

Zombie Prom Syllabus - Performance Camp

Company: Omaha Theater Company for Young People (The Rose Theater)

Instructors: Kevin Ehrhart, Julia Wiegert, Sara Langdon, Sarah Bodle, Mason Patterson

Dates: July 13 - Aug. 8 (M-F), 9:00 AM – 4:00 PM

Age Range: 12-18

Class Size: 25

Class Description: This four week-long camp will explore auditioning for, rehearsing, and eventually performing an hour and a half long musical set in the 1950s at Enrico Fermi High, where the law is set by a zany, tyrannical principal. Pretty senior, Toffee, has fallen for the class bad boy, Jonny. Family pressure forces her to end the romance, and he charges off on his motorcycle to the nuclear waste dump. He returns glowing and determined to reclaim Toffee's heart. A tuneful selection of original 50s style songs keeps the action rocking across the stage.

Objectives:

1. To emphasize professional technique while singing, dancing, and acting.
2. To create a safe and encouraging environment for students to experiment and learn different aspects of theatre.
3. To instill good habits including proper warm-ups, articulation, rhythm, and preparation.
4. To encourage student to use their bodies, voices, and imagination to makes strong character choices to improve their acting skills.
5. To practice team work while working as an ensemble on and off stage.
6. To develop their confidence level and performance skills for the final performances.

General Daily Schedule:

9:00-9:45	Question of the Day, Acting Warm-ups (Body, Voice, Imagination), Ensemble exercises
9:45-10:30	Rehearsal (blocking, scene work, ensemble work)
10:30-10:45	AM Break
10:45-12:00	Rehearsal
12:00-1:00	Lunch & Theatre games or chill time (student's choice)
1:00-2:30	Rehearsal (music)
2:30-2:45	PM Break
2:45-4:00	Rehearsal (choreography)

Week 1: Auditions, Casting, Ensemble Building, and Script Analysis

This week is focused on auditioning and casting the show, building a sense on ensemble while encouraging good rehearsal etiquette and their actor's tools.

Monday, July 13: Getting to know you, intro to Zombie Prom, acting audition prep

Tuesday, July 14: Audition (acting, singing, dancing)

Wednesday, July 15: Casting, read-through, and begin blocking
Thursday, July 16: Blocking, learning music, and rehearsal habits
Friday, July 17: Blocking, music, and choreography

Week 2: Blocking and Character Work

This week is focused on working on solid, bold character choices as we complete blocking. Choreography will be a main focus this week as our choreographer is unavailable Week 3.

Monday, July 20: Blocking, choreography, music
Tuesday, July 21: Blocking, choreography, music
Wednesday, July 22: Blocking, choreography, music, run scenes
Thursday, July 23: Scene work, choreography, music, begin using some props in rehearsal
Friday, July 24: re-work scenes, finish choreography, and video choreography for use next week

Week 3: Run-Through and Fine-Tuning

This week we will focus on ensuring all blocking is complete. We want the students to bring their character into all aspects of the show- acting, singing, and dancing. We will also begin to incorporate props into rehearsals and utilize our production tracks.

Monday, July 27: Off book Act 1, finish any more blocking, run Act 1
Tuesday, July 28: Work music, run music with choreography, run Act 1, clean
Wednesday, July 29: run Act 2, work scenes with music and choreography, design set pieces
Thursday, July 30: Off book whole show! Run show, work scenes and music, make set pieces
Friday, July 31: start using some costume pieces for rehearsal, paint set pieces

Week 4: Tech Week/ Performances

This week focuses on polishing transitions between scenes and emphasizing keeping character throughout scenes. These should be maintained while modifying to technical additions, such as costumes, props, lights, and scene changes.

Monday, August 3: Stumble through of show, costume fittings, clean choreography
Tuesday, August 4: Run show, students incorporate costumes, work notes.
Wednesday, August 5: Run show full tech, work notes.
Thursday, August 6: Dress rehearsal with other classes as audience
Friday, August 7: Two performances, cast party (talent show)
Saturday, August 8: Final performance and strike!

National Theatre Standards:

Content Standard #2: Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes

Achievement Standard:

- a) Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people
- b) Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices
- c) Students in an ensemble, interact as the invented characters

Content Standard #3: Designing by developing environments for improvised and scripted scenes

Achievement Standard:

- a) Students explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment appropriate for the drama
- b) Students analyze improvised and scripted scenes for technical requirements
- c) Students develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources
- d) Students work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character.

Content Standard #6: Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms

Achievement Standard:

- a) Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts
- b) Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes
- c) Students express and compare personal reactions to several art forms
- d) Students describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts.

***Teacher Role:** This four week-long performance camp was proposed and developed by Brian Guehring and educational staff of the Omaha Theater Company. Sarah Bodle served as an assistant teacher and helped to plan and lead lessons on singing, choreography, and ensemble building exercises. In addition, she blocked and led rehearsals for two scenes and taught and ran music rehearsals for the trios, duets, and solos in the show. Sarah also was responsible for marketing for the show and for designing and fitting costumes for the 25 member cast as part of her responsibilities as a summer education intern with the Omaha Theater Company.*