

Classroom Theatre Workshops

Ages 7 & Up

Geared especially for your classroom's age and grade

YOU could WIN this for YOUR CLASS!

This workshop is a perfect introduction to theatre and musical comedy; especially for those who like to make people laugh, pretend to be different characters & sing in funny accents. Learn how to create ideas for special characterization, both musically and physically with fundamentals of musical comedy such as comedic timing, emotional responses of people and character behaviors, while having loads of fun in a group environment. In this workshop, students will learn how to come up with catchy song phrasing, character traits use comedic timing and create fun characters with over-the-top style. Most movies & musicals have very few leading roles, however comedic character actors have endless opportunities. Celebrate your love of musical comedy in a workshop designed especially for your classroom!

- Students identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life.
- Students imagine and clearly describe characters, their relationships, and their environments.
- Students use variations of locomotor and non-locomotor movement and vocal pitch, tempo, and tone for different characters
- Students effectively demonstrate the difference between pantomiming and abstracting a gesture
- Students accurately describe the role of dance in at least two different cultures or time periods
- Students apply research from print and non-print sources to script writing, acting, design, and directing choices
- Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices
- Students observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures)
- Students demonstrate accuracy in moving to a musical beat and responding to changes in tempo
- Students demonstrate the ability to work cooperatively in a small group during the choreographic process
- Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- Students explain how the wants and needs of characters are similar to and different from their own
- Students visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources
- Students collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup
- Students compare and demonstrate various classical and contemporary acting techniques and methods
- Students select movement, music, or visual elements to enhance the mood of a classroom dramatization
- Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices

National Standards for Arts Education

Theater:

- Grade K-4 & 5-8 & 9-12 Standard 2. Acting by assuming roles and interacting in improvisations
- Grade K-4 & 5-8 & 9-12 Standard 3. Designing by visualizing & arranging environments for classroom dramatizations
- Grade K-4 & 5-8 & 9-12 Standard 5. Researching by finding information to support classroom dramatizations
- Grade K-4 & 5-8 & 9-12 Standard 6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms
- Grade K-4 & 5-8 & 9-12 Standard 7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions
- Grade K-4 & 5-8 & 9-12 Standard 8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life
- Grade 5-8 & 9-12 Standard 2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
- Grade K-4 & 5-8 & 9-12 Standard 5. Researching by using cultural and historical information to support improvised & scripted scenes
- Grade K-4 Standard 2. Acting by developing, communicating & sustaining characters in improvisations & informal or formal productions

Dance:

- Grade K-4 & 5-8 & 9-12 Standard 1. Identifying and demonstrating movement elements & skills in performing dance
- Grade K-4 & 5-8 & 9-12 Standard 2. Understanding choreographic principles, processes, and structures
- Grade K-4 & 5-8 & 9-12 Standard 5. Demonstrating & understanding dance in various cultures & historical periods.
- Grade K-4 & 5-8 & 9-12 Standard 3. Understanding dance as a way to create and communicate meaning

Music:

- Grade K-4 & 5-8 & 9-12 Standard 9. Understanding music in relation to history and culture
- Grade K-4 & 5-8 & 9-12 Standard 6. Listening to, analyzing, and describing music

Audition & Stage Technique

Pre-requisite Required

Tuesdays 4:15-5:30

HBHUSO/CAC

David T. Loudermilk

A premiere course for youth stage experienced, lead by Artistic Director, David T. Loudermilk with invited guest instructors. Master Class focuses on advanced training in vocals, scene study, acting & improvisation, all forms of dance and character work. Also included in this course are tips on stage etiquette and how to audition with confidence. Students will have many opportunities to perform during the semester. This is the ultimate musical theater performance class.

Students will be exposed to the various technical elements of theatre including, but not limited to:

- Analyze the characters in each play/musical and research how to portray them according to the story.
- Analyze how the character is feeling when singing the songs.
- Translate musical theater “scene-into-song” sequences into moments of emotional “beats”.
- Students identify sources of American music genres (e.g., swing, Broadway musical, blues) trace the evolution of those genres, and cite well-known musicians associated with them.
- Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4 and 5, on a scale of 1 to 6, including some songs performed from memory
- Students sing music written in four parts, with and without accompaniment
- Assign specific psychological actions, physical actions, objectives and tactics to each beat.
- Combine teamwork and ensemble work with a performance piece involving dance steps, songs and scenes.
- Move from ensemble work to partner and solo work, learning the importance of character and text analysis.
- Encourage appreciation for Dance, Music, Theater and Visual Arts.
- Make acting choices based on dialogue, stage directions and given circumstances
- Move from analysis to practical application with scripted scene work
- Workshop musical scenes and songs for performance
- Students accurately describe how a choreographer manipulated & developed the basic movement content in a dance
- Students demonstrate further development and refinement of the proficient skills to create a small group dance with coherence and aesthetic unity.
- Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
- Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
- Students analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures
- Students compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts
- Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture
- Students explain the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media
- Students explain how culture affects the content and production values of dramatic performances
- Students explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life

National Standards for Arts Education

Theater:

- Grade 5-8 & 9-12 Theater Standard 3. Designing by developing environments for improvised and scripted scenes
- Grade 5-8 & 9-12 Theater Standard 8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures
- Grade 5-8 & 9-12 Theater Standard 8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present

Dance:

- Grade 5-8 & 9-12 Dance Standard 5. Demonstrating and understanding dance in various cultures and historical periods
- Grade 5-8 & 9-12 Dance Standard 3. Understanding dance as a way to create and communicate meaning
- Grade 5-8 & 9-12 Dance Standard 2. Understanding choreographic principles, processes, and structures

Music:

- Grade 5-8 & 9-12 Music Standard 7. Evaluating music and music performances
- Grade 5-8 & 9-12 Music Standard 8. Understanding music in relation to history and culture
- Grade 5-8 & 9-12 Music Standard 9. Understanding music in relation to history and culture
- Grade 5-8 & 9-12 Music Standard 1. Singing, alone and with others, a varied repertoire of music
- Grade 5-8 & 9-12 Music Standard 8. Understanding relationships between music, the other arts & disciplines outside the arts

Behind the Curtain (Tech Class)

Preteen - Teen

Tuesdays 5:00-6:00

HBHUSO/CAC

Lance Howell

For students who want to be part of our upcoming season (from behind the curtain). Learn “the ropes” and work backstage during a production; how to design a set and then build it; how lighting and sound create moods and scenes. Explore theatrical makeup such as Horror, Old Age & Fantasy Effects. This course offers all creative aspects of theatrical makeup design & application such as: old age, horror & fantasy. For teens who want to be part of our upcoming season (from behind the curtain).

Students will be exposed to the various technical elements of theatre including, but not limited to:

- Work safely with various tools, processes and media
- Estimate the cost of materials and work within a budget
- The value of perseverance and how to be resourceful
- Develop new techniques, approaches and habits for applying knowledge and skills in the visual arts
- Compare the characteristics of artworks in various eras and cultures
- Conceptualize a design based on reading comprehension of the script.
- Use different media, techniques, and processes to communicate ideas, experiences, and stories
- Students use art materials and tools in a safe and responsible manner
- Students work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character
- Students explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment appropriate for the drama
- Students analyze improvised and scripted scenes for technical requirements
- Students identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions
- Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models
- Understand the difference between wants and needs.
- Make spending decisions based on priority needs and wants. Understand that money comes from working.
- Apply budgeting skills.
- Learn how different materials, techniques, and processes cause different responses
- Importance of using math skills to add, subtract, multiply, divide & measure accurately
- Evaluate and compare quality and value by using various resources.
- Determine what amount of money earned should be designated for future use
- Use various forms of record keeping (paper and electronic) to budget and manage money.

National Standards for Arts Education

Theater:

- Grade 5-8 & 9-12 Standard 3. Designing by developing environments for improvised and scripted scenes
- Grade 5-8 & 9-12 Standard 5. Researching by using cultural & historical information to support improvised & scripted scenes
- Grade 5-8 & 9-12 Standard 5. Researching by evaluating & synthesizing cultural & historical information to support artistic choices
- Grade 5-8 & 9-12 Standard 6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, & new art forms
- Grade 5-8 & 9-12 Standard 8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures

Visual Arts:

- Grade 5-8 & 9-12 Standard 1. Understanding and applying media, techniques, and processes
- Grade 5-8 & 9-12 Standard 2. Using knowledge of structures and functions
- Grade 5-8 & 9-12 Standard 3. Choosing and evaluating a range of subject matter, symbols, & ideas
- Grade 5-8 & 9-12 Standard 4. Understanding the visual arts in relation to history and cultures
- Grade 5-8 & 9-12 Standard 5. Reflecting upon & assessing the characteristics & merits of their work & the work of others
- Grade 5-8 & 9-12 Standard 6. Making connections between visual arts and other disciplines

Acting for TV & Film

Preteen & Teen

Wednesday 4:00-5:00

HBHUSO/CAC

Jane McNeill Balter

Acting for camera - film and television geared to make you look most effective on screen. Students will work on Eye Line (where to look), how to project their voice, emotions, physicality, believability and vulnerability with monologues, improvisations, cold readings, audition technique, commercials, and scene work.

Students will be exposed to the various technical elements of theatre including, but not limited to:

- Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people
- Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices
- Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture
- Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed
- Students develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources
- Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts
- Students express and compare personal reactions to several art forms
- Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- Recognize what emotions are being portrayed by characters
- Combine techniques such as: facial expressions, voice and gestures to make characters "more real"
- Use face, body, voice as well as the five senses, to enhance a character
- Assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience, heritage, imagination, literature and history

National Standards for Arts Education

Theater

- Grade 5-8 Standard 3. Designing by developing environments for improvised and scripted scenes
- Grade 9-12 Standard 3. Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions
- Grade 9-12 Standard 6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms
- Grade 5-8 Standard 7. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions
- Grade 9-12 Standard 7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media
- Grade 5-8 Standard 8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures
- Grade 9-12 Standard 8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present

Dance:

- Grade 5-8 & 9-12 Standard 5. Demonstrating and understanding dance in various cultures and historical periods
- Grade 5-8 & 9-12 Standard 3. Understanding dance as a way to create and communicate meaning
- Grade 5-8 & 9-12 Standard 2. Understanding choreographic principles, processes, and structures

Music:

- Grade 5-8 Standard 1. Singing, alone and with others, a varied repertoire of music
- Grade 5-8 Standard 3. Improvising melodies, variations, and accompaniments

TACT Tots

Ages 3-5 & 4-6

Wednesdays 5:30-6:15	HBHUSO/CAC	Kendra Goehring-Garrett
Thursdays 3:30-4:15	NHC Library, Mayfaire	Kendra Goehring-Garrett
Thursdays 5:30-6:15	NHC Library, Mayfaire	Kendra Goehring-Garrett

Where imagination & creativity take center stage! development, public speaking and theater concepts combine in this fun creative exploration. This independent class experience is appropriate for both beginning and returning students. Family and friends are invited to a Sharing on the final day of class. This program is a great introductory music & expression experience that allows children to explore and develop music skills. New activities in each class allow children to gain confidence while having loads of fun.

Students will be exposed to the various technical elements of theatre including, but not limited to:

- Build confidence and independence.
- Self expression through theater and creative play
- Basic music and movement skills
- Compare elements of space, time and energy
- Experience the similarities and differences between music and dance
- Create situations to play and assume roles
- Expression through singing, playing instruments and dancing
- Develop skills of observation
- Understand how to use movement skills in dance.
- Students accurately demonstrate non locomotor/axial movements (such as bend, twist, stretch, swing)
- Students accurately demonstrate eight basic locomotor movements (such as walk, run, hop, jump, leap, gallop, slide, and skip), traveling forward, backward, sideward, diagonally, and turning
- Students create shapes at low, middle, and high levels
- Students demonstrate the ability to define and maintain personal space
- Students observe two dances & discuss how they are similar & different in terms of one of the elements of dance by observing body shapes, levels, pathways
- Students sing expressively, with appropriate dynamics, phrasing, and interpretation
- Students use variations of locomotor and non locomotor movement and vocal pitch, tempo, and tone for different characters
- Students use visual structures and functions of art to communicate ideas

National Standards for Arts Education

Dance:

- Grade K-4 Standard 1. Identifying and demonstrating movement elements and skills in performing dance
- Grade K-4 Standard 4. Applying and demonstrating critical and creative thinking skills in dance

Music:

- Grade K-4 Standard 1. Singing, alone and with others, a varied repertoire of music
- Grade K-4 Standard 2. Students echo short rhythms and melodic patterns

Theater:

- Grade K-4 Standard 2. Acting by assuming roles and interacting in improvisations

Visual Arts:

- Grade K-4 Standard 2. Using knowledge of structures and functions

Creation and Performance

- Identify components of the elements of dance movement (body, time, space, energy).
- Execute spontaneous movement during improvisational explorations.
- Understand that dance has a beginning, middle, and end.
- Understand how to control body and voice in personal and general space.
- Identify improvements made in dance based on teacher feedback.

Responding

- Use a variety of thinking skills to analyze and evaluate dance.
- Identify examples of movement skills and elements observed in dance performed by peers.
- Interpret the meaning of various dance movements and dances.

Connecting

- Recognize connections between dance and concepts in other curricular areas.

Improvisation and Story Telling

Ages 8 & up

Thursday 4:00-5:00

HBHUSO/CAC

Chandler Davis

Each week a new journey is taken as stories come to life through creative writing & drama. Plays are not only works of literature, but blueprints for production. That means, in addition to literacy development, writing plays also teaches students about human interaction, empathy, tolerance, conflict resolution, communication, and creativity. More than any other genre of writing, playwriting illustrates the power of words as a means of self-expression. This class's emphasis is on process, risk-taking, and finding one's own voice and vision. Students will learn and grow through activities that stimulate their brain, enhance social-emotional development and much more. This program is a great expressive experience that allows students to imagine, explore and develop writing & speaking skills. We believe that every young person has something valuable to say and a right to be heard. New activities will be offered in each class to allow students to gain confidence, speak out and have loads of fun.

Students will be exposed to the various technical elements of theatre including, but not limited to:

- Explore Individual creativity, self-expression, scene structure, action, events, voice, and dialogue.
- Encourage self-assessment, peer review, collaboration, and reinforces the importance of revision.
- Uses key words, guide words, alphabetical and numerical order, indexes, cross-references, and letters on volumes to find information for research topics
- Examine produced play scripts and discuss student work.
- Foster young imaginations and improve literacy.
- Interact with peers and arrange environments to bring their stories to life
- Respond to one another's stories and drama
- Direct one another to bring order to drama
- Introduce skills for playwrights, actors and directors
- Strong emphasis on improvisation and social pretend play
- Create seamless transition from natural skills of pretend to musical theater
- Develop and produce a theatrical script for performance
- Create original characters, scenes, dialogue, movement and story conceived from the student's point of view
- Gain opportunity to be a part of creating live theater
- Teach how to do research in order to portray the characters in context to each play/musical.
- Teach the lyrics of the songs and discuss how the character is feeling when singing the songs.
- Students communicate information to peers about people, events, time, and place related to classroom dramatizations
- Students compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts
- Students compare multiple purposes for creating works of art

National Standards for Arts Education

Theater:

- Grade 5-8 Standard 1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history.
- Grade 5-8 Standard 2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
- Grade 9-12 Standard 3. Designing & producing by conceptualizing & realizing artistic interpretations for informal or formal productions

Visual Arts:

- Grade 5-8 Standard 3. Choosing and evaluating a range of subject matter, symbols, and ideas
- Grade 5-8 Standard 5. Reflecting upon & assessing the characteristics and merits of their work & the work of others

N.C. Extended Common Core Standards

English/Language Arts:

Grade 5-8 & 9-12 Standards 2. Uses the stylistic and rhetorical aspects of writing

Grade K-4, 5-8 & 9-12 Standard 4. Gathers and uses information for research purposes

Grade K-4, 5-8 & 9-12 Standard 8. Uses listening and speaking strategies for different purposes

Key Skills:

Making Art: Composing and Planning, Producing, Executing and Performing, Analyzing Assessing and Revising

Developing Arts Literacies: Understanding Genres, Applying Vocabulary, Analyzing & Evaluating - Critique, Comparing Styles

Creative Thinking: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration

Social Studies: Culture; time, continuity and change; people, places and environments; and individual development & identity.

Historical Understanding: Understands and knows how to analyze chronological relationships and patterns

Visual Arts

Ages 6-10

Thursdays 4:00-5:00

HBHUSO/CAC

Sheila Keefe Ortiz

Using the Youth Theatre season as inspiration students will explore painting, drawing and various art media. They will enjoy developing authentic self-expression while exploring story lines, history and production themes with class artwork exhibited during each show. This is an excellent class for beginners!

Students will be exposed to the various technical elements of theatre including, but not limited to:

- Learn how different materials, techniques, and processes cause different responses
- Use different media, techniques, and processes to communicate ideas, experiences, and stories
- Students use art materials and tools in a safe and responsible manner
- Students work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character
- Students explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment appropriate for the drama
- Students analyze improvised and scripted scenes for technical requirements

National Standards for Arts Education

Visual Arts:

- Grade K-4 & 5-8 Standard 1. Understanding and applying media, techniques, and processes
- Grade 5-8 Standard 2. Using knowledge of structures and functions
- Grade 5-8 Standard 5. Reflecting upon & assessing the characteristics & merits of their work & the work of others
- Grade k-4 & 5-8 Standard 4. Understanding the visual arts in relation to history and cultures
- Grade 5-8 Standard 6. Making connections between visual arts and other disciplines

Theater:

- Grade K-4 & 5-8 Standard 3. Designing by developing environments for improvised and scripted scenes
- Grade K-4 Standard 8. Understanding context by recognizing the role of theatre, film, television & electronic media in daily life
- Grade 5-8 Standard 8. Understanding context by analyzing the role of theatre, film, television, & electronic media in the community & in other cultures

Musical Comedy & Character Acting

Ages 11 & Up

Thursday 5:00-6:00

HBHUSO/CAC

Chandler Davis

This class is perfect for those who like to make people laugh, pretend to be different characters, sing in funny accents or want to create characters for musicals and plays! Learn how to create ideas for special characterization, both musically and physically with fundamentals of musical comedy such as comedic timing, emotional responses of people and character behaviors, while having loads of fun in a group environment. In this class students will learn how to come up with catchy song phrasing, character traits use comedic timing and create fun characters with over-the-top style. Most movies & musicals have very few leading roles, however comedic character actors have endless opportunities. Celebrate your love of musical comedy in a course designed especially for Preteens and Teens!

Students will be exposed to the various technical elements of theatre including, but not limited to:

- Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people
- Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices
- Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture
- Students develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources
- Students apply research from print and non-print sources to script writing, acting, design, and directing choices
- Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts
- Students express and compare personal reactions to several art forms
- Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality
- Students communicate information to peers about people, events, time, and place related to classroom dramatizations
- Recognize what emotions are being portrayed by characters
- Combine techniques such as: facial expressions, voice and gestures to make characters "more real"
- Use face, body, voice as well as the five senses, to enhance a character
- Assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience, heritage, imagination, literature and history
- Break down musical theater "scene-into-song" sequences into moments of emotional translation, or "beats".

National Standards for Arts Education

Theater:

- Grade 5-8 Standard 2. Acting by developing basic acting skills to portray characters who interact in improvised & scripted scenes
- Grade 5-8 Standard 3. Designing by developing environments for improvised and scripted scenes
- Grade 5-8 Standard 5. Researching by using cultural & historical information to support improvised & scripted scenes
- Grade 5-8 Standard 6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms
- Grade 5-8 Standard 8. Understanding context by analyzing the role of theatre, film, television, & electronic media in the community & in other cultures
- Grade 9-12 Standard 2. Acting by developing, communicating & sustaining characters in improvisations & informal or formal productions
- Grade 9-12 Standard 5. Researching by evaluating & synthesizing cultural & historical information to support artistic choices

Music:

- Grade 5-8 Standard 1. Singing, alone and with others, a varied repertoire of music
- Grade 5-8 Standard 4. Improvising melodies, variations, and accompaniments
- Grade 5-8 Standard 6. Listening to, analyzing, and describing music
- Grade 5-8 Standard 8. Understanding relationships between music, the other arts, & disciplines outside the arts
- Grade 9-12 Standard 9 Understanding music in relation to history and culture

Dance:

- Grade 5-8 Standard 7. Making connections between dance and other disciplines
- Grade 5-8 Standard 3. Understanding dance as a way to create and communicate meaning

Star Power!

Ages 7-10

Thursday 4:30-5:30

NHC Library, Mayfaire

Kendra Goehring-Garrett

You know the ones - always singing, dancing, making people laugh - those who want to be in a show! This is a fabulous performance & music experience that allows children to expand their creative ambitions and learn original material customized to their own unique personalities! This 8 week workshop directed by Penny Kohut is designed for performers who would like to move beyond theater games and short skits and work on their dramatic skills to memorize lines and perform a scene (or scenes...) from a Broadway play. This workshop is a great way to gain experience and move to the next level of performance. Foundational theater and acting skills fuse creative and social experience by exploring improvisation, movement and characterization of historical as well as fictional characters.

Students will be exposed to the various technical elements of theatre including, but not limited to:

- Fundamentals of character acting through improvisation
- Make acting choices based on dialogue, stage directions and given circumstances
- Move from analysis to practical application with scripted scene work
- Interact with peers and arrange environments to bring their stories to life
- Respond to one another's stories and drama
- Direct one another to bring order to drama
- Strong emphasis on improvisation and social pretend play
- Create seamless transition from natural skills of pretend to musical theater
- Develop and produce a theatrical script for performance
- Gain opportunity to be a part of creating live theater
- Students attentively observe and accurately describe the action (such as skip, gallop) and movement elements (such as levels, directions) in a brief movement study
- Students demonstrate accuracy in moving to a musical beat and responding to changes in tempo
- Students accurately demonstrate non locomotor/axial movements (such as bend, twist, stretch, swing)
- Students accurately demonstrate eight basic locomotor movements (such as walk, run, hop, jump, leap, gallop, slide, and skip), traveling forward, backward, sideward, diagonally, and turning
- Students imagine and clearly describe characters, their relationships, and their environments
- Students use variations of locomotor and non locomotor movement and vocal pitch, tempo, and tone for different characters
- Students collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup
- Students collaborate to select interrelated characters, environments, and situations for classroom dramatizations
- Students demonstrate kinesthetic awareness, concentration, and focus in performing movement skills

National Standards for Arts Education

Dance:

- Grade K-4 & 5-8 Dance Standard 7. Making connections between dance and other disciplines

Theater:

- Grade K-4 & 5-8 Theater Standard 1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
- Grade K-4 & 5-8 theater Standard 2. Acting by assuming roles and interacting in improvisations
- Grade K-4 Theater Standard 3. Designing by visualizing and arranging environments for classroom dramatizations

Music:

- Grade K-4 & 5-8 Music Standard 2. Performing on instruments, alone and with others, a varied repertoire of music
- Grade K-4 & 5-8 Music Standard 3. Improvising melodies, variations, and accompaniments
- Grade K-4 & 5-8 Music Standard 6. Listening to, analyzing, and describing music
- Grade K-4 & 5-8 Music Standard 9. Understanding music in relation to history and culture

DRAMA - PLAY & LEARN

Ages 6-8

Thursdays 4:00-5:00

NHC Library Mayfaire

Ella Reicher

Students will work on cold readings, monologues, improvisations and scene work expanding deeper into believability, physicality and emotions. Students will learn the correct way to warm up, rehearse, and flow from music into monologue. Students will explore movement, vocalization, character development and ensemble-building. Through theater games and exercises, students will develop acting skills needed to create truthful characters. Learn the exciting world of acting by participating in theatre games & activities designed to develop their confidence and creativity. They will learn to express themselves by using their mind, voice and body. They will engage in activities such as stage movement, improvisation & character development. The class will culminate in a class production, complete with make-up and costumes.

Students will be exposed to the various technical elements of theatre including, but not limited to:

- Students express and compare personal reactions to several art forms
- Make acting choices based on dialogue, stage directions and given circumstances
- Move from analysis to practical application with scripted scene work
- interact with peers to bring stories to life
- Respond to one another's stories and drama
- Construct personal meanings from nontraditional dramatic performances
- Gain opportunity to be a part of creating live theater
- Imagine and clearly describe characters, their relationships, and their environments
- Use variations of locomotor and non locomotor movement and vocal pitch, tempo, and tone for different characters
- Collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery & props
- Collaborate to select interrelated characters, environments, and situations for classroom dramatizations
- Demonstrate kinesthetic awareness, concentration, and focus in performing movement skills

National Standards for Arts Education

Theater:

Grade 5-8 Theater Standard 2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes

Grade 5-8 Theater Standard 5. Researching by using cultural and historical information to support improvised and scripted scenes

Grade 5-8 Theater Standard 6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms

Grade 9-12 Theater Standard 2. Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions

Grade 9-12 Theater Standard 5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices

Grade 9-12 Theater Standard 7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions

In the Spotlight

Ages 9 & 12

Thursdays 5:00-6:30

NHC Library Mayfaire

Ella Reicher

Learn theatre techniques, staging, character development, stage movement poise and confidence by participating in theatre games such as pantomime and acting in scenes with other students using monologues and dialogues to develop synchronization of thought, movement, vocalization skills. The class will culminate in a class production, complete with make-up and costumes.

Students will be exposed to the various technical elements of theatre including, but not limited to:

- Students express and compare personal reactions to several art forms
- Make acting choices based on dialogue, stage directions and given circumstances
- Move from analysis to practical application with scripted scene work
- interact with peers to bring stories to life
- Students communicate information to peers about people, events, time, and place related to classroom dramatizations
- Students explore, discover, and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice
- Respond to one another's stories and drama
- Students demonstrate the ability to work effectively alone and with a partner
- Construct personal meanings from nontraditional dramatic performances
- Gain opportunity to be a part of creating live theater
- Imagine and clearly describe characters, their relationships, and their environments
- Use variations of locomotor and non locomotor movement and vocal pitch, tempo, and tone for different characters
- Collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery & props
- Collaborate to select interrelated characters, environments, and situations for classroom dramatizations
- Demonstrate kinesthetic awareness, concentration, and focus in performing movement skills

National Standards for Arts Education

Theater:

Grade 5-8 Theater Standard 2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes

Grade 5-8 Theater Standard 5. Researching by using cultural and historical information to support improvised and scripted scenes

Grade 5-8 Theater Standard 6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms

Grade 9-12 Theater Standard 2. Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions

Grade 9-12 Theater Standard 5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices

Grade 9-12 Theater Standard 7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions

Theatre 4 Change

Visual Arts

Ages 5-7

Mondays 3:30-4:15
Wednesdays 4:15-5:00

COMMUNITY BOYS & GIRLS CLUB
BRIGADE BOYS & GIRLS CLUB

Sheila Keefe Ortiz
Sheila Keefe Ortiz

Using the Youth Theatre season as inspiration students will explore painting, drawing and various art media. They will enjoy developing authentic self-expression while exploring story lines, history and production themes with class artwork exhibited during each show. This is an excellent class for beginners!

Students will be exposed to the various technical elements of theatre including, but not limited to:

- Learn how different materials, techniques, and processes cause different responses
- Use different media, techniques, and processes to communicate ideas, experiences, and stories
- Students use art materials and tools in a safe and responsible manner
- Students work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character
- Students explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment appropriate for the drama
- Students analyze improvised and scripted scenes for technical requirements
-

National Standards for Arts Education

Visual Arts:

- Grade K-4 & 5-8 Standard 1. Understanding and applying media, techniques, and processes
- Grade 5-8 Standard 2. Using knowledge of structures and functions
- Grade 5-8 Standard 5. Reflecting upon & assessing the characteristics & merits of their work & the work of others
- Grade k-4 & 5-8 Standard 4. Understanding the visual arts in relation to history and cultures
- Grade 5-8 Standard 6. Making connections between visual arts and other disciplines

Theater:

- Grade K-4 & 5-8 Standard 3. Designing by developing environments for improvised and scripted scenes
- Grade K-4 Standard 8. Understanding context by recognizing the role of theatre, film, television & electronic media in daily life
- Grade 5-8 Standard 8. Understanding context by analyzing the role of theatre, film, television, & electronic media in the community & in other cultures

Theater 4 Change: Little Readers Theatre
Ages 4-6
Mondays 3:30-5:30 COMMUNITY BOYS & GIRLS CLUB Kendra Goehring-Garrett

Learn the fundamentals of vocal technique in a low-stress, fun group environment. The same vocal techniques and skills used in individual lessons are applied in group lessons, but special attention is given to the group blend, balance, and tuning. Celebrate your love of music in a fun, energetic class, offering many local performance opportunities as an All New Children's Theater Vocal Ensemble!

Students will be exposed to the various technical elements of theatre including, but not limited to:

- Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music
- Execute spontaneous movement during improvisational explorations.
- Students observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures)
- Students communicate information to peers about people, events, time, and place related to classroom dramatizations
- Students explore, discover, and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice
- Students demonstrate the ability to work effectively alone and with a partner
- Students collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup
- Students accurately identify and demonstrate basic dance steps, positions, and patterns for dance from two different styles or traditions

National Standards for Arts Education
Music:

- Grade K-4 Standard 1. Singing, alone and with others, a varied repertoire of music
- Grade K-4 Standard 6. Listening to, analyzing, and describing music
- Grade K-4 Standard 8. Understanding relationships between music, the other arts, and disciplines outside the arts
- Grade K-4 Standard 9. Understanding music in relation to history and culture
- Grade 5-8 Standard 1. Singing, alone and with others, a varied repertoire of music
- Grade 5-8 Standard 3. Improvising melodies, variations, and accompaniments

Dance:

- Grade K-4 Standard 2. Understanding choreographic principles, processes, and structures
- Grade K-4 Standard 3. Understanding dance as a way to create and communicate meaning
- Grade K-4 Standard 4. Applying and demonstrating critical and creative thinking skills in dance
- Grade 5-8 Standard 1. Identifying and demonstrating movement elements and skills in performing dance
- Grade 5-8 Standard 7. Making connections between dance and other disciplines

Theater:

- Grade K-4 Standard 2. Acting by assuming roles and interacting in improvisations
- Grade K-4 Standard 3. Designing by visualizing and arranging environments for classroom dramatizations
- Grade K-4 Standard 5. Researching by finding information to support classroom dramatizations

Theater 4 Change: Acting & Dance

Ages 8-12

Wednesdays 4:30 - 5:15 Community Boys & Girls Club

Kendra Goehring-Garrett

Students will work on cold readings, monologues, improvisations and scene work expanding deeper into believability, physicality and emotions. Students will learn the correct way to warm up, rehearse, and flow from music into monologue. Students will explore movement, vocalization, character development and ensemble-building. Through theater games and exercises, students will develop acting skills needed to create truthful characters.

Students will be exposed to the various technical elements of theatre including, but not limited to:

- Students identify at least three personal goals to improve themselves as dancers and steps they are taking to reach those goals
- Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works)
- Students competently perform folk and/or classical dances from various cultures; describe similarities and differences in steps and movement styles
- Students express and compare personal reactions to several art forms
- Make acting choices based on dialogue, stage directions and given circumstances
- Move from analysis to practical application with scripted scene work
- Interact with peers to bring stories to life
- Respond to one another's stories and drama
- Construct personal meanings from nontraditional dramatic performances
- Gain opportunity to be a part of creating live theater
- Imagine and clearly describe characters, their relationships, and their environments
- Use variations of locomotor and non locomotor movement and vocal pitch, tempo, and tone for different characters
- Collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery & props
- Collaborate to select interrelated characters, environments, and situations for classroom dramatizations
- Demonstrate kinesthetic awareness, concentration, and focus in performing movement skills

National Standards for Arts Education

Theater:

Grade 5-8 Theater Standard 2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes

Grade 5-8 Theater Standard 5. Researching by using cultural and historical information to support improvised and scripted scenes

Grade 5-8 Theater Standard 6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television & electronic media), and other art forms

Music:

- Grade 5-8 Standard 8. Understanding relationships between music, the other arts, and disciplines outside the arts
- Grade 5-8 Standard 9. Understanding music in relation to history and culture

Dance:

- Grade 5-8 Standard 1. Identifying and demonstrating movement elements and skills in performing dance
- Grade 5-8 Standard 2. Understanding choreographic principles, processes, and structure
- Grade 5-8 Standard 3. Understanding dance as a way to create and communicate meaning
- Grade 5-8 Standard 4. Applying and demonstrating critical and creative thinking skills in dance
- Grade 5-8 Standard 5. Demonstrating and understanding dance in various cultures and historical periods
- Grade 5-8 Standard 6. Making connections between dance and healthful living
- Grade 5-8 Standard 7. Making connections between dance and other disciplines

Theater 4 Change: Ballet and Jazz

Ages 6-8 and 8-12

Mondays 3:30 - 4:15
Thursdays 4:15 - 5:15

Community Boys & Girls Club
Brigade Boys & Girls Club

Katie Auletti Smith
Katie Auletti Smith

Students will learn & grow through weekly activities that stimulate them mentally & physically. Ballet is a poised style of dance that is the basic foundation of many other dance styles. Students will learn positions through center work with focuses on stretching, strengthening with both Jazz & Ballet combinations and “across the floor” exercises, to learn and practice technique.

Students will be exposed to the various technical elements of theatre including, but not limited to:

- Students identify at least three personal goals to improve themselves as dancers and steps they are taking to reach those goals
- Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works)
- Students express and compare personal reactions to several art forms
- Imagine and clearly describe characters, their relationships, and their environments
- Use variations of locomotor and non locomotor movement and vocal pitch, tempo, and tone for different characters
- Collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery & props
- Students explain strategies to prevent dance injuries
- Students create their own warmup and discuss how that warmup prepares the body and mind for expressive purposes
- Students create a project that reveals similarities and differences between the arts
- Students cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, & pattern)
- Students observe the same dance both live and recorded on video; compare and contrast the aesthetic impact of the two observations
- Students accurately identify and demonstrate basic dance steps, positions, and patterns for dance from two different styles or traditions
- Collaborate to select interrelated characters, environments, and situations for classroom dramatizations
- Demonstrate kinesthetic awareness, concentration, and focus in performing movement skills

National Standards for Arts Education

Music:

- Grade K-4 Standard 1. Singing, alone and with others, a varied repertoire of music
- Grade K-4 Standard 6. Listening to, analyzing, and describing music
- Grade K-4 Standard 8. Understanding relationships between music, the other arts, and disciplines outside the arts
- Grade K-4 Standard 9. Understanding music in relation to history and culture
- Grade 5-8 Standard 1. Singing, alone and with others, a varied repertoire of music
- Grade 5-8 Standard 3. Improvising melodies, variations, and accompaniments
- Grade 5-8 Standard 8. Understanding relationships between music, the other arts, and disciplines outside the arts
- Grade 5-8 Standard 9. Understanding music in relation to history and culture

Dance:

- Grade K-4 Standard 2. Understanding choreographic principles, processes, and structures
- Grade K-4 Standard 3. Understanding dance as a way to create and communicate meaning
- Grade K-4 Standard 4. Applying and demonstrating critical and creative thinking skills in dance
- Grade 5-8 Standard 1. Identifying and demonstrating movement elements and skills in performing dance
- Grade 5-8 Standard 7. Making connections between dance and other disciplines
- Grade 5-8 Standard 1. Identifying and demonstrating movement elements and skills in performing dance
- Grade 5-8 Standard 2. Understanding choreographic principles, processes, and structure
- Grade 5-8 Standard 3. Understanding dance as a way to create and communicate meaning
- Grade 5-8 Standard 4. Applying and demonstrating critical and creative thinking skills in dance
- Grade 5-8 Standard 5. Demonstrating and understanding dance in various cultures and historical periods
- Grade 5-8 Standard 6. Making connections between dance and healthful living
- Grade 5-8 Standard 7. Making connections between dance and other disciplines

TACT Leaders Special Performances & Community Outings & Service

By Application

Bi-Monthly Meetings HBHUSO/CAC Rosa Love

*TACT Leaders will focus on four major ideas: Learn. Lead. Grow. Give.
 Through the above mentioned focus areas TACT Leaders will learn vocational skills in several areas other than theatre.*

Students will be exposed to the various technical elements of theatre including, but not limited to:

1. Learning leadership.
2. Following a modified version of the 7 Habits of Highly Effective People (for youth)
 - 2.1. Be Proactive (1),
 - 2.2. Begin with the End in Mind (2),
 - 2.3. Put First Things First (3),
 - 2.4. Think Win-Win (4),
 - 2.5. Seek First to Understand Then to Be Understood (5),
 - 2.6. Create Synergy (Together Is Better) (6),
 - 2.7. Sharpen The Saw (7)
3. Connect & Lead
4. Growing as a group, understanding team, friendship and co-workers.
5. Learning hard work and perseverance and how to overcome obstacles

Roles of TACT Leaders include but are not limited to:

- Establish a framework for developing and implementing student-driven projects
- Performances for various community organizations. Boys & Girls, assisted & senior, organizations/clubs
- Service Learning through Community Service
- Coordinates Spirit Days and Student Surveys
- Use Spreadsheets and formulas to analyze feedback
- Assist with marketing, who we are, scholarship opportunities and what we do on the stage & in the community
- Assist with promotional material and flyer distribution
- Assist with Academy workshops, showcases and classes when needed
- Learn, Interpret & evaluate the business side of theater arts
- Use various forms of record keeping (paper and electronic) to budget and manage money

Extended High School Financial Management

- EX.FM.1 Understand the difference between wants and needs.
- EX.FM.1.2 Make spending decisions based on priority needs and wants.
- EX.FM.2 Understand that money comes from working.
- EX.FM.3 Apply budgeting skills.
- EX.FM.3.1 Evaluate and compare quality and value by using various resources.
- EX.FM.3.2 Set simple financial goals.
- EX.FM.3.3 Use strategies to manage money to prevent impulse buying.
- EX.FM.3.4 Identify income and expenses to prepare a budget.
- EX.FM.3.5 Determine what amount of money earned should be designated for future use
- EX.FM.3.6 Use various forms of record keeping (paper and electronic) to budget and manage money.
- EX.FM.6 Apply math skills to consumer spending.
- EX.FM.6.4 Use consecutive subtraction on a calculator to keep track of the cost of items as compared to amount budgeted.