Day 7: Block and Tech(le)

Virtual Summer Theatre Camp 4-6

Summary

Students will finalize blocking for the show. Then, students will finalize technical and design elements.

Warmups

Physical

a. Students will stand if possible and perform the standard warmup from Day #1.
   i. **alternative:** if you are comfortable with yoga, vinyasa, etc. a sun salutation would be great!

Facial/Vocal

b. Students will sit in "picture frames" from Day #1.
   i. **lip trills, sirens, and lip trill sirens**
   ii. **P-T-D-K-G**
      1. *Continue challenging students to say sounds in the reverse order.*
   iii. **diaphragmatic breathing**
   iv. **shadow boxing:** assume an athletic, agile stance, like a boxer preparing to fight; while bouncing back and forth on light feet, make the short 'a' sound of the alphabet on a 4-count rhythm then punch forward with a phonetic ending in a grounded stance.
      1. *For example: [ah-ah](ahh)   [ah-ah](ahh) | AHMP *punch* |*
              [bah-bah](bahh)   [bah-bah](bahh) | BAHMP *punch* |

Guided Activities & Discussions

a. **Review: Organic Blocking Day #6**

    i.   Allow time for students to read through and recall blocking from the last rehearsal period.

    ii. Remind students that costumes and sets must be completed by next class.

b. **Finalize: Organic Blocking**

    i.   Refer to **Day #6 GA&D(c)** for procedure.

    ii. Blocking must be finalized by the end of this day, as filming begins Day #8.

    iii. Specify cross-screen actions like exchanging objects, fight calls, choral speaking, etc.

c. **Explore: Technical Elements**

    i.   Instructor should have been making notes of past explorations and thinking of their implementation in the show, i.e. sound effects, lighting effects, editing effects. Use this time to rehearse technical elements.

At-Home Engagement

a. **Staying in Character**

    i.   Students will watch a video demonstrating falling out of character facially and physically. Students will then apply this knowledge to their lines as they complete the next AHE.

        1. _Consider this video by Dakotah James._

b. **Memorization**

    i.   Students will finalize memorizing their POV character fear stories. Then, students will continue memorizing the rest of their script.

c. **Finalize: Costumes, Sets, Props, and Lights**

    i.   If students have not yet completed their technical elements, this is the last AHE time they will have for their completion.

Materials & Resources

Instructor:

1. Virtual Package from Day #1
2. Screensharing chart through Zoom whiteboard, Microsoft Paint, etc.
3. Google Document (or other online file) with student ideas and script development, also screenshared.
4. Sound effects
5. Editing software (like Adobe Premiere or iMovie) in preparation for filming
6. Previous reading:
    a. *Pedagogy of the Oppressed*, Paulo Freire
    b. *Games for Actors and Non-Actors,* Augusto Boal
    c. *Theatre of the Oppressed*, Augusto Boal
    d. *Performance Theory*, Richard Schechner
    e. *Creative Storytelling*, Jack Zipes

Students:

1. Virtual Package
2. Day #6 AHE
3. Costumes and Sets
4. Props and lights (if used)
5. Paper and writing utensil
6. Printer (if wanted)