

Mary Poppins Production Sample LESSON PLAN

Day 1

Today's Learning Goals:	Student will learn audition procedures and expectations Student will begin to learn dialects and work on songs Student will begin learning choreography Students will be cast in roles and notified via email
Today's Vocabulary:	Introduction to Actors Toolbox: Body, voice, imagination, concentration. Contract, Auditions, Self Control, Respect, Status, dialect, Actor's Neutral, Choreography, Personal Space, Windows, Listening, Support, Upstage, Downstage, Marking vs Full Out
Materials:	Multiple balls, butcher paper, scripts, pencils, highlighters, 2-keyboards, 2 - Bluetooth speakers with aux. cord, 1 CD player
Teaching Artists:	Chris Rushing, Lisa Renee Johnson, Heather Charles, Kelsey Kline

Sit in class formation and check attendance before you begin activities.

Actor Warm-Up: (Body, Voice, Mind, Imagination)

Body: Animal Yoga

Voice: Emotions with Hello Avocado

Concentration/Imagination: Ball Name Game

Activities

- 9:00-9:15 Beginning of day (Universal Theatre)
- 9:20-9:40 **Introduction/ Name Movement Game**
 - Students say their name and do a movement everyone repeats the name and goes around the circle.
 - Students will fill out casting sheet
- 9:40-10:00 **Class Contract/Audition Procedure**
 - Students will help create our class contract of how behave and treat each other respectfully
 - We will explain the audition process for the day
 - Students will fill out casting sheet
- 10:00-10:45 **Vocal Warm-up & Learn Music for Audition/Warm-up and Dance Audition**
 - Vocal & Dance Warm-up AST (Vocal - Universal), Dance (Rehearsal Hall)
 - Students will be given brief musical selections and half will learn at a time (20 minutes each group, 5 minute transition)
 - Students will do a movement dance warm-up then learn a brief movement combination from "Step in Time"
- 10:45-10:55 **BREAK**
- 10:55-11:35 **Music Audition**
 - Students will each audition 1 at a time in front of the class with the musical selections.
- 11:35-12:15 **Quick restretch/Review Dance Choreography to Audition**
 - Performed for the entire team

- Students will break up into small groups and do their dance audition
- 12:15-12:50 **LUNCH**
- 12:50-1:00 **Buzz-a** focus game. Buzz starts by having the students try and count to 25 without speaking at the same time. If they speak at the same time, it starts over. the next level of the game involves saying "buzz" at every multiple of 5 instead of "5...10...15 etc" if they speak at the same time, they will be "eliminated" but can be "saved" by students following directions.
- 1:00-2:00 **Acting Audition**
- Students will perform rehearsed sides with their groups. Production team will ask for more reading as deemed necessary.
- 2:00-2:15 **BREAK- CHANGE SPACES TO REHEARSAL HALL**
- 2:15-2:50 **Dialect Introduction/ Sides**
- Students will be given a basic introduction to vowel modification and dialect work
 - Student will be be split into groups and given the opportunity to work go over their sides and practice them. Production team will help assist with questions, dialect etc.
 - Students will be handed their sides for acting audition and we will work to modify some vowels and how to apply to sides.
- 2:50-3:25 **Callbacks**
- Select students will be asked to sing and read for specific roles
- 3:25-3:50 **Music "Supercal..."**
- Teach the music to "Supercalifragilisticexpialidocious"

Production Team will stay behind after 1st day to solidify casting. **Casting will be emailed out to the parents so the students will know their roles before they return for day 2.**

DAR Assessment: (Choose at least one to guide your closing-- Describe what we did; Analyze how these things help us learn or grow; Relate class to real life)

Finish class with three breaths before you line up.

Today's Learning Goals:	Student will learn stage directions Student will begin to learn songs, learn dances and do scene work
Today's Vocabulary:	Pitch, articulation, tone, places, stakes, breathe control, pronunciation, diaphragm, cheat out, open-up, stage directions, self control, ensemble, teamwork, concentration, collaboration, flexibility, take risks, strength, self awareness, feedback
Materials:	Multiple balls, butcher paper, scripts, pencils, highlighters, 2-keyboards, 2 - Bluetooth speakers with aux. cord, 1 CD player
Teaching Artists:	Chris Rushing, Lisa Renee Johnson, Heather Charles, Kelsey Kline

Sit in class formation and check attendance before you begin activities.

Actor Warm-Up: (Body, Voice, Mind, Imagination)

Body: Animal Yoga

Voice: Emotions with Hello Avocado

Concentration/Imagination: What are you doing?

Activities:

9:00-9:15

Beginning of day. Check in.

9:20-9:40

Poop Deck- Stage direction game- Poop deck is called different names by different people. We set aside an area to represent the stage. Stage left is "poop deck" stage right is "quarterdeck" center stage is "main deck" I call out different areas and the students must move there quickly without running or pushing. Other call outs that involve actions are "man overboard" "cannon ball" "alligator" "captains coming" "captain's daughter" etc. Eventually the terms are switched for the appropriate stage areas (stage left, right and center) and then we add upstage and downstage to it as well. **(All - Universal)**

9:40-10:30

Music

- Vocal Warmup
- Learn music to "Anything Can Happen"
- Learn music to "Step in Time"
- Review "Supercal..."

10:30-10:45

Break

10:30-12:00

Choreography "Step in Time" (UNIVERSAL)

- Dance warm-up
- Choreography "Step in Time"
 - **George, Winifred and Miss Andrews to Rehearsal Hall**
 - Learn music "Cherry Tree Lane Part 2" (George, Winifred)
 - Learn music "A Man Has Dreams" (George)
 - Learn music "Brimstone and Treacle Part 1" (Miss Andrews)
 - Learn music "Brimstone and Treacle Part 2 (Miss Andrews only)
 - Learn music "Give Us the World"

12:05-12:50

LUNCH

12:50-1:05

Game - Activity Bibbity Bibbity Bop- Mary Poppins style adding music

- Students will make a circle and say "Bop" before the TA finishes phrase. We will layer in musical terms and Mary Poppins theme

1:05 - 1:25

Music

- Learn music to "Prologue" (3 soloists and Bert)
- Learn music to "Cherry Tree Lane Part 1" (George, Mrs. Brill, Robertson Ay)
- Learn music to "Cherry Tree Lane Reprise" (Winifred, Jane, Michael, Brill, Robertson Ay)

- 1:05 - 1:35 **Choreography - Precision and Order - Parts 1-2 (Clerks) - Balcony Lobby -TBD**
- 1:25-1:55 **Scene Work*** (adding *Cherry Tree Lane* - light choreo.)**
- Stage Prologue through “Cherry Tree Lane Part 2” (Bottom of page 10)
 - **Music**
 - Learn music to “**Perfect Nanny**” (Jane and Michael) *Jane and Michael then to scene work*
 - Learn music to “**Practically Perfect**” (Mary, Jane and Michael if not needed in scene work yet)
 - Learn music to “**Jolly Holiday**” (All but George, Winifred, Brill, Robertson Ay, Katie Nanna, *Jane and Michael if not used in scene work at the time*)
- 1:55-2:05 **Break -CHANGE SPACES TO REHEARSAL HALL**
- 2:05-2:40 **Continue Scene work as listed above ***
- 2:05- 2:40 ****Choreography - Cherry Tree Lane** - along with blocking
 (Winifred, George, Mrs. Brill, Robertson Ay, Jane and Michael)
- 2:40-3:40 **Read Through**
- Students will read through the script and listen the music tracks where they appear in the show to get a feeling of the flow of the show. They will sing along if they have already learned the number.
- 3:40-3:50 **Check out - 3 Breaths**

DAR Assessment: (Choose at least one to guide your closing-- Describe what we did; Analyze how these things help us learn or grow; Relate class to real life)

Finish class with three breaths before you line up.

Day 3

Today’s Learning Goals:	Student will learn to take risks, be bold, challenge themselves Student will build their repertoire of songs and dances Students will build upon teamwork and supporting each other
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Today’s Vocabulary:	Problem solving, ensemble, confidence, reflection, sharing, support, patience, understanding, collaboration, physical expression, animate, Creative Drama
Materials:	Multiple balls, butcher paper, scripts, pencils, highlighters, 2-keyboards, 2 - Bluetooth speakers with aux. cord, 1 CD player
Teaching Artists:	Chris Rushing, Lisa Renee Johnson, Heather Charles, Kelsey Kline

Sit in class formation and check attendance before you begin activities.

Actor Warm-Up: (*Body, Voice, Mind, Imagination*)

Body: Animal Yoga

Voice: Emotions with Hello Avocado

Concentration/Imagination: Oatmeal- Students ask silly questions to a volunteer, volunteer must answer with the word “oatmeal” no matter the question and do it without laughing.

Activities:

9:00-9:15 **Beginning of day (check in)**

9:20-9:40 **Side of Fries**-A walkabout activity. Students will walk around the space and be encouraged to move in different ways (lead with your head, lead with your heart, lead with your left foot), take a physical account of themselves. After different walks and getting centered students will be challenged to get in order tallest to shortest without talking, arrange themselves by shoes, by hair, by age etc. This leads in tableau work. make a tableau of a jungle, a tableau of a burger with a side of fries, of school, etc. Then we put a Mary Poppins skin on (make an London tableau, a England Park tableau, chimney sweep tableau, etc)

9:40-10:30 **Music/Scene Work & Choreography Pgs. 10-18 (“Practically Perfect”)**

- Vocal Warmup
- Scene Work Pg. 10-18 (**UNIVERSAL**)
 - **Bert, Bird Woman, Clerks to Rehearsal Hall**
 - Learn music to “**Precision and Order Part 2**” (Clerks)
 - Learn music to “**Feed the Birds**” (Bird Woman, *add Mary Later*)
 - Learn music to “**Spoonful of Sugar Reprise**” (Bert)
 - Learn music to “**Chim Chim Cher-ee**” (Bert, *add Mary Later*)

10:30-10:45 **Break**

10:30-12:00 **Choreography “Supercal” (UNIVERSAL)**

- Dance warm-up
- Choreography “Supercal”
 - **George, Winifred Rehearsal Hall**
 - work music to “**Cherry Tree Lane**” part 1 & 2 (G & W)
 - work music to “**Give Us the World**” (George)

12:05-12:50 **LUNCH**

12:50-1:05 **Angles, elephants, palm trees**-students circle up and then this is a call and reaction game. It takes three students to make the “angles, elephants, and palm trees” when students are eliminated it skips over them to the next person. There are a MILLION call outs for this game and we can make some that are Mary Poppins themed.

1:05-1:35 **Choreography - Spoonful of Sugar - Bees and Flowers - (UNIVERSAL)**



- 1:05-1:55 **Music/Scene Work Pgs. 30-31, 66-67, 76-83** **Scene Space - TBD**
"Cherry Tree Lane Reprise", Brimstone and Treacle (UNIVERSAL)
- **Mary, Bert, Bird Woman to Rehearsal Hall**
 - Learn music to **"Goodbye Then"** (Mary)
 - Learn music to **"Feed the Birds"** (Bird Woman, add Mary)
 - Add Mary to **"Chim Chim Cher-ee"**
 - Mary learn **"Brimstone and Treacle"**
- 1:55-2:05 **Break - CHANGE SPACES TO REHEARSAL HALL**
- 2:05-2:45 **Review Music/Choreography "Step in Time"**
- Review Music to "Step in Time"
 - Review Choreography to "Step in Time"
- 2:45-3:00 **Music**
- Learn music to **"Let's Go Fly a Kite"**
- 3:00-3:30 **Dialect Work**
- 3:30-3:45 **Game-Bomb and shelter:** students are secretly assigned a "bomb" and "shelter." They must keep their shelter between them and the bomb. Add variable (two bombs, two shelters, etc). Afterwards discuss stakes and tactics.
- 3:45-3:55 **Check out - 3 Breaths**

DAR Assessment: (Choose at least one to guide your closing-- Describe what we did; Analyze how these things help us learn or grow; Relate class to real life)

Finish class with three breaths before you line up.

Day 4

Today’s Learning Goals:	Student will learn to trust their instincts, peers and make bold choices in collaboration with others. Student will begin to connect scene work and music with choreography Students will learn their storytelling is both verbal and physical with clear choices to be seen, heard, and understood
Today’s Vocabulary:	Character, Facial expression, Take risks, Pantomime, Physical Expression, Animate, In Character, Confidence, Lines, Dialogue, Volume, Pronunciation, Articulation, Imagination, Concentration, Instinct, Focus, Perspective, Attention, In the Moment, Beginning, Middle, End, Environment, Listening, Yes..and..., Creativity, Support, Staging shapes, Patterns, Space, Props, Audience...
Materials:	Multiple balls, butcher paper, scripts, pencils, highlighters, 2-keyboards, 2 - Bluetooth speakers with aux. cord, 1 CD player
Teaching Artists:	Chris Rushing, Lisa Renee Johnson, Heather Charles, Kelsey Kline

Sit in class formation and check attendance before you begin activities.

Actor Warm-Up: (Body, Voice, Mind, Imagination)

Body: Animal Yoga

Voice: Emotions with Hello Avocado

Concentration/Imagination: Energy Ball

Activities:

9:00-9:15

Beginning of day

9:20-9:40

Game Zip Zap Zop (Substitute bad rap? A game where you sing one line and then set up an obvious rhyme and the next person has to say a synonym. ex: Person 1: “My name is Chris and I wear a hat” (All chant “bad rap, bad rap, bad rap) Person 1: When I’m home I like to pet a (set up cat) Person 2: feline!

9:40-10:10

Music

- Learn music to “**Spoonful of Sugar**” (Mary Poppins, Jane, Michael, Bees, Flowers, Brill, Winifred, Robertson Ay)
- Review Music to “**Jolly Holiday**”

10:10-10:20

Break

10:20-11:20

Choreography “Jolly Holiday” (UNIVERSAL) - plus Statues

11:20-12:00

Scene Work Pages 20-29 “Jolly Holiday”

- Put scene work together with choreography to “Jolly Holiday”

12:05-12:50

LUNCH

12:50-1:05

Game - Mary Poppins Bibbity Bibbity Bop scaffold more characters

1:05-1:35

Choreography - Review Flowers and Bees - Spoonful of Sugar (Space TBD)

1:05-1:55

Music/Scene Work

Scene work pages: 104-105, 112-114, 116-117, 68-69, 86-87 (UNIVERSAL)

- **Rehearsal Hall**
 - Review music to “Perfect Nanny” (Jane, Michael, George)
 - Review Music to “Cherry Tree Lane Reprise” (Winifred, Jane, Michael) Jane and Michael sent to Universal when done.



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"Creating Moments that Matter"

- Review music to "A Man Has Dreams" (George, Hassler)
 - Review "Spoonful of Sugar Reprise" (Bert)
 - Review "Goodbye Then" (Mary)
- 1:55-2:05 **Break - CHANGE SPACES TO REHEARSAL HALL**
- 2:05-2:45 **Review Music/Choreography "Jolly Holiday"**
- Review Music to "Jolly Holiday"
 - Review Choreography to "Jolly Holiday"
- 2:45-3:00 **Music/staging and choreography**
- Review music to "Spoonful of Sugar"
 - Start Staging Spoonful of Sugar
- 3:00-3:30 **Scene Work:**
- Scene work for pages 33-35, 46-48, 54-56
 - need Brill, Winifred, Robertson, Jane, Michael, Mary, George, Northbrook, Bert, Corry
- 3:30-3:45 **Game-** Gibberish Poet, Translator, Interpretive Dance
- 3:45-3:55 **Check out - 3 Breaths**

DAR Assessment: (Choose at least one to guide your closing-- Describe what we did; Analyze how these things help us learn or grow; Relate class to real life)

Finish class with three breaths before you line up.

Day 5

Today's Learning Goals:	Student will learn about supporting their scene partner and what to do if they forget a line. Student will begin to get more comfortable with their songs and choreography.
Today's Vocabulary:	Interpretation, Pantomime, Relationship, Objective, Obstacle, In the Moment, Scene work, Scene Partner, Tableau, Tactics, Stakes, Actions
Materials:	Multiple balls, butcher paper, scripts, pencils, highlighters, 2-keyboards, 2 - Bluetooth speakers with aux. cord, 1 CD player
Teaching Artists:	Chris Rushing, Lisa Renee Johnson, Heather Charles, Kelsey Kline

Sit in class formation and check attendance before you begin activities.

Actor Warm-Up: (*Body, Voice, Mind, Imagination*)

Body: Animal Yoga

Voice: Emotions with Hello Avocado

Concentration/Imagination: Ball Name Game (two balls - scaffold from earlier. One ball in order, the other in reverse - concentration, focus, listening, sequence, observance)

Songs & Scenes for the day: All

Activities:

9:00-9:15

Beginning of day

9:20-9:40

Game -Crowd makes the King (status game)

9:40-10:10

Music

- Review Music to "Let's go fly a Kite"
- Review Music to "Chim, Chim, Cheree"

10:10-10:20

Break

10:20-11:20

Choreography "Chim Chim Cherry" (UNIVERSAL)

11:20-12:00

Let's go fly a kite: Staging and light choreography

As time allows review some of the Cherry Lane Scenes: pages 4-6, 10-13, 66-69, 76-79 (Songs: "Cherry Tree Lane Part 1 and 2", "Cherry Tree Lane Reprise")

12:05-12:50

LUNCH

12:50-1:05

Game- Angels, Elephants, Palm trees: A Favorite that will help bring focus.

1:05-1:55

Begin Stumble Through:

1:55-2:05

Break -CHANGE SPACES TO REHEARSAL HALL

2:05-2:45

Continue Stumble Through

2:45-3:30

Music/Choreography review "Chim Chim Cheree"

- Review music to "Chim, Chim, Cheree"
- Review Choreography to "Chim Chim Cheree"

3:30-3:45

Game- Neutral Scripts create circumstance (half of the group others audience)

3:45-3:55

Check out - 3 Breaths

DAR Assessment: (*Choose at least one to guide your closing-- Describe what we did; Analyze how these things help us learn or grow; Relate class to real life*)

Finish class with three breaths before you line up.

Day 6

Today's Learning Goals:	Student will learn what it feels like to do a stumble through. Students will begin to understand narrative and storytelling better. Student will begin to understand the arc of their show and their character as we do a stumble through the whole play.
Today's Vocabulary:	Narrative, Beginning Middle End, character arc, story arc, Run through, Stumble Through, "From the Top", Storytelling, plot, Inciting Conflict, Rising Action, Resolution
Materials:	Multiple balls, butcher paper, scripts, pencils, highlighters, 2-keyboards, 2 - Bluetooth speakers with aux. cord, 1 CD player
Teaching Artists:	Chris Rushing, Lisa Renee Johnson, Heather Charles, Kelsey Kline

Sit in class formation and check attendance before you begin activities.

Actor Warm-Up: (*Body, Voice, Mind, Imagination*)

Body: Animal Yoga

Voice: Emotions with Hello Avocado

Concentration/Imagination: What are you doing?

Activities:

- 9:00-9:15 **Beginning of day (check in)**
- 9:20-9:40 **Game- One word story**
- 9:40-10:30 **Music/Scene Work - BASED OFF STUMBLE THROUGH**
- 10:30-10:45 **Break**
- 10:30-12:00 **Choreography (UNIVERSAL) - BASED OFF STUMBLE THROUGH**
- 12:05-12:50 **LUNCH**
- 12:50-1:05 **Game- "1,2,3,4,5" A call and response improv game that is silly and fast paced.**
- 1:05-1:55 **Music/Scene Work Pgs. Brimstone and Treacle part 1 and 2, also review pages 107-108, 118-119, 95 (UNIVERSAL)**
 - **Rehearsal Hall**
 - Review "**Feed the Birds**" (Bird Woman, Mary)
 - Review "**Chim Chim Cher-ee**"
 - Review "**Precision and Order**" (Jane, Mary, Michael, Smythe)
- 1:55-2:05 **Break - CHANGE SPACES TO REHEARSAL HALL**
- 2:05-3:00 **Review Music/Choreography "Anything Can Happen, Finale"**
 - Review Music to "**Anything Can Happen, Finale**"
 - Review Choreography/staging to "**Anything Can Happen, Finale**"
- 3:00-3:30 **Special Skills- Auditions-** talk about the process of auditioning, what to expect, when the audition begins, and give audition tips (dress code, be on time, positive energy, how to take notes, do your homework, answer questions). We can each spend about 10 minutes each talking about acting, singing, and dancing in an audition and additional elements outside this workshop setting, moving forward for future experiences.
- 3:30-3:45 **Game - Other half of group - Neutral Scripts Create Circumstance**
- 3:45-3:55 **Check out - 3 Breaths**

DAR Assessment: (*Choose at least one to guide your closing-- Describe what we did; Analyze how these things help us learn or grow; Relate class to real life*) **Finish class with three breaths before you line up.**

Day 7

Today's Learning Goals:	Student will learn about improv and trusting their instincts. Student will begin to gain confidence in their choices and being honest in the moment.
Today's Vocabulary:	Improv, "yes and", the gift, taking the offer, big choices, honesty, "in the moment", Listening and Responding, Thinking on your feet, In Character, Confidence, Stamina, Projection, Clear choices
Materials:	Multiple balls, butcher paper, scripts, pencils, highlighters, 2-keyboards, 2 - Bluetooth speakers with aux. cord, 1 CD player
Teaching Artists:	Chris Rushing, Lisa Renee Johnson, Heather Charles, Kelsey Kline

Sit in class formation and check attendance before you begin activities.

Actor Warm-Up: (Body, Voice, Mind, Imagination)

Body: Animal Yoga

Voice: Emotions with Hello Avocado

Concentration/Imagination: Oatmeal

Activities:

- 9:00-9:15 **Beginning of day (check in)**
- 9:20-9:40 **Game- machine;** teamwork
- 9:40-10:30 **Dance/Music/Scene Work Pgs. 4-18 ("Practically Perfect")**
- Vocal Warmup
 - Scene Work Pg. 10-18 (**UNIVERSAL**)
 - **Bert, Bird Woman, Clerks to Rehearsal Hall**
 - Review "Chim Chim Cher-ee" (Bert, *Release Mary for a bit*)
 - Review "Precision and Order Part 2" (Clerks)
 - Review "Spoonful of Sugar Reprise" (Bert)
 - Review "Brimstone and Treacle part 2" (Mary, Andrews)
- 10:30-10:45 **Break**
- 10:30-12:00 **Choreography "Supercal" (UNIVERSAL)**
- Dance warm-up
 - Choreography review "Supercal", Review "Let's Go Fly a Kite"
 - **George, Winifred Rehearsal Hall**
 - Review "Cherry Tree Lane" part 1 & 2 (G & W)
 - review "Give Us the World" (George)
- 12:05-12:50 **LUNCH**
- 12:50-1:05 **Game - This is my...**
(using a prop in a different way than it's actually used. i.e. clown nose is an earring...)
- 1:05-1:55 **Music/Scene Work Pgs. 30-69 (Skip super)**
"Spoonful of Sugar", (UNIVERSAL)
- **Mary, Bert, Bird Woman to Rehearsal Hall**
 - Learn music to "Goodbye Then" (Mary)
 - Learn music to "Feed the Birds" (Bird Woman, add Mary)
 - Mary learn "A Man Has Dreams"
- 1:55-2:05 **Break - CHANGE SPACES TO REHEARSAL HALL**



- 2:05-3:00 **Review Music/Choreography "Step in Time, Jolly holiday"**
- Review Music to "Step in Time, "Jolly Holiday"
 - Review Choreography to "Step in Time, "Jolly Holiday"
- 3:00-3:30 **Special Skills- Improv:** teach them "yes and" "take the offer" and "establish a relationship/character" Start with Hitchhiker, if we have time add on (3 headed creature)
- 3:30-3:45 **Game-** Wild, Wild, West (energy game)
- 3:45-3:55 **Check out - 3 Breaths**

DAR Assessment: (Choose at least one to guide your closing-- Describe what we did; Analyze how these things help us learn or grow; Relate class to real life)

Finish class with three breaths before you line up.

Today's Learning Goals:	Student will learn how they are all small parts of a whole. Student will begin to build off of each other and focus on getting out of their heads while watching the choices of others
Today's Vocabulary:	Choices, "Big Picture", Stage Pictures, "Open up", "Cheat out", Tableau, Space, In Character, focus, Observation, Focus, Attention, understanding
Materials:	Multiple balls, butcher paper, scripts, pencils, highlighters, 2-keyboards, 2 - Bluetooth speakers with aux. cord, 1 CD player
Teaching Artists:	Chris Rushing, Lisa Renee Johnson, Heather Charles, Kelsey Kline

Sit in class formation and check attendance before you begin activities.

Actor Warm-Up: (Body, Voice, Mind, Imagination)

Body: Animal Yoga

Voice: Emotions with Hello Avocado

Concentration/Imagination: This is my... (scaffold from yesterday. Adding call and response, rhythm, timing)
 (I.e. This is my.. red ball. Your what ball? This is my red ball is it my... earring)

Activities:

9:00-9:15 **Beginning of day (check in)**

9:20-9:40 **Game- machine**

9:40-10:00 **Warm Ups: music 'Chim, Chim, Cheree'**

- Vocal Warmup

10:00-10:30 **Cherry Lane Scenes:**

- Pages 4-6, 10-13, 66-69, 76-79 (Songs: "Cherry Tree Lane Part 1 and 2", "Cherry Tree Lane Reprise" (**UNIVERSAL**)
 - **Brimstone and Treacle work/review Rehearsal Hall**
 - Review music and movement to "**Brimstone and Treacle part 1 and 2**")
 - Review Goodbye Mary

10:30-10:45 **Break**

10:30-12:00 **Choreography "Jolly holiday" (UNIVERSAL)**

- Dance warm-up
- Choreography review "Jolly holiday", Review "Spoonful of Sugar"
 - **Feed the Birds, Precision and Order Rehearsal Hall**
 - Review **Feed the Bird**
 - Review **Precision and Order**
 - Review **Let's go Fly a Kite**

12:05-12:50 **LUNCH**

12:50-1:05 **Game - Walkabout and Side of Fries- A tableau game**

Music/Scene Work

Scene work pages: 104-105, 112-114, 116-117, 68-69, 86-87 (UNIVERSAL)

- **Rehearsal Hall**
 - Review music to "Perfect Nanny" (Jane, Michael, George)
 - Review Music to "Cherry Tree Lane Reprise" (Winifred, Jane, Michael) Jane and Michael sent to Universal when done.
 - Review music music to "A Man Has Dreams" (George, Hassler)
 - Review "Spoonful of Sugar Reprise" (Bert)
 - Review "Goodbye Then" (Mary)

- 1:55-2:05 **Break - CHANGE SPACES TO REHEARSAL HALL**
- 2:05-2:45 **Review Music/Choreography "Anything Can happen"**
- Review Music to "Anything Can Happen"
 - Review Choreography to "Anything can Happen"
- 2:45-3:30 **Music/staging and choreography - Numbers that need more attention**
- 3:30-3:45 **Game-** Angels, Elephant, Palm Trees
- 3:45-3:55 **Check out - 3 Breaths**

DAR Assessment: (Choose at least one to guide your closing-- Describe what we did; Analyze how these things help us learn or grow; Relate class to real life)

Finish class with three breaths before you line up.

Today’s Learning Goals:	Student will learn about getting notes from the director and why it is important. Student will begin to get a fuller understanding of our show as we stumble through and do a run through
Today’s Vocabulary:	Director, stumble through, run through, on off and back stage, thank you places, cues, stage manager, fill the space, projection, Beginning, Middle, End, Props, Patience, Support, Flexibility, Endurance, Stamina
Materials:	Multiple balls, butcher paper, scripts, pencils, highlighters, 2-keyboards, 2 - Bluetooth speakers with aux. cord, 1 CD player
Teaching Artists:	Chris Rushing, Lisa Renee Johnson, Heather Charles, Kelsey Kline

Sit in class formation and check attendance before you begin activities.

Actor Warm-Up: (*Body, Voice, Mind, Imagination*)

Body: Animal Yoga

Voice: Tongue twisters and song warm up

Concentration/Imagination: Ball Name Game

Songs for the day: All

Scenes for the day: All

Activities:

9:00-9:15 **Beginning of day (check in)**

9:20-9:40 **Game-Buzz**

9:40-10:30 **Start Stumble Through**

10:30-10:45 **Break**

10:30-11:30 **Finish Stumble through**

11:30-12:00 **Notes**

12:05-12:50 **LUNCH**

12:50-1:05 **Game: Categories**

1:05-1:45 **Review: “Let’s Go fly a kite”, “Step in time”** (*ANY - Dances as needed*)

1:55-3:00 **Run Through**

3:00-3:30 **Notes**

3:30-3:45 **Game- 9 Corners**

3:45-3:55 **Check out - 3 Breaths**

DAR Assessment: (*Choose at least one to guide your closing-- Describe what we did; Analyze how these things help us learn or grow; Relate class to real life*)

Finish class with three breaths before you line up.

Today's Learning Goals:	Student will learn about what it is like to be in the audience during a presentation. Students will learn more about music theory. Student will begin to prepare themselves mentally and physically for the presentation tomorrow.
Today's Vocabulary:	audience, respect, artistic differences, music theory, breathe control, tempo, expression, Full Out, In Character, In the Moment, Teamwork
Materials:	Multiple balls, butcher paper, scripts, pencils, highlighters, 2-keyboards, 2 - Bluetooth speakers with aux. cord, 1 CD player
Teaching Artists:	Chris Rushing, Lisa Renee Johnson, Heather Charles, Kelsey Kline

Sit in class formation and check attendance before you begin activities.

Actor Warm-Up: (Body, Voice, Mind, Imagination)

Body: Musical Theatre Dance Warm-ups

Voice: Song Warm up

Concentration/Imagination: Bad Rap

Activities:

- 9:00-9:15 **Beginning of day (check in)**
- 9:20-9:40 **Game-Angels, Elephants, Palm Trees**
- 9:40-10:20 **Review: "Prologue", "Anything Can Happen" Curtain Call**

- 10:20-10:30 **Break**
- 10:30-11:30 **Run Through**
- 11:30-12:00 **LUNCH**
- 12:00-2:00 **Watch Other Presentations**
- 2:00-2:10 **Break**
- 2:10-3:00 **Review Music/Choreography "Chim Chim cheree", "Super-cal"**
 - Review Music to "Chim Chim cheree", "Super-cal"
 - Review Choreography to "Chim Chim cheree", "Super-cal"

- 3:00-3:20 **Special Skills: Music Theory**
- 3:20-3:40 **Special Skills: Musical Theatre Dance Repertoire - Terms, Steps, Vocabulary**
- 3:40-3:50 **Game - Speed round of Bibbity Bibbity Bop**
- 3:50 **Check out - 3 Breaths**

DAR Assessment: (Choose at least one to guide your closing-- Describe what we did; Analyze how these things help us learn or grow; Relate class to real life)

Finish class with three breaths before you line up.



Today's Learning Goals:	Student will learn about presentation expectations. Student will begin to prepare themselves to perform.
Today's Vocabulary:	"In the moment," being present, places, run-through, tech rehearsal, "From the top," review projection in the space.
Materials:	Multiple balls, butcher paper, scripts, pencils, highlighters, 2-keyboards, 2 - Bluetooth speakers with aux. cord, 1 CD player
Teaching Artists:	Chris Rushing, Lisa Renee Johnson, Heather Charles, Kelsey Kline

Sit in class formation and check attendance before you begin activities.

Actor Warm-Up: (*Body, Voice, Mind, Imagination*)

Body: Musical Theatre Dance Warm-ups

Voice: Singing warm-up

Concentration/Imagination: Angels, Elephant, Palm Trees

Check in!

Performance day!

Activities:

9:00-11:45 Run through of show/tech rehearsal.

11:45-12:15 LUNCH

12:15-12:45 Warm up and prep for presentation.

1:00 Begin presentation

DAR Assessment: (*Choose at least one to guide your closing-- Describe what we did; Analyze how these things help us learn or grow; Relate class to real life*)

Finish class with three breaths before you line up.

Props/Materials:

Two Keyboards

Two Speakers

CD Player

Black boxes/cubes

Rolling bed (from Seussical?)

Briefcase

Desk

George's umbrella

3 fold dressing partition

Balls (*for game, Lisa Renee - has*)

Bird (puppets or something)

Bees (wings and/or headband antenna) Black headbands, black pipe cleaners, black felt, big sheets of white foamcore, lots of elastic

Flower pinwheels (*Lisa Renee - has 15*)

Kites (*and any kites on poles?*) Wire hangers, lots of tissue paper, clear tape, string, netting

Umbrella(s)

Carpet Bag (Mary Poppins' bag)

Letters

Newspaper

Measuring Tape

Hand Mirror

Chimney Sweep Brooms/Reg. Brooms

Finger lights

Ribbon Wands (Finale)

Locket necklace

Mary Poppins hat