

# SESSION 6: FOUNDATIONS

**USE THIS LESSON TO:** explore foundations of acting, singing, and dancing.

🕒 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
- 🔪 Song Excerpt – “Hakuna Matata” (for Prides A and B)
- 🔪 Script Excerpt – Scene 9: the Desert and the Jungle (for Pride C)

**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 Song Excerpt – “Hakuna Matata” (one for each student in Prides A and B).
- 🔪 Print Script Excerpt – Scene 9: The Desert and the Jungle (one for students in Pride C).

**OPENING RITUAL:** 🕒 5 minutes

- Gather students in a large standing circle.
- Distribute djembe drums to this session’s Pride Leaders.
- Focus the class and ask students to facilitate their physical and vocal warm-ups, followed by the drum circle activity using the established call-and-response format.

**VIDEO:** 🕒 10 minutes

- Play video: 6 Foundations.
- The video will introduce students to the roles of director, choreographer, and music director. The video will also introduce foundational musical theater vocabulary and concepts, including the nine parts of a stage. Additionally, the video will teach students a portion of “Hakuna Matata” for use in their Pride work.

# SESSION 6: FOUNDATIONS

## 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:** Be sure to correct students if they move to the wrong part of the stage. If the class picks up on the stage directions quickly, remove the labels and continue the activity.

### Parts of the Stage Signs Set Up Key:

AUDIENCE		
<b>DSL</b>	<b>DSC</b>	<b>DSR</b>
<b>SL</b>	<b>CS</b>	<b>SR</b>
<b>USL</b>	<b>USC</b>	<b>USR</b>

### PRIDE WORK: Musical Theater Foundations ⌚ 15 minutes

- Divide your students into their Prides and distribute a Challenge Sheet to this session's Pride Leaders.
- Distribute the Song Excerpts to Prides A and B, and the Script Excerpt to Pride C.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.



#### Music

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."



#### Dance

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



#### Acting

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:

- How did understanding foundations help you create your work?
- How did understanding foundations help you communicate with your Pride?
- What foundations did you notice in the other Prides' work?

### PRIDE JOURNAL 6:

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

- How might the skills you used today apply to careers you are interested in? What careers outside of the theater share these skills?