

## FIRST REHEARSAL NOTES

### ***Extraordinary***

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### **WARM UP**

*The teacher should begin the rehearsal by asking students to walk around the room.*

**Teacher** Could everyone start walking around the room. Make sure you're not walking in a circle and fill the space.

In a minute, when I say 'jump', you jump, when I say 'clap', you clap, when I say 'stop' you stop and when I say 'go' you go.

*Teacher proceeds with the game.*

Great. Now, when I say 'stop' you 'go', when I say 'clap' you jump and when I say 'jump' you clap.

*Teacher proceeds with the game.*

**Teacher** Fantastic. Now I want you to find a space on the floor and lay down. Make sure you have enough space around you.

Make sure you're completely relaxed, and you let go of any tension you might have in your body.

Now I want you to think of one thing you've done this week that has been **extraordinary**. Something that is **extraordinary** is something that is special, unusual or remarkable.

Remember, **extraordinary** things happen every day.

It could be that maybe you ... learnt a new word? Maybe you ... read a good book? Maybe you ... did something which was a little out of your comfort zone? Maybe you ... showed someone a little extra kindness?

Keep this **extraordinary** thing to yourself for now.

### **BREATHING EXERCISE**

*This exercise should be done laying on the ground (so is best to do next).*

**Teacher** Breathe in air for 4 counts and then breath out air for 4 counts on a 'ssss', 'ffff' or 'shhh' sound.

1 2 3 4  
1 2 3 4

*Repeat this 3x*

*Do the same thing again but on 6 counts and then finally 8 counts.*

**Teacher** Now roll over onto your side ... now onto your front into a ball ... and slowly, in your own time stand up.

## **STRETCHING**

*Now you can do a few stretches. Students can all stand in a circle and each student can lead a different stretch or the teacher can lead all stretches.*

## **VOCAL WARM-UP**

**Teacher** Give your face a little massage. Stretch your face as wide as it can go ... now scrunch it up so it's as small as it can go ...

*Now you can do a few tongue twisters for articulation. Here are a few you might like to use:*

- I wish to wash my Irish wristwatch
- Unique New York
- Red leather, yellow leather
- I want a proper cup of coffee from a copper coffee pot

## **DEVISING AND IMPROVISATION**

*Ask students to stand in their character 'groups' i.e. Campers, Academics, Adventurers and Explorers.*

*Ask each group to devise a scene.*

**Teacher** In your character groups, you are going to come up with a short scene.

Three things must happen in the scene:

- 1) One **extraordinary** event must occur. Remember, something that is **extraordinary** is something that is special, unusual or remarkable. It could be one of the extraordinary things one of you thought of in the exercise before? It could something completely new.
- 2) There is a disagreement/argument
- 3) They solve the disagreement and everyone is friends.

*Students should be given around 10-15 minutes to devise the scene, before presenting to the class.*

## **SCENE WORK USING REPETITION AND RHYTHM**

*Ask the students to stand in a circle and next to the students in their character 'groups' i.e. Campers, Academics, Adventurers and Explorers. This next exercise will be focussed on repetition and rhythm, so that students might begin to learn their lines, begin to work as an ensemble and later recognise any new words when they look at their scripts.*

*The teacher begins by stamping their feet on the ground, one by one, creating a slow and steady beat. The beat will dictate the speed in which the students deliver their lines. Once teacher and students are stomping the beat together, the teacher begins.*

<b>Teacher</b>	<u>Everyone</u> repeat after me ...  Have you ever had an extraordinary wish?
<b>All students</b>	Have you ever had an extraordinary wish?
<b>Teacher</b>	Have you ever had an extraordinary wish?
<b>All students</b>	Have you ever had an extraordinary wish?
<b>Teacher</b>	<u>Explorers</u> , repeat after me ...  To soar like an eagle?
<b>Explorers</b>	To soar like an eagle?
<b>Teacher</b>	To soar like an eagle?
<b>Explorers</b>	To soar like an eagle?
<b>Teacher</b>	<u>Academics</u> , repeat after me ...  To shimmer with fish?
<b>Academics</b>	To shimmer with fish?
<b>Teacher</b>	To shimmer with fish?
<b>Academics</b>	To shimmer with fish?
<b>Teacher</b>	From the top ...  Have you ever had an extraordinary wish?
<b>All students</b>	Have you ever had an extraordinary wish?
<b>Teacher</b>	To soar like an eagle
<b>Explorers</b>	To soar like an eagle
<b>Teacher</b>	To shimmer with fish?
<b>Academics</b>	To shimmer with fish?
<b>Teacher</b>	<u>Campers</u> , repeat after me ..

	Perhaps you dream of skipping through stars?
<b>Campers</b>	Perhaps you dream of skipping through stars?
<b>Teacher</b>	Perhaps you dream of skipping through stars?
<b>Campers</b>	Perhaps you dream of skipping through stars?
<b>Teachers</b>	<u>Adventurers</u> repeat after me ...
	Of harnessing unicorns, sailing round Mars?
<b>Adventurers</b>	Of harnessing unicorns, sailing round Mars?
<b>Teachers</b>	Of harnessing unicorns, sailing round Mars?
<b>Adventurers</b>	Of harnessing unicorns, sailing round Mars?
<b>Teacher</b>	From the top ...
	Have you ever had an extraordinary wish?
<b>All</b>	Have you ever had an extraordinary wish?
<b>Teacher</b>	To soar like an eagle?
<b>Explorers</b>	To soar like an eagle?
<b>Teacher</b>	To shimmer with fish?
<b>Academics</b>	To shimmer with fish?
<b>Teacher</b>	Perhaps you dream of skipping through stars?
<b>Campers</b>	Perhaps you dream of skipping through stars?
<b>Teacher</b>	Of harnessing unicorns, sailing round Mars?
<b>Adventurers</b>	Of harnessing unicorns, sailing round Mars?

*Continue with this repetitive format for the next five lines of text.*

<b>All</b>	<b>The extraordinary bellows!</b>
<b>Explorers</b>	It trumpets!
<b>Adventurers</b>	And booms!
<b>Academics</b>	It towers above us,

## **Campers**

It blazes and blooms.

*Once you feel the students are getting to grips with this section of text, instead of stomping on the spot, ask the students to begin to stomp, to the same beat but moving around the circle.*

*The teacher will then say each line in this section again, the students repeat, whilst stomping the beat and moving around the circle.*

*There will come a point where you will indicate the students will recite the entire section of text, without any help/repetition from the teacher.*

## **CHECK OUT**

*The check out is an opportunity for a quick reflection of the session. You can do this sitting or standing in a circle.*

*Ask the students to give a number, out of 10, to indicate how they felt the rehearsal went.*