

## Week 1: Broadway Variety Show | Teaching Theatre Online

them, counting down with your fingers 10 to 1. For the first round, everyone is muted except the teacher, but they are practicing along with you. Then call on certain students, unmute them and have them demonstrate the practice -- everyone else is still practicing too, but muted. (Only one person's sound should be live at a time!)

- You can joke they sort of sound like a robot powering down. =)
- Tell them we're going to do it again, but this time in only 5 seconds. Ask for a volunteer to demonstrate.
- Then in 3 seconds. Ask for volunteers to demonstrate.
- Have the students place their hands on their stomachs and shout "Ha!" Explain that this is where the "good air" for singing comes from. They should feel their bellies bounce.
- Introduce Vocal Warmup #1 (from Teaching Musical Theatre, page 12) an arpeggio on the word "Ha!" [INSERT Music Cue #8]

### **DISCUSSION: Friday Performance**

Let the students know that during the Friday performance, everyone who wishes will be allowed to sing a vocal solo. You can either provide them with a list of songs/links from which they can choose (YouTube has a plethora of musical theatre karaoke tracks that are appropriate for kids and kid voices) or you can have them choose one and give a deadline for this song to be screened/approved.

IMPORTANT NOTE: Any accompaniment track *\*must\** be played on the student's end of the connection. Each soloist will have to have access to their solo track and should practice playing the track and singing with it (this may require them to have more than one device, so that they can keep the Zoom connection/camera open and play the music).

Even if a student prefers not to sing a solo in the performance on Friday, let them know that you would still like them to choose a song to work with this week!

### **LEARN A SONG: "My Treehouse" from THE MOST EPIC BIRTHDAY PARTY**

Throughout the week, students will learn to read a musical score by learning a solo song as a group. Again, we are NOT going to attempt to sing this song together live, but by using this sheet music, we can teach students important things about acting the song, music theory, and most importantly, being able to take a piece of sheet music and know how to follow it.

- Share the "My Treehouse" sheet music (**Appendix F: Sample Songs**. This song is from Beat by Beat's [The Most Epic Birthday Party Ever](#) by Betina Hershey and Denver Casado.)
- Demonstrate where the VOCAL line is located and where the instrumental music is located. I like to teach my students to locate the treble clef and then "count treble clefs" -- which is important when they start to decipher songs with parts. In this case, the first treble clef line is always theirs and the one beneath is the one for the piano/instruments.
- Play the vocal track (**Music Cue 02**, share your screen) and use your cursor to follow along on the vocal line.
- For the amount of time left, take the song in phrases and utilize "call and response" technique to teach the melody: "First, you listen as I sing. My turn: 'Just me up here in my tree house. Not much to fear in my treehouse.' Now your turn... Billy, can you sing that back to me?" And you unmute Billy and he sings that phrase -- but SO DOES