

“FORT WORTH AFTER SCHOOL ARTS”

by

Julia Light

Submitted in partial fulfillment of the  
Requirements for Departmental Honors in  
the Department of Theatre  
Texas Christian University  
Fort Worth, Texas

May 2, 2022

“FORT WORTH AFTER SCHOOL ARTS”

Project Approved:

Supervising Professor: Jessica Humphrey, M.F.A.

Department of Theatre

Lynn Hampton, Ph.D.

Department of Sociology and Anthropology

Jennifer Engler, M.F.A

Department of Theatre

(Department Chair)

## ABSTRACT

This project illustrates my process of creating the curriculum for a pilot Musical Theatre program called Fort Worth After School Arts. The program is designed to address the widespread issue of a lack of arts education in low income schools by beginning with middle schools in Fort Worth ISD, partnering with the preexisting Fort Worth After School program. Moreover, the program is designed to provide intentional accessibility efforts as well as personal development and mentorship opportunities by utilizing college-aged interns. I documented each step of the process, from the multiple factors that led me to begin, to deciding what the program would look like, writing the curriculum, and receiving feedback. I also documented anticipated further challenges that would need to be addressed for the program to be fully realized. Through this project, I learned how to synthesize information from a variety of places and experiences to benefit others. This project also reinforced my view of the opportunity and necessity for innovative thinkers to create creative projects that serve communities - something I hope and plan to do for my entire career.

TABLE OF CONTENTS

INTRODUCTION AND IMPETUS.....	1
Significance of a Career in the Arts.....	1
Access to Arts Resources.....	1
Program Director Experience.....	3
RESEARCH BEGINNINGS.....	4
FORT WORTH AFTER SCHOOL.....	5
Initial Research Meeting.....	5
CREATING CURRICULUM.....	6
Internship Program.....	6
Accessibility Efforts .....	7
Show Selection .....	8
Schedule and Curriculum Development.....	8
Additional Programming .....	10
OVERVIEW OF PROGRAM SCHEDULE .....	10
Content Created.....	11
FINALIZING CURRICULUM.....	12
POSSIBILITY OF IMPLEMENTATION.....	13
Further Considerations.....	13
CONCLUSION.....	14
CURRICULUM.....	16
Schedule At-A-Glance.....	16
Weekly Schedule, Week 1.....	19

Weekly Schedule, Week 2.....27

Weekly Schedule, Week 3.....32

Weekly Schedule, Week 4- On.....36

Small Group Facilitation Calendar.....40

WORKS CITED.....41

## INTRODUCTION AND IMPETUS

During my undergraduate career in the Department of Theatre at Texas Christian University, I became aware of the inequities in access to arts education in public schools in the United States. I sought to find a potential solution to this issue by beginning in my community. I have written a curriculum for an after-school pilot program with the purpose of making educational Musical Theatre accessible to students in Fort Worth ISD Title I middle schools that do not have a theatre teacher. The impetus for this project was three-fold, stemming from my education at Texas Christian University as a Theatre major, an Honors student, and an involved student leader.

### **Significance of a Career in the Arts**

I spent my entire undergraduate career, as well as six years before that, in various educational theatre settings. While pursuing a Bachelor of Fine Arts in Theatre with an emphasis in Musical Theatre performance, I was burdened with the question: how does my pursuing a career as an actress serve others? I knew that the performing arts often have a strong impact on audiences through the themes and stories portrayed onstage, but wondered how the performing arts could serve a community on a more tangible, practical level.

### **Access to Arts Resources**

During the Fall of my Sophomore year at TCU, I took Dr. Lynn Hampton's Lower-Division Honors class, Cultural Contact Zones: U.S. Schooling. The class was focused on inequities in the United States public school system. This class opened my eyes in many ways, but my main takeaway from the class was the simple fact that a large amount of funding for public schools comes from local property taxes (Chen). This can create a gap in resources and educational opportunities for students in lower income areas. I also learned that arts programs are

often less available in lower-income schools (Elpus), despite the plethora of proven benefits of arts education (Catterall 5). This piqued my interest in the topic of access to arts education in public schools.

In the summer of 2020, not long after taking that class, I learned about an organization called The Fund for College Auditions, which exists to advocate for Diversity and Equity in college-level theatre training programs. Many high school seniors and their families spend thousands of dollars on the BFA Theatre audition process, applying for dozens of schools and paying for a multitude of resources to help them best prepare for this intense process. Hearing about this organization and its goal to help with the socioeconomic hoops that must be jumped through for someone to even get into a college theatre program got me thinking about all the things that must happen *before* it's time to audition for college. I thought about the fact that my parents had been taking me to arts programs (which cost money) after school multiple times a week since I was five. *And* I had arts classes in my schools. For many families and communities, this is not a reality.

The Fund for College Auditions promotes statistics that show that “61.5% of all roles on New York City stages went to White actors during the 2017-2018 season... while BIPOC faces were markedly less visible” (The Fund For College Auditions). These statistics were used to emphasize the natural conclusion that a lack of access to college audition resources is a factor leading to the racial and socioeconomic homogeneity seen on Broadway. I wondered how I could help address this problem in my own community. I know from personal experience that access to arts education does not only offer ideas for a potential career, it also promotes confidence, creativity, friendship, problem-solving, social skills, boldness, a sense of purpose, and so much more in young students. Involvement in the arts has also shown to increase students' likelihood

of graduating High School and attending college (Catterall 14). That summer I began dreaming of one day starting my own non-profit theatre company that would make the arts and arts education more accessible to all of Fort Worth.

### **Program Director Experience**

The final piece of the puzzle that led me to begin this project was my summer as a Frog Camp Director for TCU's Casa Nueva Camps in 2021. I gained a multitude of valuable experiences through this role, but one thing stuck out to me in particular: the experience of intentionally designing a program with a specific goal. This goal was to introduce incoming TCU students to the people and culture of the university (Texas Christian University). Every detail of Frog Camp was carefully orchestrated to work towards this goal for our students. I also gained experience training student leaders from TCU, Frog Camp Facilitators, to mentor incoming students and implement this mission.

Throughout Frog Camp, there are five small group facilitation sessions where two co-facilitators lead students in an activity that transitions into a conversation about an issue pertaining to college, getting students to open up and feel comfortable sharing with others. Frog Camp uses the "What, So What, Now What" method of facilitation to get students from point A to point B, leaving them equipped with new knowledge and skills such as how to be resilient when things don't go your way. I was struck by the ability that the activity + discussion model has to get students to connect and come to helpful conclusions.

One day during down time at camp, I had the idea for this project - combining my Musical Theatre training with the student development/personal growth strategies I learned at Frog Camp with my passion for educational accessibility. I came to Dr. Hampton with the idea, and she encouraged me to design a pilot program and talk to educators about what they would be



looking for in such a program. I had been leaning towards the middle school age group and we agreed that would be the best age group to start with. Dr. Hampton and Professor Jessica Humphrey both helped me think about the scope of the project, choosing to focus more on a solution (designing a curriculum) rather than proving there is a problem (by doing extensive research about the lack of access to arts education).

### RESEARCH BEGINNINGS

I began looking into other arts nonprofits with similar goals to mine, such as Disney Musicals in Schools and Rosie's Theater Kids. I read the book *Middle School Matters* by Licensed Clinical Professional Counselor Phyllis Fagell to look for what sort of topics would be the Middle School equivalent of Frog Camp facilitation topics. The book highlighted skills middle schoolers need in order to thrive such as negotiating conflict and considering others' perspectives, and I began to brainstorm small group activities to facilitate discussion around these topics.

Around this time, I also began researching what theatre education looked like in Fort Worth ISD. I found a list of all the schools listed as Title I in the 2019-2020 school year and then looked through each middle school's website to see if they had a theatre teacher or not. I learned that over half of the Title I middle schools did not have a teacher listed under the subject of Theatre. This showed that my hypothesis was true: in Fort Worth ISD, lower income schools often have fewer opportunities for theatre education. After compiling a list from my research, I sent emails to administrators from each of these schools, explaining the basis of my project and asking for a short interview meeting. Administrators from two schools, Leonard Middle School and J.M. Jacquet Middle School responded with interest. However, due to prolonged scheduling issues, I was not able to meet with an administrator from either of these schools.

## FORT WORTH AFTER SCHOOL

Through my research, I began to see the Fort Worth After School program mentioned on multiple schools' websites. I learned that Fort Worth After School is a program that has existed for over 20 years. It serves 95 different campuses within the district and its mission is "To provide quality before and after school programs in a safe environment that result in educational, physical and social development for elementary, middle, and high school students." I emailed Miguel Garcia, the Director of Fort Worth After School, and he graciously offered to meet with me.

### **Initial Research Meeting**

During my initial meeting with Mr. Garcia, I explained the concept of my project: an after-school program for middle schoolers who do not have theatre in their schools. The students would take acting, singing, and dance classes as well as participate in a fully realized musical. There would likely be college-aged interns who would teach the students and serve as mentors to them. Built into the curriculum would be small group activities and discussions focused on skills important to Middle Schoolers (that I had learned from *Middle School Matters*). Students would meet every day for classes, rehearsals, and other enrichment programming.

I immediately received Mr. Garcia's support and agreement that my program was a good idea and would benefit Fort Worth ISD students. It was encouraging to hear from a professional in the industry that the need I saw was legitimate and the means with which I saw to meet it were practical. I did not have to convince him with statistics about the current lack of arts education or its proven benefits: he knew from his own experience in Fort Worth ISD that this program would benefit students.

Mr. Garcia talked me through the four major streams of funding that provide the resources for Fort Worth After Schools. He also gave me an overview of the program's structure and goals. The program exists to aid the social and emotional development of students, while also trying to align with the TEKS (Texas Essential Knowledge and Skills) from the Texas Education Agency when possible. Mr. Garcia told me about the 40 Developmental Assets, a framework created by the Search Institute consisting of "40 positive supports and strengths that young people need to succeed" ("The Developmental Assets Framework"). Half of the assets are external and half are internal. The Fort Worth After School program focuses on the 20 internal assets, as those are things that can be controlled in a school environment (external assets include things such as family support).

I also learned the logistics of the program: teachers are paid to stay after school, the program is from 4:30-6:30 PM Monday through Thursday in most schools, and in some schools that are funded by 21st Century Grants, the program is also on Fridays. He explained that other outside organizations (both nonprofit and for-profit organizations) are often brought in to facilitate programs, and there are a multitude of ways this can be coordinated. Following the meeting, I felt I had the necessary parameters within which to create a schedule and curriculum that aligned with the goals of Fort Worth After School.

## CREATING CURRICULUM

### **Internship Program**

Once I had a better idea of where to start with creating a curriculum, I decided to create a student internship program, similar to the Frog Camp Facilitator role, to accomplish the goals of the organization. College students would facilitate small groups, teach classes, and

direct/choreograph/music direct the production. I chose this model because I had seen so many TCU student leaders thrive at Frog Camp with good leadership development training, and I had experience writing that training. I also know how valuable mentorship is to young students, as I had served as the mentor program chair for my high school's theatre program. Every theatre student in the two feeder middle schools to my high school was assigned a high school aged mentor, and I saw the benefits of this added support system in the students' lives.

Additionally, I saw a need for this internship program because TCU does not have a theatre education degree or even a theatre education class. I sought out a semester-long Independent Study with Professor Jessica Humphrey about teaching theatre, singing, and dance during my Junior year. As a younger student, I would have been very interested in a part-time internship like this and knew that other TCU students likely would as well. I want to give this opportunity to college students who are interested in teaching the arts. If this program was realized, I would ideally have 5-10 interns who would work 3-5 days a week. The program would have at least two interns scheduled each day allowing flexibility for the schedule of a busy college student. I would also have a weekly meeting with the entire intern team to prepare for each week.

The goal of this program, which I decided to call Fort Worth After School Arts, is for Fort Worth ISD Middle School students to have the opportunity to participate in musical theater, as well as opportunities for intentional mentorship, friendship, and personal growth.

### **Accessibility Efforts**

When creating the actual curriculum, I knew I wanted to do a fully realized theatrical production with the students while also providing acting, singing, and dance classes. Through my experience in children's theatre, I knew that teachers can be so focused on the end product of a

production that students don't learn practical, transferable skills. For this reason, I felt that it was important to take an extensive amount of time to teach the show's material. This also allows time to implement other activities that will grow the students' understanding of theatre and provide personal enrichment. The other reason for the slower pace of rehearsals was the goal of accessibility. If students have never experienced acting, singing, dancing, or being in a show, teaching material slowly and having review time in between would likely make their first performance experience less intimidating and more welcoming. I decided to level the playing field as much as possible by not assuming students would have time or resources to practice their material outside of rehearsal.

### **Show Selection**

I knew that I wanted to use an MTI Junior show for this program's production. Music Theatre International is a theatre licensing company that has full versions as well as "junior" versions of musicals. A Junior version musical is a shortened version of a show designed for younger actors. After looking through the entire list, I decided on *Seussical, Jr.* because it featured many characters (the show's plot is a combination of a multitude of Dr. Seuss stories) rather than just a few main roles. Many of the roles can be played by actors of any age, ethnicity, or gender. It is a fun and make-believe story with themes of creativity and standing up for one's convictions, and the wacky nature of it would push students out of their comfort zones in a fun and safe way.

### **Schedule and Curriculum Development**

I read through the script for *Seussical, Jr.* and designed a rehearsal calendar, detailing what material would be taught on what day - ensuring students would only learn a few pages of the script per day all semester long, with built-in review time every week. I also built in 30- 40

minute small group times twice per week, where students would gather within their grade level. Similar to Frog Camp facilitations, students would do activities and have discussions led by interns that would help them succeed both as middle school students and as new theatre artists. I used the Developmental Assets framework to decide what topics to center each facilitation around and chose to use the last three categories within the framework because I felt these assets best applied to theatre. The assets are Caring, Equality and Social Justice, Integrity, Honesty, Responsibility, Restraint, Planning and Decision-Making, Interpersonal Competence, Cultural Competence, Resistance Skills, Peaceful Conflict Resolution, Personal Power, Self-Esteem, Sense of Purpose, and Positive View of Personal Future. The list of small group facilitation topics is featured at the end of this document (40).

When developing a weekly schedule for the program, I kept the scheduling consistent to establish routine. To organize my thoughts, I wrote out ideas on a plethora of notecards and put pieces together to fill the 4:30-6:30 PM time slot each day in an efficient and enriching way. I ultimately decided that from the beginning of the semester, each day would start with announcements, then an ice breaker, followed by vocal and physical warm ups. I utilized exercises from my own theatre background as well as online resources such as the educational theatre website Beat By Beat Press to create this curriculum (“Drama Games For Kids”). To accommodate potential college intern schedules, Mondays and Wednesdays would consist of theatre classes and dance or blocking and choreography, and Tuesdays and Thursdays would always have a focus on music. Fridays would be a time for blocking/choreography review and end with theatre games, to allow students to unwind and celebrate their hard work.

### **Additional Programming**

In addition to covering the basics of singing, acting, and dance and teaching the material of the show, I developed additional programming to assist students in their theatre education and further promote the Developmental Assets. I created Teaching Tuesdays, where interns will gain experience giving twenty-minute presentations that benefit the students, relating to theatre and the Developmental Assets. Presentation topic ideas and their corresponding Developmental Assets include: sharing a personal resilience story applying to theatre (Personal Power), discussing various careers that a theatre background can lead to (Positive View of Personal Future), and discussing theatre in various cultures (Cultural Competence). I also wrote Theatre Video Thursdays into the curriculum, where students will be shown 5-10 minutes of clips from Broadway or other professional musicals at the beginning of the program each Thursday. This time will be intentionally used to highlight productions that are full of diversity, as well as productions that were groundbreaking in musical theatre history. This will encourage the Developmental Assets of Cultural Competence and Positive View of Personal Future, as students see representation of a diverse range of actors and stories, and have time to reflect in their small groups about what they saw. Mondays and Wednesdays would end with small group facilitation sessions.

### **OVERVIEW OF PROGRAM SCHEDULE**

The curriculum for the first two weeks of school consists of classes to familiarize the students with acting, singing, and dance in a safe environment, as well as preparation for a simple audition so that the show can be cast. Every student will be cast and encouraged in the significance of their role - whether it is a principal or ensemble position. Every character in

Seussical, Jr. is important, and the email sent out with the casting announcement will emphasize this point to ensure every student feels excited about their role and their place in the program.

The curriculum I created for the third week of school begins with a read-through of the script and listen-through of the music for Seussical, as is customary at the beginning of a rehearsal process. I took Directing with Dr. Harry Parker in the Fall semester of 2021 and learned about creating a rehearsal schedule in that class. I used those skills as well as my own experience in numerous productions to ensure the beginning of the rehearsal period would prepare my students well for blocking, choreography, and music rehearsals. Once rehearsal begins, the first Teaching Tuesday will include a presentation from an Intern about character development and understanding the script of a show you are in, corresponding with small group facilitations around the same topic.

According to the rehearsal schedule I have created, the entire show will be blocked and choreographed by the end of October. The weeks in November would consist of slowly putting the show together and working things as needed, and then running through the show each day of rehearsal after Thanksgiving break. Dress rehearsals would be the week of November 28th, and the performances would be December 8th and 9th. This allows plenty of time for students to feel extremely prepared. The semester will end with celebration and reflection over students' hard work.

### **Content Created**

Throughout the process of designing Fort Worth After School Arts, I created detailed weekly schedules for the first three weeks of the program, as well as a repeatable weekly schedule for week four on (36). I designed an at-a-glance schedule for the entire semester, detailing what pages of the script will be taught each day and what small group facilitations will



occur each week (16). Eventually lists of theatre games, ice breakers, and warm-ups to use during allotted times throughout each week would be included in the Intern Resource Guide. This guide would also include pointers for the intern role and for facilitating small groups, an overview of Teaching Tuesdays, a list of Theatre Thursday videos, and small group facilitation guides.

### FINALIZING CURRICULUM

After creating the entire curriculum, I met with Miguel Garcia of Fort Worth After School to get his opinion on what I had created and ask some questions that had come up during my process. I asked about the students' access to technology, which would affect access to resources such as rehearsal videos and music tracks. I learned that all Fort Worth ISD middle schoolers either currently have or will soon have their own laptop and access to a WiFi Hotspot - a great feat in technological access by FWISD that would also benefit my program. I asked if there was any portion of Fort Worth After School where students are fed a snack or a meal, and he informed me that many of the schools opt into a program where students are fed dinner at 6:15 PM before being dismissed for the day. We agreed that this would work well with the preexisting model of having small groups at the end of the day because students could eat dinner with their small group. I also asked Mr. Garcia about the space where After School programs typically take place, and he said that it varies from school to school. Overall, Mr. Garcia thought my programming would fit in well with the Fort Worth After School program and did not have any major changes to make.

## POSSIBILITY OF IMPLEMENTATION

While this project was created for educational purposes, I have considered the possibility of its actualization from the beginning. Even in my first meeting about this “hypothetical curriculum,” Mr. Garcia mentioned the possibility of implementing this program in the Fall. As I have progressed through the project, I have thought about other factors that I would need to consider beyond what I have created to implement the program. If fully realized, the program would simply start at one middle school in Fort Worth ISD.

### **Further Considerations**

Should I choose to implement the program, I would need to decide what sort of organization to start. I originally assumed that starting a 501(c)(3) would be only the path to starting After School Arts. After speaking with Mr. Garcia about the variety of options for vendors to Fort Worth After School, I realized I would need to consider all of my options to choose the best path.

Another factor that would require much further planning is the internship program. I learned through the writing process that I cannot fully design the internship program until I know who my interns are and how many I have. This would likely only be an issue in the first year of the program. Details such as specific responsibilities (example: whether or not small group facilitators are also directors/choreographers) and whether or not the internship is paid would be ironed out depending on the type of organization formed and the number of applicants.

In order to gain better insight into how this may look, I created a survey form to gauge interest from current Theatre TCU students about what they would be looking for in an internship of this nature and received positive interest but mixed input about availability and what sort of work students would be willing to do in a volunteer internship. This showed me that

if I were to realize this program, I would likely create a general intern application and conduct interviews, learning about applicants' goals and skills. Then I would adjust the schedule and curriculum accordingly to the interns I hire and their availability, creating a more thoughtfully planned Internship program. Another factor to be considered is the technical aspect of theatre, and whether I would seek technical theatre interns or students interested in technical theatre. I likely would, but would need to consult more technical theatre experts.

During the first semester of implementing the program, I would plan to meet with my interns weekly to get their feedback on how things are going - certain that the program would change and improve over time. Anticipated challenges include outside factors contributing to students' behavior, depending on the school and what students deal with at home (for example: some middle schools are located in high-crime areas of Fort Worth, where many students may have extremely difficult home lives). This would likely affect the Intern training policies, potentially adding a mandatory reporter responsibility to the role. It could also affect what Fort Worth ISD staff must be present at the program.

### CONCLUSION

I learned through doing this project and through telling people about it that the need for programs like this is certainly great. I was surprised by the overwhelming support I received, particularly from Mr. Garcia and the Fort Worth After School program. I expected there to be more obstacles in the way and qualifications to meet before even being considered to partner with a large school district. I feel that the lack of obstacles shows the demand for programs that will support and provide opportunities for students. Mr. Garcia agreed without a second glance that middle school students in lower income schools could benefit from arts education, positive adults in their lives, and something productive and interactive to do after school.

This was also an excellent challenge for me as a student with multiple interests and an idealistic mind. After thinking about this idea and others similar to it for nearly two years, sitting down and creating something real required self-discipline and focus. The process was not easy, but incredibly rewarding. I was able to take the skills I have learned in the most impactful parts of my undergraduate career- the Theatre department, the Honors College, and the Leadership and Student Involvement office- and make them into something that can help serve others, finally finding a tangible potential solution to the question I have posing myself for years: “How can the performing arts practically serve communities?” This project is truly the capstone of my college career. While I have yet to decide whether to pursue implementing this curriculum in the Fall, I have learned an immense amount and synthesized information that I learned in a variety of places.

## Fort Worth After School Arts - Fall 2022 Calendar At A Glance

<b>Week</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
1 (8/15-19)	Welcome + Introductions First theater class	Singing class	Dance class	Announce musical + watch video of Seussical, jr.	Classes (dance and theater)
2 (8/22-9/26)	Welcome intro, read through Seussical script  <i>First small group</i>	<b>Teaching:</b> <b>What is an Audition</b>  Audition prep: Music	Audition prep: Dance	<b>Theater Video Thursday</b>  Audition prep: Short scenes	AUDITION DAY Email cast list Friday night
3 (8/29-9/2)	First Seussical Rehearsal! Intro + Read Through  <b>Small Group:</b> <b>Intro + Expectations</b>	<b>Teaching:</b> <b>Character + Script Analysis</b>  Music (pages 15-26)	Pg. 15-26 (Oh the Thinks)  <b>Small Group:</b> <b>Character + Script Analysis</b>	<b>Theater Video Thursday</b>  Music (pages 27-45)	Pg. 27-45 (Horton Hears a Who, Biggest Blame Fool)
4 (9/5-9/9)	LABOR DAY- NO SCHOOL	<b>Teaching:</b> <b>Practicing + Learning Lines</b>  Music (pages 45-56)	Pg. 45-56 (Biggest Blame Playoff, Here on Who)  <b>Small group:</b> <b>Practice and learn material</b>	<b>Theater Video Thursday</b>  Music (pages 57-62)	<b>Review + Theater Games</b>
5 (9/12-9/16)	Pg. 57-62 (Jojo, Mayor, etc. others- review)  <b>Small group:</b> <b>Planning and decision making</b>	<b>Teaching Tuesday</b>  Music (pages 63-69)	Pg. 63-69 (It's Possible pt. 1 and 2)  <b>Small group:</b> <b>Conflict Resolution</b>	<b>Theater Video Thursday</b>  Music (pages 70-76)	<b>Review + Theater Games</b>
6 (9/19-9/23)	Pg. 70-76 (Alone... intro Gertude - others - review)  <b>Small group:</b> <b>Honesty</b>	<b>Teaching Tuesday</b>  Music (pages 76-83)	Pg. 76-83 (One Feather Tail / Amazing Mayzie - others - review)  <b>Small group:</b> <b>Serving Others</b>	<b>Theater Video Thursday</b>  Music (pages 84-87)	<b>Review + Theater Games</b>
7 (9/26-9/30)	Pg. 84-87 (Amazing Gertrude, lines	<b>Teaching Tuesday</b>	Pg. 88-95 (Monkeying around/Chasing	<b>Theater Video Thursday</b>	<b>Review + Theater Games</b>

	after -others - review)  <b>Small group: Personal power - creativity</b>	Music (pages 88-95)	Whos & Horton mono) <b>Small group: Resistance + Integrity</b>	Music (pages 96-104)	
8 (10/3-10/7)	Pg. 96-104 (Notice Me... Horton and Mayzie)  <b>Small group: Personal Power- Issue In Community</b>	<b>Teaching Tuesday</b>  Music (pages 105-112)	Pg. 105-112 (Mayzie's Exit, Egg, Nest and Tree, Cat mono)  <b>Small group: Personal Power- Owning Your Strengths</b>	<b>Theater Video Thursday</b>  Music (pages 113-119)	<b>Review + Theater Games</b>
9 (10/10-10/14)	Pg. 113-119 (Sold/Circus/Al one reprise)  <b>Small Group: Responsibility + Planning Check-In</b>	<b>Teaching Tuesday</b>  Music (pages 120-125)	Pg. 120-125 (Solla Sollew/ Gertrude/ Espionage)  <b>Small group: planning + decision making activity</b>	<b>Theater Video Thursday</b>  Music (pages 126-136)	<b>Review + Theater Games</b>
10 (10/17-10/21)	Pg. 126-136 (All For You/Who's Return)  <b>Small group: Sense of Purpose</b>	<b>Teaching Tuesday</b>  Music (pages 137-146)	Pg. 137-146 (People v. Horton/Yopp/ Alone Reprise)  <b>Small group: Interpersonal Competence - Perspectives</b>	<b>Theater Video Thursday</b>  Music (Oh, The Thinks Finale)	<b>Review + Theater Games</b>
11 (10/24-10/28)	Oh, The Thinks Finale	<b>Teaching Tuesday</b>  Music (Green Eggs and Ham Bows)	Green Eggs and Ham Bows	Theater Video Thursday  Music Review (pages 15-45)	<b>Review + Theater Games</b>
12 (10/31-11/4)	Put show together (pages 15-45 review) <b>Responsibility + planning check in</b>	<b>Teaching Tuesday</b>  Music Review (pages 46-76)	Put show together (pages 46-76 review)  <b>Small group: Positive View of</b>	<b>Theater Video Thursday</b>  Music Review (pages 77-104)	<b>Review + Theater Games</b>

			<i>Personal Future</i>		
13 (11/7-11/11)	Put show together (pages 77-104)	<b><u>Teaching Tuesday</u></b>  Music Review (pages 105-136)	Put show together (pages 105-136)	<b><u>Theater Video Thursday</u></b>  Music Review (pages 137-end)	<b><u>Review + Theater Games</u></b>
14 (11/14-11/18)	Put show together (pages 137-end)	<b><u>Teaching Tuesday</u></b>  Begin running through entire show	Finish run through of show + work whatever needs working	<b><u>Theater Video Thursday</u></b>  Run through entire show	<b><u>Review + Theater Games</u></b>
15 (Thanksgiving)	<b>No school this week!</b>				
16 (11/28-12/2)	Run through show	Run through show	Run through show	Run through show + tech elements	Run through show + tech elements
17 (12/5-12/9)	Dress Rehearsal	Dress Rehearsal	Final Dress	PERFORMANCE	SHOW
18 (12/12-12/15)	Group discussion/ reflection about musical experience	Theater Games / Fun Activities	End of semester celebration	LAST DAY OF SCHOOL	

## **Fort Worth After School Arts Schedule/Script - Week 1**

### **Monday, August 15th - First Day**

**4:30 PM** - School gets out, students making their way to the class location. Have music playing and interns mingling, greeting students!

- Student check-in with name tags

### **4:40 PM - INTRODUCTIONS**

*This script will be broken up between interns*

Hello and welcome to After School Arts! (INTERNS INTRODUCE SELVES) We are so excited that y'all are here. This semester, we are going to be learning all about musical theater together in a fun and creative environment. The semester will end with a performance of a musical that you will all be a part of! Whether you have been acting, singing, and dancing your whole life or you've never tried it at all, you are welcome and wanted here and we are all going to learn together. You each have an important part to play in the story we are going to tell.

So what is musical theater? Musical theater is an art form that was actually created in the United States! It is unique because it combines basically every art form- including music, dance, acting, writing (for scripts), visual art (sets and costumes), and technology. It is a play that also incorporates music and dance to tell one story. It is performed live, but you might also be familiar with musical movies, both animated and live-action. Who can name an animated movie musical? (EXAMPLES: Encanto, Moana, Frozen, Sing, any Disney movie...) Who can name a live-action movie musical? (EXAMPLES: Mamma Mia, The Greatest Showman, La La Land, Dear Evan Hansen, West Side Story)

Not only are musicals entertaining, they can have a positive impact on the audiences who watch them. That is because, like mentioned before, musicals happen because a group of people comes together to tell one story. And the messages of those stories can inspire people! We will be talking about this a lot more in the coming weeks.

So, here's what to expect -this week, we will have classes to start exploring acting, music, and dance. Next week, in addition to our classes, we will be preparing for auditions for the musical. Don't be scared by the word audition - you will learn everything you need to know and we will all practice together a lot. Next Friday we will have auditions. Then, we will cast the show - every person will be cast, and there are so many important roles in the show!

We have some expectations for you as a group for our time together.

- No phones
- Be present
- Support each other
- Any school specific rule



This is a place where you are safe to be yourself and have fun! We will all be working together towards a common goal, so don't be scared to try something new. We are all new at this in our own way, and our team is here to support you every step of the way.

We are all college-aged interns, and we are here to support YOU! We will be teaching you classes, directing your show, and leading small group discussions, too. Don't hesitate to ask any of us if you have a question or need any help at all!

Now, we are going to transition into our first theater class!

### **First Theater Class**

**4:50 PM - Start with introductions!** Have the entire group make a circle and first go around and say your name, grade, maybe a fun fact. (Interns included)

**5:00 PM - Play a name game! (10 minutes)**

Name Game Examples:

Picnic - Everyone goes around the circle and says their name and what they are bringing to a picnic. The food should start with the same letter as their name. An example would be "I'm Julia and I'm bringing Jellybeans." The second person states the person before them's name and food, and their name and food, and it continues until the last person has been.

If they are a wiggly bunch, there is a variation of the game where instead of picnic foods, each person does a dance move to go along with their name, and the whole group does each dance move each time.

(The goal of this is to familiarize the group with one another's names.)

**5:10 PM - Move into vocal/articulation warm ups**

- Ideas include: Take a deep breath and hold an "ahh" sound as loud and long as you can, repeat consonants (ex: ba ba ba ba ba, ca ca ca ca ca, da da da da da), tongue twisters - say it out loud and have the group repeat after you.
- Example tongue twisters (from Beat By Beat Press)
  - Unique New York, unique New York, you know you need unique New York
  - One-One was a racehorse. Two-Two was one, too. When One-One won one race, Two-Two won one, too.
  - Rubber Baby Buggy Bumpers
  - She sells seashells by the seashore
  - Toy boat. Toy boat. Toy boat.
  - Betty bought butter but the butter was bitter, so Betty bought better butter to make the bitter butter better.

- Red leather, yellow leather, lavender leather
- Irish wristwatch. Irish wristwatch. Irish wristwatch.
- Comical economists.

**5:15 PM Move into physical warm ups!**

- Play music (1-2 songs)
- Ideas include: jumping jacks, stretching, walking or jogging around the room, freeze dance, shakedown (shake each hand and foot 8 times, 4, 2, 1)

**5:25 PM Explain + Play Zip Zap Zop (Instructions from Beat By Beat Press)**

**Purpose:**

- To be attentive and work on quick decision making.
- To work on focus.
- To raise comfortability of a group.

**Materials:**

A big enough space for the entire class to stand in a circle comfortably.

**Procedure:**

Level One

- Players stand in a circle.
- One player, Player A, claps his hands, ending in a pointing position toward the direction of another player. Simultaneously Player A will say the nonsense word “Zip!”
- Player B repeats this action, clapping and pointing at another player, Player C, while saying “Zap!”
- Player C repeats this action, pointing at yet again another player while saying the word “Zop!”
- Players do not need to follow any order can clap and point at any other player they choose, but they should follow the patten of “zip, zap, zop.”

Level Two

- After the group has gotten sufficiently good at this, you can have them remove the clapping or the saying of the words “zip, zap & zop.”
- Focus is passed from one person to another by just saying the words or by just clapping, not both.

### 5:40 PM Theater Terms + Stage Directions Game

In the theater, there are lots of words you need to know. Who wants to volunteer to read a term?

1. Hand out cards with terms and definitions:
  - Blocking, audition, callback, stage, house, wings, stage right, stage left, center stage, downstage, upstage, opening, closing.
2. Have students read aloud their terms after giving them a moment to read and process
3. Play stage directions game!
  - Clarify which part of the room is the “stage” and where the “audience” is, and call out these terms (think “Ships and Sailors” and feel free to be tricky to make it fun for them!), having the students all go to which part of the stage they think it is.
  - Stage right, stage left, center stage, downstage center, downstage left, downstage right, upstage center, upstage left, upstage right.

### 6:00 PM Break Out Of Shell Game (From Beat By Beat Press)

**Type:** Warm-Up, Break Out of Shell

**Purpose:** A simple way to get some of even the shiest kids acting bold in front of the group; also gets kids comfortable using their bodies

**Procedure:**

1. Players stand in a circle.
2. One player starts a small gesture.
3. The next player takes it over and makes it even bigger.
4. This continues all the way around until the last person takes it to the EXTREME.
5. After a couple times with just movement, tell the players they can add a sound as well.

NOTE:

- Encourage the kids to never lose a sense of the original gesture in their exaggerations.
- This can be a great lead in to character development, taking small traits and enhancing them to extremes.

Have a comment or suggestion? Leave it below!

### 6:20 PM Reflection Time (separate small groups for 6th, 7th, 8th grade)

- Grade level will become later become their small group
- Ask them to circle up
- Ask questions about their experience:

- How was today for you?
- What is one thing you learned today?
- Did you meet anyone new?
- What are you looking forward to this week?
- Was anything challenging?

**6:30 PM** - Dismissal

## **Tuesday, August 16th- Music Class Day**

**4:30 PM** - School gets out

**4:40 PM** - Introduction

Welcome to day 2! Today we have lots of fun things planned for you, and it will be our first day of singing class with (MUSIC INTERNS). First, it is Teaching Tuesday and we have a special presentation by (INTERN PRESENTING) on the topic of (TOPIC)

**4:45 PM** - Presentation

*Here will be the first of many 15-minute presentations by our interns. Each intern will give two presentations of their choice (approved by ASAFW staff) throughout the semester. This is ideally to assist with the developmental assets. Examples of ways to address developmental assets through presentations: intern's personal resilience story applying to theater (personal power), presentations about careers that a theater background can lead to (positive view of personal future), talking about theater in different countries/cultures (cultural competence), teaching about character work, line memorization, practicing.*

**5 PM** - Transition to icebreaker/energizer

*Interns will choose an icebreaker/energizer from the list in their folder; and lead the group in it to get them moving and ready to work*

**5:05 PM** - Physical warm-ups

**5:15 PM** - Music class begins

Music teaching objectives:

- Help students gain comfort with their voices
- Students learn vocal warm ups
- Students practice singing in 2-part harmony
- The goal is *not* to teach students to fully read sheet music, rather to learn mainly by ear and reading lyrics. However, we will give them a beginner's understanding by showing how notes move up and down on the page and other terms they will need to know, because the Seussical, Jr. script is full of sheet music, which they will need to use to learn their songs.

**5:15 PM** - Vocal warm ups

**5:30 PM** - Start by singing a song everyone knows!

Music intern either plays karaoke track or chords on piano. Examples of songs: We Don't Talk About Bruno, Love Is An Open Door

- Interns spread around room to join in singing and encourage students

**5:35 PM** - Teaching songs

Music Interns will pre-select teaching songs from [bethnotesplus.com](http://bethnotesplus.com) that will be copied for the students. *Freedom for music interns to design their own curriculum here*

Song suggestions:

- One basic melody song that they all know (ex: Twinkle Twinkle Little Star) with printed sheet music. Point out how the notes move up and down on the page.
- One song with multiple melodies working together (ex: Fish and Chips and Vinegar)
- One song with 2-part harmonies

Music interns- use this time to teach basic music terms and principles as they come up!

**6:00 PM** - Play Seussical songs + begin teaching "Oh, The Things You Can Think" (basic melody)

**6:20 PM** - Transition to small group time

- In small group - ask questions!
  - How was class today?
  - How did you like singing?
  - Are you comfortable singing? Does it make you nervous? Somewhere in between?
  - What are some benefits that happen when we go outside of our comfort zone and try something new?

Remind them tomorrow is dance class day, so wear clothes you can move in!

### **Wednesday, August 17th- Dance Class Day**

**4:30 PM** - School gets out

**4:40 PM** - Intro + announcements

Welcome to day 3!! Today we are going to be dancing. We are going to learn steps from the jazz and musical theater styles of dance, that will help us in the musical that we are going to be doing.

**4:45 PM** - Icebreaker

**4:55 PM** - Dance Class Begins! Warm Up (physical)

**5:05 PM** - Across the floor - teach + explain terms as you go

- Interns will come up with songs + combinations for each of these steps. Keep it very simple at the beginning:
  - Jazz walks
  - Chasse
  - Pas de bouree
  - Battements
  - 3-step-turn
  - Chaines

**5:25 PM** - Teach a very simple, 45 - second dance combination (Choreographed by interns)

- Give students a chance to run the dance in small groups (start splitting the group in half, then into groups of 4 or 5)

**6:20 PM** - Small group check in time

- Ask questions to students
  - How was dance class today?
  - What was your favorite part?
  - What was challenging for you?

### **Thursday, August 18th - Musical Reveal Day!**

**4:30 PM** - School gets out

**4:40 PM** - Program Begins

- Start with Welcome + Announcements + Overview of the Day

**4:45 PM** - Ice Breaker

- Purpose of ice breaker: encourage interpersonal competence (empathy, sensitivity, friendship) as well as comfortability, fun, and a welcome environment
- Interns will select each week's ice breakers from the "Ice Breaker" list in their folder, or make their own

**4:50 PM** - Vocal Warm Up

- Purposes of vocal warm ups: prepare students for the day's work, both mentally and physically, by warming up their voice/articulators; teach students vocal warm-ups that will help them as performers beyond this program
- Interns will reference the "Vocal Warm Up" page in their folder to lead Vocal Warm Ups

**4:55 PM** - Physical Warm Up

- Purposes of physical warm ups: get students energized and physically ready for the day's work by warming up their bodies;

**5:00 PM** - Play video of Seussical, Jr. to help students understand the story and characters.

**6:25 PM** - Small group check in

- What did you think of the musical?
- Are there any characters you relate to?
- What was your favorite song?

**6:30 PM - Dismissal**

**Friday, August 19th - Theater + Dance Class Day**

**4:30 PM - School day ends**

- Interns checking in students + talking to them, asking about their day

**4:40 PM - Program Begins**

- Start with Welcome + Announcements + Overview of the Day

**4:45 PM - Ice Breaker**

- Purpose of ice breaker: encourage interpersonal competence (empathy, sensitivity, friendship) as well as comfortability, fun, and a welcome environment
- Interns will select each week's ice breakers from the "Ice Breaker" list in their folder, or make their own

**4:50 PM - Vocal Warm Up**

- Purposes of vocal warm ups: prepare students for the day's work, both mentally and physically, by warming up their voice/articulators; teach students vocal warm-ups that will help them as performers beyond this program
- Interns will reference the "Vocal Warm Up" page in their folder to lead Vocal Warm Ups

**4:55 PM - Physical Warm Up**

- Purposes of physical warm ups: get students energized and physically ready for the day's work by warming up their bodies;

**5:00 PM - Across The Floor**

- Across the floor jazz dance combinations to teach/strengthen dance technique

**5:10 PM - Teach dance combination**

- Get students exposed to different dance styles + practice learning combinations quick

**5:45 PM - Play theater games**

- Interns pick from the list in their intern binder

**6:20 PM - Small Group Check-In**

- How was this week for you overall?
- What are you excited for next week?
- What are you nervous about?

## Fort Worth After School Arts Schedule/Script - Week 2

At every rehearsal, talk about the objectives and what is happening in the scene(s) covered to get everyone on the same page.

\*every week set very clear expectations for students regarding memorization of material\*

Focusing on 15/40 Developmental Assets - Positive Values, Social Competency, Positive Identity

### **Monday, August 22: Reading Through Seussical Script + First Small Group**

#### 4:30 PM - School day ends

- Interns checking in students + talking to them, asking about their day

#### 4:40 PM - Program Begins

- Start with Welcome + Announcements + Overview of the Day

#### 4:45 PM - Ice Breaker

- Purpose of icebreaker: encourage interpersonal competence (empathy, sensitivity, friendship) as well as comfortability, fun, and a welcome environment
- Interns will select each week's ice breakers from the "Ice Breaker" list in their folder, or make their own

#### 4:50 PM - Vocal Warm Up

- Purposes of vocal warm ups: prepare students for the day's work, both mentally and physically, by warming up their voice/articulators; teach students vocal warm-ups that will help them as performers beyond this program
- Interns will reference the "Vocal Warm Up" page in their folder to lead Vocal Warm Ups

#### 4:55 PM - Physical Warm Up

- Purposes of physical warm ups: get students energized and physically ready for the day's work by warming up their bodies;

#### 5:00 PM - Read through Seussical Script

- Students will volunteer to read through parts (can be completely random)
- Purpose: to get students familiar with the script of the show

#### 6:00 PM - Small Group

- Expectations
- Or talk about how the characters are all different, what character you feel like you relate to

#### 6:30 PM - Dismissal



## **Tuesday: Teaching Tuesday + Music Audition Prep**

**4:30 PM - School Day ends**

**4:40 PM - Program Begins**

**4:45 PM - Teaching Time**

- Each week, an intern will give a presentation
- Purpose: to incorporate developmental assets including, but not limited to: personal power, positive view of personal future, cultural competence; to further educate students on topics applicable to theater; to give interns presentation/teaching experience

**5:05 PM - Physical Warm Up**

**5:15 PM - Start Music Teaching with vocal warm up**

**5:25 PM - Teach music for the day**

- Teach audition songs!
- Talk about how to sing that song LIKE the character

**6:20 PM - Small group check-in**

## **Wednesday: Dance Audition Prep**

**4:30 PM - School day ends**

- Interns checking in students + talking to them, asking about their day

**4:40 PM - Program Begins**

- Start with Welcome + Announcements + Overview of the Day

**4:45 PM - Ice Breaker**

**4:50 PM - Vocal Warm Up**

- Purposes of vocal warm ups: prepare students for the day's work, both mentally and physically, by warming up their voice/articulators; teach students vocal warm-ups that will help them as performers beyond this program
- Interns will reference the "Vocal Warm Up" page in their folder to lead Vocal Warm Ups

**4:55 PM - Physical Warm Up**

- Purposes of physical warm ups: get students energized and physically ready for the day's work by warming up their bodies;

**5:00 PM - Across The Floor**

**5:10 PM - Start Teaching Dance**

- Teach the short, 30-second dance combo that will be used for auditions
- Talk about big choices and how to dance as a character

If an intern is not teaching, they should be either sitting with students who are not in the scene, or learning the dance with the students and assisting in that way.

**5:50 PM - Sing through songs for audition****6:00 PM - Small Group****6:30 PM - Dismissal****Thursday - Theatre Video Thursday + Work on Audition Scenes****4:30 PM - School day ends**

- Interns checking in students + talking to them, asking about their day

**4:40 PM - Program Begins**

- Start with Welcome + Announcements + Overview of the Day

**4:45 PM - Theatre Video**

- Show a 5-10 - minute theatre video (from the schedule in Intern folder)
- This one should be a video of either seussical or another show with big, crazy characters
- [https://www.youtube.com/watch?v=peHDV\\_btyVw](https://www.youtube.com/watch?v=peHDV_btyVw)

**4:55 PM - Small Group Conversation About Video**

- Purpose: give students an opportunity to reflect and talk about what they noticed in the video
- Also a time for interns to incorporate some information about the musical/the artists and educate a little bit about the history of musical theatre
  - Sample questions (specify to the video):
    - What did you notice about the story?
    - What did you like about the performance?
    - What do you think the character's objective is? What about their obstacle?
    - What do you notice about the ensemble?
    - What do other elements (set, lighting, costume, music) tell you about the story?

**5:05 PM - Physical Warm Up**

- Purposes of physical warm ups: get students energized and physically ready for the day's work by warming up their bodies through movement + stretching

**5:15 PM - Vocal Warm Up**

**5:20 PM** - Work on Seussical Scenes

- Hand out scenes
- Give students time to partner up and practice
- Give students time to get up in front of the whole class (or split in 2 groups depending on class size) and practice scenes

**6:25 PM** - Small Group Check-In**6:30 PM** - Dismissal**Friday - Audition Day!**

*Note: it is important to stick to the schedule today, to ensure each student gets equal time to audition!*

**4:30 PM** - School day ends

- Interns checking in students + talking to them, asking about their day

**4:40 PM** - Program Begins

- Start with Welcome + Announcements + Overview of the Day
- Welcome to audition day!! Today is the day we get to celebrate the hard work you have put in all week to learning this material. Remember there is no pressure to be perfect, only to have fun and do your best. Remember whatever role you are placed in, you have all semester long to create that character and we will be here to help you!

**4:45 PM** - Vocal Warm Up

- Purposes of vocal warm ups: prepare students for the day's work, both mentally and physically, by warming up their voice/articulators; teach students vocal warm-ups that will help them as performers beyond this program
- Interns will reference the "Vocal Warm Up" page in their folder to lead Vocal Warm Ups

**4:50 PM** - Physical Warm Up

- Purposes of physical warm ups: get students energized and physically ready for the day's work by warming up their bodies
- Practice the audition dance

**5:00 PM** - Auditions begin - dance

- Have students do the dance in small groups with interns off to the side in case they need help
- Take notes on students' dance performance and confidence

**5:30 PM** - Singing Auditions

- Students sing one at a time, the song of their choice from the options they were taught
- If time permits, have students

**6:00 PM - Scenes**

- Have students read the scenes they practiced the day before! They can pick one scene to do - have them get into groups based on what character they want to read for
- Watch students do the scenes and take notes

**6:30 PM - Dismissal****6:45 PM - Staff casting meeting!**

- Once casting is complete, send out an email to students + parents
- Email should include cast list as well as an encouraging message about students' hard work and the importance of each role

### **Fort Worth After School Arts Schedule/Script - First Week of Rehearsal (Week 3)**

At every rehearsal, talk about the objectives and what is happening in the scene(s) covered to get everyone on the same page.

\*every week set very clear expectations for students regarding memorization of material\*

Focusing on 15/40 Developmental Assets - Positive Values, Social Competency, Positive Identity

#### **Monday: Blocking and Choreography + Short Small Group**

##### **4:30 PM - School day ends**

- Interns checking in students + talking to them, asking about their day

##### **4:40 PM - Program Begins**

- Start with Welcome + Announcements + Overview of the Day

##### **4:45 PM - Ice Breaker**

- Purpose of icebreaker: encourage interpersonal competence (empathy, sensitivity, friendship) as well as comfortability, fun, and a welcome environment
- Interns will select each week's ice breakers from the "Ice Breaker" list in their folder, or make their own

##### **4:50 PM - Vocal Warm Up**

- Purposes of vocal warm ups: prepare students for the day's work, both mentally and physically, by warming up their voice/articulators; teach students vocal warm-ups that will help them as performers beyond this program
- Interns will reference the "Vocal Warm Up" page in their folder to lead Vocal Warm Ups

##### **4:55 PM - Script Read Through**

- Read through script as your character + play songs as they come up (the show runs about an hour and ten minutes, so finish as much as possible in allotted time)

##### **6:00 PM - Small Group**

- Expectations + phobias

##### **6:30 PM - Dismissal**

#### **Tuesday: Teaching Tuesday + Music**

##### **4:30 PM - School Day ends**

##### **4:40 PM - Program Begins**

**4:45 PM - Teaching Time**

- Teaching on Character and Script Analysis

**5:15 PM - Physical Warm Up****5:25 PM - Start Music Rehearsal with vocal warm up****5:35 PM - Teach music for the day**

- Oh, The Things You Can Think!

**6:20 PM - Small group check-in****Wednesday: Blocking and Choreography + Small Group****4:30 PM - School day ends**

- Interns checking in students + talking to them, asking about their day

**4:40 PM - Program Begins**

- Start with Welcome + Announcements + Overview of the Day

**4:45 PM - Ice Breaker****4:50 PM - Vocal Warm Up**

- Purposes of vocal warm ups: prepare students for the day's work, both mentally and physically, by warming up their voice/articulators; teach students vocal warm-ups that will help them as performers beyond this program
- Interns will reference the "Vocal Warm Up" page in their folder to lead Vocal Warm Ups

**4:55 PM - Physical Warm Up**

- Purposes of physical warm ups: get students energized and physically ready for the day's work by warming up their bodies;

**5:00 PM - Across The Floor****5:10 PM - Start Rehearsal**

- Teach this day's assigned blocking and/or choreography
- Review + repetition
- Minimal pages of blocking on purpose

If an intern is not teaching, they should be either sitting with students who are not in the scene, or learning the dance with the students and assisting in that way.

**5:50 PM - Small group**

- Working together on character + script analysis

**6:30 PM - Dismissal****Thursday - Music + Theatre Video Thursday****4:30 PM - School day ends**

- Interns checking in students + talking to them, asking about their day

**4:40 PM - Program Begins**

- Start with Welcome + Announcements + Overview of the Day

**4:45 PM - Theatre Video**

- Show a 5-10 - minute theatre video (from the schedule in Intern folder)

**4:55 PM - Small Group Conversation About Video**

- Purpose: give students an opportunity to reflect and talk about what they noticed in the video
- Also a time for interns to incorporate some information about the musical/the artists and educate a little bit about the history of musical theatre
  - Sample questions (specify to the video):
    - What did you notice about the story?
    - What did you like about the performance?
    - What do you think the character's objective is? What about their obstacles?
    - What do you notice about the ensemble?
    - What do other elements (set, lighting, costume, music) tell you about the story?

**5:05 PM - Physical Warm Up**

- Purposes of physical warm ups: get students energized and physically ready for the day's work by warming up their bodies through movement + stretching

**5:15 PM - Music Rehearsal Starts with Vocal Warm Up**

- Purposes of vocal warm ups: prepare students for the day's work, both mentally and physically, by warming up their voice/articulators; teach students vocal warm-ups that will help them as performers beyond this program
- Interns will reference the "Vocal Warm Up" page in their folder to lead Vocal Warm Ups

**5:25 PM - Music Rehearsal****6:25 PM - Small Group Check-In****6:30 PM - Dismissal****Friday - Review/Catch-Up Day + Games****4:30 PM - School day ends**

- Interns checking in students + talking to them, asking about their day

**4:40 PM - Program Begins**

- Start with Welcome + Announcements + Overview of the Day

**4:45 PM - Ice Breaker**

- Purpose of ice breaker: encourage interpersonal competence (empathy, sensitivity, friendship) as well as comfortability, fun, and a welcome environment
- Interns will select each week's ice breakers from the "Ice Breaker" list in their folder, or make their own

**4:50 PM - Vocal Warm Up**

- Purposes of vocal warm ups: prepare students for the day's work, both mentally and physically, by warming up their voice/articulators; teach students vocal warm-ups that will help them as performers beyond this program
- Interns will reference the "Vocal Warm Up" page in their folder to lead Vocal Warm Ups

**4:55 PM - Physical Warm Up**

- Purposes of physical warm ups: get students energized and physically ready for the day's work by warming up their bodies

**5:05 PM - Blocking + Choreo**

- Normally Fridays will be review day, but because it's the first week + there is no school on Monday for labor day, we will be teaching blocking and choreography

**6:30 PM - Dismissal**



## Fort Worth After School Arts Standard Week of Curriculum (Week 4 On)

### **Monday: Blocking and Choreography + Short Small Group**

#### 4:30 PM - School day ends

- Interns checking in students + talking to them, asking about their day

#### 4:40 PM - Program Begins

- Start with Welcome + Announcements + Overview of the Day

#### 4:45 PM - Ice Breaker

- Purpose: encourage interpersonal competence (empathy, sensitivity, friendship) as well as comfortability, fun, and a welcoming environment
- Interns will select each week's ice breakers from the "Ice Breaker" list in their folder, or make their own

#### 4:50 PM - Vocal Warm Up

- Purposes: prepare students for the day's work, both mentally and physically, by warming up their voice/articulators; teach students vocal warm-ups that will help them as performers beyond this program
- Interns will reference the "Vocal Warm Up" page in their folder

#### 4:55 PM - Physical Warm Up

- Purpose of physical warm ups: get students energized and physically ready for the day's work by warming up their bodies through movement + stretching

#### 5:00 PM - Across The Floor

- Jazz dance combinations to teach/strengthen basic technique

#### 5:10 PM - Start Rehearsal

- AT BEGINNING: Talk about the *events* that happen in these pages. What is happening in the story?
- Teach this day's assigned blocking and/or choreography

*If an intern is not teaching, they should be either sitting with students who are not in the scene, or learning the dance with the students and assisting in that way.*

#### 6:00 PM - Small Group

#### 6:30 PM - Dismissal

### **Tuesday: Teaching Tuesday + Music**

#### 4:30 PM - School Day ends

- Interns checking in students + talking to them, asking about their day

**4:40 PM - Program Begins**

- Start with Welcome + Announcements + Overview of the Day

**4:45 PM - Teaching Time**

- Each week, an intern will give a presentation
- Purposes: to incorporate developmental assets including, but not limited to
  - Personal power
  - Positive view of personal future
  - Cultural competence
- To further educate students on topics applicable to theater
- To give interns presentation/teaching experience

**5:05 PM - Physical Warm Up**

- Interns will reference the “Physical Warm Up” page in their folder

**5:15 PM - Start Music Rehearsal with vocal warm up**

- Interns will reference the “Vocal Warm Up” page in their folder

**5:25 PM - Teach music for the day****6:20 PM - Small group check-in****Wednesday: Blocking and Choreography + Small Group****4:30 PM - School day ends**

- Interns checking in students + talking to them, asking about their day

**4:40 PM - Program Begins**

- Start with Welcome + Announcements + Overview of the Day

**4:45 PM - Ice Breakert****4:50 PM - Vocal Warm Up**

- Interns will reference the “Vocal Warm Up” page in their folder to lead Vocal Warm Ups

**4:55 PM - Physical Warm Up**

- Interns will reference the “Physical Warm Up” page in their folder

**5:00 PM - Across The Floor****5:10 PM - Start Rehearsal**

- AT BEGINNING: Talk about the *events* that happen in these pages. What is happening in the story?

- Teach this day's assigned blocking and/or choreography
- Review + repetition
- Minimal pages of blocking on purpose

*If an intern is not teaching, they should be either sitting with students who are not in the scene, or learning the dance with the students and assisting in that way.*

**5:50 PM - Small group**

**6:30 PM - Dismissal**

### **Thursday: Theatre Video Thursday + Music**

**4:30 PM - School day ends**

- Interns checking in students + talking to them, asking about their day

**4:40 PM - Program Begins**

- Start with Welcome + Announcements + Overview of the Day

**4:45 PM - Theater Video**

- Show a 5-10 - minute theater video (from the schedule in Intern folder)

**4:55 PM - Small Group Conversation About Video**

- Purpose: give students an opportunity to reflect and talk about what they noticed in the video
- Also a time for interns to incorporate some information about the musical/the artists and educate a little bit about musical theatre history
  - Sample questions (specify to the video):
    - What did you notice about the story?
    - What did you like about the performance?
    - What do you think the character's objective is? What about their obstacle?
    - What do you notice about the ensemble?
    - What do other elements (set, lighting, costume, music) tell you about the story?

**5:05 PM - Physical Warm Up**

- Interns will reference the "Physical Warm Up" page in their folder

**5:15 PM - Music Rehearsal Starts with Vocal Warm Up**

- Interns will reference the "Vocal Warm Up" page in their folder

**5:25 PM - Music Rehearsal**

**6:25 PM - Small Group Check-In**

**6:30 PM - Dismissal**

## **Friday: Review/Catch-Up Day + Games**

### **4:30 PM - School day ends**

- Interns checking in students + talking to them, asking about their day

### **4:40 PM - Program Begins**

- Start with Welcome + Announcements + Overview of the Day

### **4:45 PM - Ice Breaker**

- Interns will select each week's ice breakers from the "Ice Breaker" list in their folder, or make their own

### **4:50 PM - Vocal Warm Up**

- Interns will reference the "Vocal Warm Up" page in their folder to lead Vocal Warm Ups

### **4:55 PM - Physical Warm Up**

- Interns will reference the "Physical Warm Up" page in their folder

### **5:05 PM - Review Begins**

- Review what we worked on this week in order
- Take time and meet students where they are

### **6:00 PM (or when review is done) - Theater Games**

- Allow this to be a time to celebrate the hard work students have put in this week!
- Theater games continue to build quick-thinking skills and comfortability making bold choices in students
- Pick theater games from the list in the intern folder - welcome to ask students what their favorites are and what they want to do!

### **6:30 PM - Dismissal**

## After School Arts Small Group Facilitation Calendar

**Monday, 8/29:** Intro + Expectations

**Wednesday, 8/31:** Character + Script Analysis

**Monday, 9/5:** LABOR DAY

**Wednesday, 9/7:** Practicing + Learning Material

**Monday, 9/12:** Responsibility/Planning and Decision Making

**Wednesday, 9/14:** Healthy Conflict Resolution

**Monday, 9/19:** Honesty

**Wednesday, 9/21:** Helping/Serving Others

**Monday, 9/26:** Personal Power: Creativity

**Wednesday, 9/28:** Resistance + Integrity

**Monday, 10/3:** Personal Power: Helping Others in Creative Ways

**Wednesday, 10/5:** Personal Power: Owning Your Strengths

**Monday, 10/10:** Responsibility + Planning Check-In (balance of theatre/school/home responsibilities)

**Wednesday, 10/12:** Planning + Decision Making Activity (writing a lesson plan for a theater class)

**Monday, 10/17:** Sense of Purpose

**Wednesday, 10/19:** Interpersonal Competence: Perspective Taking

**Rest of Semester:** Small group check-ins twice weekly, discussions on an as-needed basis

WORKS CITED

*2019-2020 Title I, Part A FWISD Schools - Fort Worth ISD ...*

<https://www.fwisd.org/cms/lib/TX01918778/Centricity/Domain/991/2019-2020%20Title%20I%20Part%20A%20FWISD%20Schools.pdf>.

Catterall, James, et al. “The Arts and Achievement in at-Risk Youth: Findings from Four Longitudinal Studies.” *National Endowment for the Arts*, Mar. 2012,  
<https://www.arts.gov/impact/research/publications/arts-and-achievement-risk-youth-findings-four-longitudinal-studies>.

Chen, Grace. “An Overview of the Funding of Public Schools.” *Public School Review*, 13 Mar. 2021,  
<https://www.publicschoolreview.com/blog/an-overview-of-the-funding-of-public-schools#:~:text=Where%20does%20the%20Money%20Come,%2C%20sales%20tax%2C%20and%20fees.>

“The Developmental Assets Framework.” *Search Institute*, 5 Nov. 2019,  
<https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/>.

“Drama Games for Kids.” *Beat by Beat Press*, 17 Mar. 2020,  
<https://www.bbbpress.com/dramagames/>.

Elpus, Kenneth. “Access to Arts Education in America: the Availability of Visual Art, Music, Dance, and Theater Courses in U.S. High Schools.” *Arts Education Policy Review*,  
<https://www.tandfonline.com/doi/figure/10.1080/10632913.2020.1773365>.

Fagell, Phyllis L. *Middle School Matters: The 10 Key Skills Kids Need to Thrive in Middle School and beyond--and How Parents Can Help*. Perseus Books Group, 2019.

“Seussical Jr.” *Music Theatre International*, 14 Feb. 2020,  
<https://www.mtishows.com/seussical-jr>.

Texas Christian University. “Frog Camp.” *Leadership and Student Involvement*, 2021.

“What We Do.” *The Fund for College Auditions*, 10 Dec. 2021,  
<https://thefundforcollegeauditions.org/>.