand out
* I Want to Get What I Want scenarios
* List of How’s/Actions for reference
* Write announcement bullet points with title of class on board
* Decide beforehand who presents what parts of class
* PIANIST ARRIVAL at 0:25

Class order for instructors:

* Roll, ask for waivers and announcement – 10 mins
* 16 Shakedown – 15 mins
* Improv games: intro numbers game with possible elimination, sound toss, three-line scene – cont.
* Singing warmup with introduction to Circles – 10 mins
* Review songs with Circles – 10 mins
* Snack time – 10 mins
* I Want to Get What I Want – 30 mins
* Prep for next time and wrap up: Hand out monologues and/or scenes. Read through but don't memorize your monologue/scene. AND choose a song to sing in the last class presentation. – 5 mins

0:00-0:10 Roll and ask for waivers

Take roll, asking students to say, “I’m here” in response to a person (teacher, policeman, someone you don’t like, best friend, parent, annoying younger sibling)

Ask for waivers and hand out candy bars.

ANNOUNCE: Today’s class is called “How Do I Get What I Want.” Here’s what we’re going to do:

* 16 Shakedown
* Play an improv game
* Do a singing warm up and sing through our songs, learning a new acting exercise called Circles
* Snack time
* Play an improv game called “I Want to Get What I Want”

0:10-0:25 16 Shakedown and improv games: introduce numbers game with elimination, sound toss, introduce three-line scene

0:25-0:35 Singing warm up and Intro to Circles, reviewing postural alignment, breathing and simple five-tone scales on "ha, ha, ha, ha, ha" or other vowel

* Circle 1 – to yourself
* Circle 2 – to your scene partner(s)
* Circle 3 – to the audience
* Circle 4 – to the universe

Prompt:

* There’s no way you can do Circles without feeling something emotionally.
* Call out Circles in random order.

Instructor calls out Circles before each 5-tone scale.

0:35-0:45 All songs are sung/reviewed using Circles for each song.

Prompt:

* You can go back and forth between Circles and sometimes “get a smaller hammer.”

0:45-0:55 SNACK TIME and Discussion Question that leads into discussion below:

0:55-1:25 One instructors asks students what they believe acting is. Discussion leads to our definition of acting: Living truthfully under imaginary circumstances. We want you to find your own honest response to the game we are about to play.

**Improvisation game: I Want to Get What I Want**

One student is given a scenario\* where he/she want something from someone else, e.g. better grade from teacher, new Iphone from parent, seat on crowded bus. Another student is selected to play teacher/parent/student. Student one is given an Action/Intention/Want\* by an instructor in order to try different ways of achieving his/her goal.

\*Available at pacsaw.weebly.com under “Class Materials” tab

1:25-1:30 Prep for next time: Hand out monologues and/or scenes. Read through but don't memorize your monologue/scene. AND choose a song to sing in the last class presentation.

**Week 4: Letting your drama loose through acting**

In week 4 we use intentions to find awareness of the honest and deep emotions needed to express oneself effectively in front of others through a scene or monologue.

Week 4 objective: to learn to use Intention to express individual choices about how to express oneself

Instructor prep:

* Snacks/drinks
* Hand sanitizer
* Candy for those who return waivers
* Poster sheets with song lyrics, tape
* Juggling balls
* Write announcement bullet points with title of class on board
* Decide beforehand who presents what parts of class
* PIANIST ARRIVAL at 0:25

Class order for instructors:

* Roll, ask for waivers and announcement – 5 mins
* 16 Shakedown – 20 mins
* Improv games: group juggling, Foreign Cinema – cont.
* Singing warm up, technique review, sing through songs – 15 mins
* Snack time – 10 mins
* Song work using the Two Questions – 20 mins
* Scene and monologue work using SOB or an Intention/Want – 15 mins
* Prep for next time and wrap up: memorize scene or monologue – 5 mins

0:00-0:05 Roll and ask for waivers.

Take roll, asking students to respond demonstrating vocal technique, e.g. siren on “ha,” “ho” or “hee”; review Circles of Volume/Energy and instructor calls out a Circle to use for the siren.

ANNOUNCE: Today’s class is called “How to Let Your Drama Loose Through Acting.” Here’s what we’re going to do:

* 16 Shakedown
* Play an improv game
* Do a singing warm up and sing through our songs in small groups or as duets
* Snack time
* Play another improv game
* Have fun with our scenes

0:05-0:25 16 Shakedown and improv games: introduce group juggling, introduce foreign cinema

0:25-0:30 Singing warm up with instructor calling out SOB for each new scale

0:30-0:40 Sing through repertoire in groups or duets with SOB

0:40-0:50 SNACK TIME and Discussion Question:

* How do you memorize things?
* What sorts of things do you have to memorize?

Prompts for memorization:

* Say it as fast as you can until you don’t trip on your words
* Record your scenes or monologues on your phone

0:50-1:10 Introduction to the Two Questions:

1. Who am I talking to?
2. Why am I saying this now? Answer this question by asking the following:
	1. What just happened?
	2. Did somebody just say something to you to make you speak?

Introduction to preparation: Remind students of the prior weeks’ exercises: SOB, I Want to Get What I Want and Circles to find answers to the Two Questions.

Using the first four lines of a song of student’s choice as a monologue, introduce how to answer the Two Questions.

Prompt:

* Bring another student up as a scene partner.

1:10-1:25 Introduction to preparation

Each student reads his or her monologue or scene answering the Two Questions. Instructor may also select an Action/Intention/Want (annoy, scare, humor, threaten, irritate, brag, phony sweet talk, tantrum) from the list of Actions/Intentions/Wants and have student use it for his/her scene or monologue. If appropriate, combine a SOB and Action/Intention/Want. Remind student that there are numerous choices for how to perform the piece.

Prompt:

* Encourage students to not do it the way they think it should go.

1:25-1:30 Prep for next time: memorize monologue and/or scene

Prompts/reminders for memorization:

* Say it as fast as you can until you don’t trip on your words
* Record your scenes or monologues

**Week 5: Say what you really think!**

**Week 5 brings us to working on memorized monologues and scenes and applying acting techniques to songs.**

**Week 5 Objective: to learn to start a song with strong, clear Actions/Intentions/Wants and continue those emotions into the song**

**Instructor prep:**

* **Snacks/drinks**
* **Hand sanitizer**
* **Candy for those who return waivers**
* **Poster sheets with song lyrics, tape**
* **States of Being list for reference**
* Write announcement bullet points with title of class on board
* **D**ecide beforehand who presents what parts of class
* **PIANIST ARRIVAL at 0:20 (NOTE: instructor needs to do warm up)**

**Class order for instructors:**

* **Roll, ask for waivers and announcement – 10 mins**
* **16 Shakedown with a SOB – 5 mins**
* **Improv game: sound toss – cont.**
* **Singing warm up and review songs with States of Being – 15 mins**
* **Say It, Sing It – 25 mins**
* **Snack time – 5 mins**
* **Scene work with subtext – 20 mins**
* **Prep for next time and wrap up: Choose a song you want to sing for the final class where there will be an invited audience of friends and family and wrap up. – 5 mins**

**0:00-0:10 Roll using States of Being, i.e. give student a SOB; ask for waivers.**

ANNOUNCE: Today’s class is called “Say What You Really Think.” Here’s what we’re going to do:

* **16 Shakedown**
* **Play an improv game**
* **Practice our acting while singing**
* **Practice our scenes**

0:10-0:15 16 Shakedown with SOB given by instructor and quick game of sound toss

0:15-0:30 Singing warm up: sing through both songs using SOB

0:30-0:55 Say It, Sing It: Each student speaks the first four lines of a chosen song using SOB or Intention. Once a strong emotion is established, the student then sings the first four lines of the song. If the student drops the emotion before beginning the first line of the song or does not carry it through, have him/her start again. Remind students to breathe before they start. If students are apprehensive about doing this alone, they may do it in duos or small groups.

Prompt:

* Students can improvise the first four lines of the song in their own words.
* Ask student to answer the Two Questions before beginning.

0:55-1:00 – SNACK TIME and **Discussion Question leading to discussion of Subtext:**

* **Do you remember the definition of acting?**

**Prompts:**

* **Word and acting are not related, but words are very important.**
* **Acting is the expression of the emotions you are experiencing; the words, or script, can be said using any emotion.**

1:00-1:25 Student states what he/she is really feeling before each line of a scene or monologue.

Prompts:

* Get a bigger hammer.
* Choose a Circle for your inhale.
* Your Subtext can help you find your Intention.
* What is your State of Being before you begin?

**1:25-1:30 Prep for next time: Choose a song you want to sing for the final class where there will be an invited audience of friends and family and wrap up.**

**Week 6: Physicalize it!**

This week students learn to personalize their songs, scenes and monologues through physicalization.

Week 6 Objective: to learn to use action to find the aliveness/realness/honesty of a song, scene or monologue by having the actors focus on the Physicalization or character and not on themselves

Instructor prep:

* **Snacks/drinks**
* **Hand sanitizer**
* **Candy for those who return waivers**
* **Poster sheets with song lyrics, tape**
* Physicalizations list available at pacsaw.weebly.com
* Write announcement bullet points with title of class on board
* Decide beforehand who presents what parts of class
* PIANIST ARRIVAL at 0:25

Class order for instructors:

* Roll, ask for waivers and announcement– 10 mins
* 16 Shakedown with SOB – 15 mins
* Improv game: Freeze Tag if small group or one- or two-word story with pointing and elimination or three-sentence scene – cont.
* Singing warm up using Circles and Physicalizations – 10 mins
* Practice songs with Circles, Physicalizations, SOB, Intentions and/or Subtext as duets or solos – 30 mins
* Snack time – 10 mins
* Practice scenes and monologues using Circles, SOB, Intentions, Subtext and Physicalizations – 20 mins
* Prep for next time and wrap up: reminder to be completely memorized and ready to work on your pieces

0:00-0:10 Roll

* Take roll asking what each student would like to perform for Week 10, fill in on roll sheet and remind them that the last class is two hours and to invite family and friends; ask for waivers.

ANNOUNCE: Today’s class is called “How do I do what I do?” Here’s what we’re going to do:

* 16 Shakedown
* Play an improv game
* Do a singing warm up and the practice our songs with acting
* Snack time
* Practice our scenes

0:10-0:25 16 Shakedown with SOB chosen by a student and partner improvisation game

“Freeze” to promote listening, observing, being physical and spontaneity. They must use the principle of “Yes, and…” If class is too large play one- or two-word story with pointing and elimination or three-sentence scene.

Freeze Tag improv game: One student physicalizes a movement, e.g. jogging, jumping up and down, moving an arm up and down. After a few seconds, another student raises his/her hand and calls out, “Freeze!” The student who says, “Freeze!” joins the scene and makes a statement about the frozen student’s physical position. The student who froze responds with a “Yes, and…” statement. Once this comment is made, the student who froze sits down (and cannot say, “Freeze!” again until everyone has had a turn). The remaining student begins a new physical movement. After a few seconds, a new student may raise his/her hand to call out, “Freeze!” and start a new scene, and so on.

0:25-0:35 Singing warm up using Circles and a Physicalizations, e.g. strike a pose in a Circle called out by an instructor

Use SOB for the below, layering on Physicalizations:

0:35-0:55 Working in pairs, students alternate singing lines of a song physicalizing (which means to show, physically, the emotional state of being) OR the instructors give an actual physical obstacle (see Physicalizations List). Students may also do this as solos.

Prompts:

* Do not be afraid to go over the top with this.
* Think Circle 3 or 4.
* What is your Subtext?
* What is your Intention?
* What is your State of Being?
* If you aren’t feeling it, get a bigger hammer.

0:55-1:05 SNACK TIME and Discussion Question:

* What did you experience when you used your physical body while you were speaking or singing?

1:05-1:25 Students do monologues or scenes physicalizing and answering the Two Questions.

Prompts:

* Do not be afraid to go over the top with this.
* Think Circle 3 or 4.
* What is your Subtext?
* What is your Intention?
* What is your State of Being?
* If you aren’t feeling it, get a bigger hammer.

1:25-1:30 Prep for next time: Be completely memorized and ready to work on your pieces

**Week 7: Sing out, Louise!**

This week we work on preparation for a song, scene or monologue, bringing together all the elements from previous weeks’ work and projecting the voice while expressing oneself.

Week 7 Objective: to learn techniques for preparation and expressing oneself by projecting the voice with the volume necessary to be heard and energize one’s performance

Instructor prep:

* **Snacks/drinks**
* **Hand sanitizer**
* **Poster sheets with song lyrics, tape**
* Write announcement bullet points with title of class on board
* Decide beforehand who presents what parts of class
* Model voice projection throughout class
* Record the answers to the Two Questions for student pieces
* Write down “Prep Your World” statements for the students’ pieces
* At the end of class, decide how to divide into three groups for Round Robin practice; determine separate spaces in which to work and create group schedules:
	+ Singing group goes with singing instructor
	+ Acting group 1 is made up of scene partners and goes with acting instructor
	+ Acting group 2 is made up of scene partners and goes with acting instructor
	+ NOTE: Once student(s) has/have finished, instructor can send to another group for singing or monologue or scene work.
	+ NOTE: Singing instructor makes a detailed list of whom to work with and then acting groups are chosen
	+ PIANIST ARRIVAL at 0:25

Class order for instructors:

* Roll and announcement – 5 mins
* 16 Shakedown with SOB – 20 mins
* Improv games: instructors’ choice – cont.
* Singing warmup practicing projection – 30 mins
* Sing through songs with introduction to “Prep Your World” – cont.
* Snack time – 10 mins
* Scene/monologue work with “Prep Your World” technique – 20 mins
* Prep for next time and wrap up: Practice your song and monologue in front of someone; practice your scene asking someone to read the lines with you. – 5 mins

0:00-0:05 Take roll asking students to say their names loudly, reminding them to breathe before they speak; then have them state what Circle they were using

ANNOUNCE: Today’s class is called “Sing Out, Louise!” Here’s what we’re going to do:

* 16 Shakedown
* Play an improv game
* Do a singing warm up and practice our songs using our acting techniques
* Snack time
* Practice our scenes
* Remember that in Week 10, we’ll have a two-hour class where you’ll present your song and monologue for invited friends and family. How many people plan to invite someone?

0:05-0:25 16 Shakedown with SOB chosen by student and improv games: instructors’ choice based on what is working well with students – ask students to speak loudly while playing the game; model vocal projection

Prompts:

* Today we’re going to work on projecting our voices throughout class. Remember to take a good inhale before you speak and later when you sing.
* Speak in Circle 3 or 4 energy

0:25-0:55 – Singing warm up; students sing their chosen song as a solo, or in groups with the introduction of the technique “Prep Your World”:

Student creates a short statement or question reflecting his/her SOB by answering the Two Questions. This statement should lead the student to naturally say the first line of his/her song. Student says the statement 3 times loudly and then speaks the first lines of the song. Then he/she repeats the process, this time singing first lines of the song, without dropping the Intention/keeping the Intention alive. If this is a challenge, Physicalization/Circles can be employed. See examples below.

Prompts:

* Answer the Two Questions to find your statement.
* What just happened to make you sing this song?
* How would you physicalize your “Prep Your World” statement?
* What Circle is your “Prep Your World” statement in?
* How could you physicalize your Intention?

0:55-1:05 SNACK TIME and Discussion Question:

* What do remember most about your Physicalization from last week? How did the Physicalization from last week change how you did your monologue, scene or song?

1:05-1:25 – Work on monologues/scenes with “Prep Your World” technique, saying the created statement loudly

Examples:

* I hate you.
* You hurt me.
* How could you do this to me?
* Help me.
* Stop it.
* Leave me alone.
* I love you.
* I wish you loved me.
* I need you.
* I want to remember.
* I wish I were happy.

1:25-1:30 Prep for next time: Practice your song and monologue in front of someone; practice your scene asking someone to read the lines with you.

**Week 8:  Practice, practice, practice…and more practice**

In week 8, working in small groups with individual instructors, we practice songs, monologues and/or scenes with instructor feedback.

Week 8 Objective: to learn the value of practice

Instructor prep:

* **Snacks/drinks**
* **Hand sanitizer**
* **Poster sheets with song lyrics, tape**
* Write announcement bullet points with title of class on board
	+ Singing group goes with singing instructor
	+ Acting group 1 is made up of scene partners and goes with acting instructor
	+ Acting group 2 is made up of scene partners and goes with acting instructor
	+ NOTE: Once student(s) has/have finished, instructor can send to another group for singing or monologue or scene work.
	+ NOTE: Singing takes priority
* At the end of class, decide the program order for last class and what time to invite family and friends
* PIANIST ARRIVAL at 0:25

Class order for instructors:

* Roll and announcement – 5 mins
* 16 Shakedown with SOB – 10 mins
* Singing warmup with Circles – cont.
* Improv games: instructors’ choice – 10 mins
* Round Robin groups (10 mins with each instructor, then switch; see note above) – 30 mins
* Snack time – 5 mins (NOTE SHORTER TIME THIS WEEK)
* Hit parade of scenes/monologues and songs – 25 mins
* Prep for next time and wrap up: Review your monologue or scene and song; make sure you are clear on your choices (SOB, Prep Your World statement, etc.) – 5 mins

0:00-0:05 Roll and announcement

ANNOUNCE: Today’s class is called “Practice, Practice, Practice…and More Practice.” Here’s what we’re going to do:

* 16 Shakedown
* Do a singing warm up
* Play an improv game
* Divide into small groups to practice our songs and scenes (and/or monologues)
* Come back together to practice in front of one another
* Remember that in two weeks you’ll be singing and doing your scenes/monologues for invited friends and family. How many people have invited someone?

0:05-0:15 16 Shakedown with SOB chosen by student and singing warm up

0:15-0:25 Improv games: instructors’ choice based on what is working well with students. If class is large, keep games short to allow for more time for the rest of class.

0:25-0:55 Dividing students into three groups according to song, scene and monologue work, one group works with acting instructor on monologues/scenes, one with another instructor on monologues/scenes and one with vocal instructor on songs, switching instructors dividing the time as necessary. Introduce Obstacles (see below).

Prompts:

* What was the answer to the Two Questions that you used last week?
* Practice making strong choices with your SOB, Intention, Circle, Subtext, Physicalization and/or character
* What is the obstacle in your song, scene/monologue? What’s in your way? See “List of Obstacles” available at pacsaw.weebly.com under the “Class Materials” tab:
	+ A librarian?
	+ Time constraint?
	+ Hurry to do something before your parent comes home?
* Use list of Acting Tools/Techniques/Prompts from Acting Guide

0:55-1:00 SNACK TIME and Discussion Question (5 MINS ONLY):

* What are the results of practicing? (in singing, monologues, musical instrument, sports, etc.)

1:00-1:25 Groups reconvene to present scenes, monologues and songs in a Hit Parade while student finish snacks.

Prompts:

* Practice making strong choices in answering the Two Questions, with your SOB, Intention, Circle, Subtext, Physicalization and/or character
* What is the obstacle in your song, scene/monologue? What’s in your way? See “List of Obstacles”:
	+ A librarian?
	+ Time constraint?
	+ Hurry to do something before your parent comes home?
* Use list of Acting Tools/Techniques/Prompts from Acting Guide

1:25-1:30 Prep for next time: Review your monologue or scene and song; make sure you are clear on your choices (SOB, Prep Your World statement, etc.)

**Week 9:  Did I get it?**

Working towards putting it all together, in week 9 students rehearse their final performance pieces as we dive deep and work intensely on the elements needed to create an effective performance.

Week 9 Objective: To discover if my acting choices are effective

Instructor prep:

* **Snacks/drinks**
* **Hand sanitizer**
* **Poster sheets with song lyrics, tape**
* Write announcement bullet points with title of class on board
* Decide beforehand who presents what parts of class
* Post-questionnaires and candy as extra treat
* Finalize program order for Week 10 and what time to tell students to tell friends and family to arrive - insert below in announcements
* PIANIST ARRIVAL TIME at 0:30 and reminder that next week is 1.5 hours for pianist

Class order for instructors:

* Roll, announcement and students fill out post-questionnaires – 10 mins
* 16 Shakedown with SOB chosen by student – 10 mins
* Singing warm up with Physicalizations – cont.
* Snack time with extra candy treat– 10 mins
* Scene/monologue rehearsal using necessary prompts, song rehearsal – 55 mins
* Prep for next time and wrap up: Practice, practice, practice; do your pieces in front of a mirror or film yourself on your phone; remind them of the time to invite family and friends – 5 mins

0:00-0:10 Roll – Announcement and students fill out post-questionnaires

ANNOUNCE: Today’s class is called “Did I Get It?” Here’s what we’re going to do:

* Fill out a short questionnaire
* 16 Shakedown
* Singing warm up
* Snack time with an extra candy treat
* Practice our scenes/monologues and songs
* Remember that next week is a two-hour class. We’ll practice for the first hour and then your guests will come for the second hour at X time.

0:10-0:20 16 Shakedown with SOB chosen by student and singing warm up with instructor as warm up pianist

0:20-0:30 SNACK TIME and Discussion Question:

* How do you feel about performing next week for your family and friends?

0:30-1:25 Songs, then scenes/monologues are rehearsed using tools and techniques from previous classes in the presentation order. If pianist is not available to do presentation order, rehearse in order as much as possible.

1:25-1:30 Prep for next time: Practice, practice, practice; do your pieces in front of a mirror or film yourself on your phone.

**Week 10:  Go for it!**

In a final two-hour class, the students put all their skills together to present a showcase for invited family and friends in chosen songs and monologues.

PIANIST ARRIVAL TIME at 0:15

First hour = SNACK TIME, warm ups and dress rehearsal

Prompts:

* Go for it!
* Take your time.
* Enjoy what you have learned
* Remember to be present.

Second hour = performance for family and friends

At the end, ask students what they learned or gained from being in the class (remember to record)

**PIANIST ARRIVAL TIMES**

WEEK 1 - 1:00 (last 30 mins)

WEEK 2 - 0:25

WEEK 2 - 0:25

WEEK 4 - 0:25

WEEK 5 - 0:20 (Instructor does warm up)

WEEK 6 - 0:25

WEEK 7 - 0:25

WEEK 8 - 0:25

WEEK 9 - 0:30

WEEK 10 - 0:15 (1.5 hours)