

SESSION 7: FOUNDATIONS

LESSON PLAN

USE THIS LESSON TO: explore foundations of directing, music directing, and choreography.

🕒 45 minutes

OBJECTIVES: Students will...

- 🔪 Learn the parts of the stage and basic stage directions.
- 🔪 Learn foundational music terms and concepts.
- 🔪 Learn foundational dance terms and concepts.
- 🔪 Learn foundational acting terms and concepts.

PROVIDED MATERIALS:

- 🔪 Parts of the Stage Signs

ADDITIONAL MATERIALS:

- 🔪 None

PREPARATION:

- 🔪 Print and affix the Parts of the Stage Signs to the appropriate area on the floor of your playing space.
- 🔪 Print Challenge Sheet Packets in preparation for Pride Work.

OPENING RITUAL: 🕒 5 minutes

As students enter the room, invite them to gather with their Pride and discuss the following prompts:

- A show is only as strong as its ensemble. Why do you think that is?
- Is there anything from last session's Pride Journal that you'd like to share?

VIDEO: 🕒 10 minutes

- Play video: 7 Foundations.
- As they watch the video, invite students to pay attention to the foundations of directing, choreographing, and music directing, as well as each role's specific vocabulary. Students should also pay attention to the nine parts of the stage.

GROUP ACTIVITY: Parts of the Stage ⌚ 5 minutes

- Ask your students to sit facing the stage or playing space as if they are an audience.
- Tell your students that you have labeled the nine parts of the stage using the standard theatrical abbreviations that they learned in the video. Remind your students that stage directions are always from the actor's point of view, not the audience's.
- Inform your class that you will share a statement. If the statement is true of them, they should follow the directions in the cue.
- Read the following cues:
 - Stand center stage if your name begins with the letter "J."
 - Cross upstage right if you like pizza.
 - Stand downstage left if you are wearing something blue.
 - Stand center stage left if your birthday is in the spring.
 - Cross upstage right if you enjoy singing onstage.
 - Stand downstage left if you enjoy dancing onstage.
 - Cross center stage right if you enjoy acting onstage.

TEACHER TIP: For larger groups, consider facilitating this activity in two parts; one half of the group observes while the other half completes the activity. Then, switch. If the group picks up on the stage directions quickly, remove the labels and continue the activity.

Parts of the Stage Signs Set Up Key:

AUDIENCE

DSL	DSC	DSR
SL	CS	SR
USL	USC	USR

PRIDE WORK: Musical Theater Foundations ⌚ 15 minutes

- Divide your students into their Prides and distribute the Challenge Sheet Packets to one student in each Pride. These students are the Pride Leaders for today's session.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.



Music Directing

Pride A will explore the foundations of music. Students will act as music directors by applying foundational concepts of dynamics and texture to "Hakuna Matata."



Choreographing

Pride B will explore the foundations of dance. Students will act as choreographers by applying foundational concepts of movement and dance to "Hakuna Matata."



Directing

Pride C will explore the foundations of acting. Students will act as directors by applying foundational concepts of performance and blocking to the scene leading into "Hakuna Matata."

SHARE: ⌚ 5 minutes

- Invite each Pride to perform its work for the class.

REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- What is one thing you learned from another Pride's work today?
- How did understanding foundations help you create your work?
- How did understanding foundations help you communicate with your Pride?

Have your Prides affix their work (challenge sheets, artifacts, etc.) to the Pride Wall.

PRIDE JOURNAL 7:

Invite your students to complete a journal entry in response to this prompt:

- Consider a career you are interested in. What are some of the foundations and skills that you think make up this job? How can you develop one of the skills you've identified?