

Mother Goosed

Lesson Plan Created for MTC Summer Camps 2019

Content: Mother Goosed Production Camp Lesson Plan

Focus: Producing a 30-minute play, comedic acting, physical and vocal characterization

Grade: Rising 2nd through 5th Grade

Class Layout: Five 6 hour classes in a week-long camp, 9am-3pm, Performance Friday at 3:30pm

Lesson 1 of 5

Focus: Intro, Auditions, Tops and Tails

Materials/Preset: Scripts, Pencils, highlighter

9:00-9:15 Intro with Parents and Camp agreements

9:15-9:40 Physical and Vocal Warmup

- Stretches
- Tongue Twisters
- Resonators

9:40-10:00 Director's Coming

- Learn Stage Directions and have the campers get active

10:00-10:25 Party Quirks

- One camper is the host of a party that has many guests from fairytales. The host leaves the room while the class picks fairytale characters for three guests to be. Guests cannot say who they are but can give verbal hints and can physicalize the character (like Cinderella can be cleaning and talking about how she loves her mice friends). If the host guesses correctly, the guest can sit down. The group can help give hints if needed.

10:25-10:35 BREAK

10:35-11:10 Fairy Tale Story Creation

- 10:35-10:40 Break campers into groups of three. Have them pick one fairy tale from a card to perform with the three actors. Likely people will play multiple characters. As a group, come up with the five most important events from the story
- 10:40-10:50 Explain what Tableaus are. Have each group take one minute to create a tableau for the beginning of the story. Show off our tableau to the other group. Ask the other group what they see in the tableau. TA gives one suggestion for an adjustment. Continue with tableaus for the four other events. Everyone must be in the tableau in some way.
- 10:50-11:05 Have the groups split off and act out the rest of the story. They must include the tableaus and have a clear beginning, middle, and end.
- 11:05-11:15 Perform for the whole group. What was exciting to watch? What was one question we have after watching?

11:15-11:25 BREAK

11:25-12:00 Cold Reads

- Give the campers one duo scene and one monologue to read from. Have volunteers read them out loud to the group so everyone can hear the text. Have the group talk about what they think is going on and who the characters are after each piece of text is read.

- Split the group into pairs. Have them practice the scene together five times. Give five the TA each time they finish
- Break up the pairs and have everyone practice the monologue five times on their own. Give five the TA after each time they finish.
- Have everyone sit in the audience and have the pairs come up and perform. TA takes notes for how well they can read and what emotion they put into it.
- If there is extra time, play a game like bibbity bibbity bop

12:00-12:45 LUNCH

- TA and Ass TA cast

12:45-1:30 First read through

- Give out parts and scripts. Make sure the reveal is not in any order of importance
- Read through the entire script out loud as a group.

1:30-1:40 BREAK

1:40-2:50 Tops and Tails

- Block entrances and exits for characters. When an actor is not on stage, they should be highlighting and memorizing lines
- Make sure actors are writing down their blocking

2:50-3:00 Wind Down and Closing Circle

- Remind everyone that off-book day is Thursday and the Performance is Friday, so they need to start memorizing tonight.

Lesson 2 of 5

Focus: Character Physicality, Finish Tops and Tails, Block Scenes

Materials/Preset: Pencils, scripts, speaker

9:00-9:30 Physical and Vocal Warmup

- Stretches
- Tongue Twisters
- Resonators

9:30-9:50 Character Physicality

- TA puts on music and has campers walk around the room.
- Go through the Laban qualities one at a time. Let them explore that quality and have them walk as a type of character that might use that quality. Once they've moved through all of them, have the campers pick a character they spend a lot of time with and pick which qualities fit their character. Switch to two more of their characters in the show.
- Next, have them walk around the room leading with different parts of their body. Let them explore that leading place and have them walk as a type of character that might lead from that area of the body. Once they've moved through the body, have the campers pick that first character and pick a place to lead from. Switch to the other two characters from before.
- Have them stop where they are and find a pose for their character. How do they stand? How do they sit?
- Share out to the group.

9:50-10:30 Finish Tops and Tails

- Block entrances and exits for characters. When an actor is not on stage, they should be highlighting and memorizing lines
- Make sure actors are writing down their blocking
- If tops and tails is done, start working on full blocking

10:30-10:40 BREAK

10:40-12:00 Fully Block and Start Working Scenes

- 10:40-11:20 Pages 7-10 -- The Cow Jumped Over the Moon, Frank Quits, and Nancy+Jack (BETH, FRANK, JIM, CAT, PHIL, NANCY, JACK 1)
- 11:20-12:00 Pages 11-14 -- Humpty Dumpty (BETH, BILL, HUMPTY DUMPTY, SOLDIER, BOSS)

12:00-12:45 LUNCH

12:45-1:30 Continue Fully Blocking and Working Scenes

- 12:45-1:15 Pages 14-17 -- Miss Muffet (BETH, ANNE, SPIDER MAMA, SPIDER PAPA, MISS MUFFET, COP)
- 1:15-1:30 Pages 17-18 -- Beth and Phil have a chat (BETH AND PHIL)

1:30-1:40 BREAK

1:40-2:30 Continue Fully Blocking and Working Scenes

- 1:40-2:10 Pages 19-20 -- Peter Piper (BETH, STEVEN, PETER, NURSE 1, NURSE 20)
- 2:10-2:30 Pages 21-22 -- Doctor Stergen-Spergen (BETH, DOCTOR)

2:30-2:50 Run through what we have done so far

- If we are running behind then skip this step and continue blocking

2:50-3:00 Wind Down and Closing Circle

- Remind everyone off-book day is Thursday

Lesson 3 of 5

Focus: GOT, Block Scenes, Stumble Through, Work Moments

Materials/Preset: Pencils, scripts, verb sheets, speaker

9:00-9:30 Physical and Vocal Warmup

- Stretches
- Tongue Twisters
- Resonators

9:30-9:45 Honey I Love You

9:45-10:05 Goals, Obstacles, and Tactics

- Ask the campers to reflect on the game they just played. What did they want? What was stopping them from getting what they wanted? What did they do to get what they want? Go over what goals, obstacles, and tactics are and connect them back to what they just played.
- Give each camper a verb sheet. Have them write out what each of their character's goals and obstacles for the play and at least one tactic per character.

10:05-10:15 BREAK

10:15-12:00 Finish Fully Blocking and Working Scenes

- 10:15-11:45 Pages 22-32 -- Frank meets Mother Goose, Beth and Judy find Frank (BETH, FRANK, JUDY, OLD WOMAN/MOTHER GOOSE, CHILD/JEFFERY)
- 11:45-12:00 Pages 33-34 -- FRANK'S FAIRY TALE (FRANK JEFFERY, JACK AND JILL, GIANT CAT)

12:00-12:45 LUNCH

12:45-1:50 Stumble Through The Whole Show

- Stop when needed to give notes and clarify confusion. Record the time.
- Give notes when done. Check-in with the campers. How do they feel?

1:50-2:00 BREAK

2:00-2:50 Work Notes

- TA and Ass TA decide what to focus on during the break. Split up into groups and work on specific moments and characters

2:50-3:00 Wind Down and Closing Circle

- Remind everyone off-book date is tomorrow.

Lesson 4 of 5

Focus: Run Through Show, Work Moments, Becoming the Character

Materials/Preset: Pencils, scripts, speaker

9:00-9:30 Physical and Vocal Warmup

- Stretches
- Tongue Twisters
- Resonators

9:30-10:30 Run Through

- Campers should be off book and should call line when they need it. Try not to stop otherwise. Time the show

10:30-10:40 BREAK

10:40-12:00 Go Over Notes and Work Moments

- 10:40-11:00 Go over notes with the group
- 11:00-12:00 During the Break, TA and Ass TA decide if they want to run the show again or if they want to work moments. If the second option, each takes one area of the room and work moments with their group.

12:00-12:45 LUNCH

12:45-1:30 Character Interviews

- Have the TA be the host of a talk show with all the characters as guests. Have them go up in groups and talk about themselves and their groups. It's a good opportunity to improvise as their characters and show how much they know about their characters

1:30-1:40 BREAK

1:40-2:50 Run through the show

- Actors can call for line but they can't stop the show. Time the show.
- Give notes at the end

2:50-3:00 Wind Down and Closing Circle

- Remind everyone that tech/dress rehearsal and the performance is tomorrow and remind if they need to bring anything.

Lesson 5 of 5

Focus: Tech/Dress Rehearsal, Performance

Materials/Preset: Pencils, scripts, verb sheets, Qlab, Lights and Sound, Costumes and Props

9:00-9:20 Quick Physical and Vocal Warmup

- Stretches
- Tongue Twisters
- Resonators

9:20-9:40 What is Tech?

- Go over what tech/Cue to Cue is and how the run in the morning will stop and start.
- Give actors their costume pieces one at a time and have them get into costume
- Preset props

9:40-10:30 Cue to Cue with Tech Elements

10:30-10:40 BREAK

10:40-11:50 Run Through with Lights, Sound, and Costumes

- No stopping, calling for lines is okay.

11:50-12:00 Getting out of costume and pre-setting props

12:00-12:45 LUNCH

12:45-2:00 Run Through Outside in the Park

- No stopping and no calling for line
- Can we hear the actors outside?

2:00-2:10 BREAK and come back to campus

2:10-2:30 Fill out evaluation forms

2:30-3:00 Watch the other camp's show

3:00-3:25 Pre-set for the show

3:25-3:30 House Opens

3:30-4:00 Performance