

# Kids 'R' Kids Mini Camp



**Hollywood Club**



# Hollywood Club

This is a six-week club that includes a minimum of one 1-hour activity each week. (Times will vary depending on how elaborate your scenery and scenes are.)



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**This drama club will focus on science, technology, and social-emotional awareness. Some campers will also focus on marketing, art, and music.** Each week has an ice breaker and virtual video. Each club member receives a drama badge after the performance.

Week 1 - Brainstorming

Week 2 - Behind the Scenes

Week 3 - Casting

Week 4 - Rehearsals (Min.: 90 min)

Week 5 - Rehearsals with Special Effects!

(Min.: 90 min)

Week 6 - Performance!

1. Each week has a fun opening, such as a short film clip or virtual tour. **Note:** Best practices is to show **Rated G** film clips. We highly recommend family permission form (electronic is easiest) for any PG rated films if management decides to show those.

2. Allow all campers to learn each other's names before ice breaker.
3. Talk about acting and discuss a few terms during each club meeting. Encourage new vocabulary use.
4. Introduce a fun gesture as a closing ritual, such as no-touch high five or a dance move. During project, discuss drama terminology - a few per week - so they will not feel overwhelmed.

**Drama** - a play for theater, radio, television or theater

**Cast** - the set of actors in a dramatic production

**Crew** - people in production that assists with behind the scenes, such as camera, lighting

**Monologue** - part of a drama in which a single actor speaks alone

**Dialogue** - part of drama in which two actors speak to each other

**Plot** - a plan or scheme to accomplish some purpose

**Characters** - actors or actresses acting in roles.

**Conflict** - decisive moment that is major turning point in a plot.

**Director** - student responsible for stage or film production who oversees acting, staging, and lighting, to help script come to life

**Understudy** - learn scripts for main actors in case of circumstances preventing their performance

# Week 1 - Planning to perform (allow 1 hour)

## Preparation

Write family letters explaining the club to go home once club members join.

Consider a few production ideas just in case the students need inspiration, such as The Lion King 2, Night at KRK, Time Travel, Home Alone During Quarantine, Snow Day 2, The Night at Legoland, etc. Be flexible if some students prefer one genre over another.

Depending on time and staffing, two productions may be possible or postpone the start of the next one. If you show video clip, preview it and ask family permission.

Place posters around room to encourage sign-ups for Club components, such as cast, crew, etc. Consider a responsible student for director and assistant director to help with the process as needed. Helper roles encourage frontal lobe use in which students are less likely to be emotional.

## Materials

- Markers
- Butcher paper/poster board
- Chart paper
- Technology to display video clips
- Optional: map of Hollywood, California, and Broadway, New York

## Ice breaker

Place members into partnerships. Each will be the shadow of the other. They are to stand face-to-face and try to mirror the student assigned to display actions. For example, show your shocked face. The other camper duplicates that expression. This helps us practice acting. If you do this more than once, select different partners.

## Animation

<https://www.youtube.com/watch?v=CGebMbjqYY>

Chicken Run preview - rated G - 1 min.

If time allows during one club, movie ideas: Mulan, Dr. Doolittle, Frozen II, Night at the Museum, The Lego Movie, Wallace and Gromit (a British [stop motion clay animation](#) comedy series)

## Instructions

In an excited tone, recommend campers brainstorm their unique Hollywood Drama project with the final goal to either record or perform for all students, school staff, and families as the Finale.

Show a few short Hollywood video clips to inspire the campers, such as: Mulan, Dr. Doolittle, Frozen II, Night at the Museum, etc.

Explain the weekly plans for the six-week club for campers to get an understanding of the scope of the project. Depending on the size of group, campers may divide into teams, such as two separate productions. Keep age groups in mind. Either production could be live or recorded. Keep your budget in mind if you add an editing software package, such as Movie Maker. Ask parent permission for editing team due to computer use.

Discuss these two drama terms by creating a word webs with "Hollywood" and "Broadway" in the center. Students add their thoughts in bubbles around the web. Add details once the group finishes commenting.

**Hollywood** – neighborhood in Los Angeles, California; home of the America’s historic studios; name is considered short for the film industry and American film stars; in 1910, a prominent film industry emerged, becoming the most recognizable in the world; optional: show the campers a map

**Broadway** - refers to the theatrical performances in Manhattan, [New York City](#); Broadway and London's [West End](#) together represent the highest commercial level of live theater in the [English-speaking world](#); optional: show the campers a map

Ask the group to describe the differences between Hollywood films and Broadway productions. (Broadway typically has live productions with musicals being the most popular recently, such as Hamilton.)

Using chart paper, graph their favorite movies.

Jot down theme ideas on the posters. Enjoy fun ideas and discuss practicality, such as including a few scenes rather than entire movie. (Make sure to include beginning, middle/climax, and closure.) Decide on writing script and deadline.

## Preparation

<https://www.youtube.com/watch?v=ru0tQRJ4qKs>

CSI DreamWorks on Animation Components - 15 minutes

If there is time, groups can begin planning for their portions.

## Week 2 - Behind the Scenes: Art, Music, Lighting, Props

See if script has been decided with group. Make final script decisions this week. Focus on scenery, art projects, social media promotions, and playbill (program handout).

### Materials

- A few unused bedsheets for painting scenery
- Shower curtains
- Butcher paper
- Paints
- Drop cloth or paint outdoors
- Plants, if appropriate

### Preparation

Provide smocks or ask campers to bring old clothing for painting.

### Ice breaker

Ask volunteers to perform a short pantomime in small groups.

Preview video:

<https://disneyimagnations.com/about-imaginations/about-imagineering/>

Watch this three-minute video on Disney creations without sound at first. Then, campers will appreciate the sound effects on the second viewing. Discuss differences the music/sound makes. This will be a teaser for the music portion of the production.

### Art

Discuss backdrops the group will create (using bedsheets, shower curtains, painting on butcher paper) that explain the setting (location of scene). Request volunteer screen changers who all wear dark clothing between major scenes assisting with props and scenery. You may want to limit to three scenes for the beginning, climax, and closing.

Allow time for campers to create/decide on costumes.



### Technology

Ask students to volunteer to create the playbill. If time, team can add graphics. Provide them with roster. Proofread. Include thanks for donations and publicity. Ask for volunteers to create social media posting for families and communities. Discuss ways to promote the production. Do you want to notify the local paper? Do you want a community sponsor, such as florist? Sign maker? Theater? Consider posting a short clip or photo with details: where, when, who, title. NOTE: An administrator must proofread in advance.

Decide on props. Brainstorm ways to get them affordably by transforming household items or asking staff and families. Allow hour for prop creation.

## Week 3 - Casting

### Materials

- Camera
- Script
- Highlighters
- Tripod (optional)

### Preparation

<https://www.youtube.com/channel/UCYyJUEtYv-ZW7BqjhP3UbTg>

Preview video before sharing with campers -  
Video on Disney World - 1 minute

Focus on casting the roles, tryouts, and camera practice. Keep in mind

**Understudies** are the back-up actors in case the main actor is out. For those campers who do not want lines, use them as **Extras** (non-speaking participants in crowd).

### Social-Emotional Ice breaker

Mention the goal of this activity is to connect with others. We are all unique and should appreciate each other's differences.

Place a line on floor. A person calls out categories for campers to pick a side. For example, loves Tik Tok on right or doesn't use Tik Tok on left. Other categories could include types of music, pets, video games, etc... Campers are to notice who shares their interests.

Try having the class stand on one end of the playing space. One camper goes to the other side and declares something that is true about them. Anyone who shares their interest joins them. Campers notice who is with them and who is on the other side. This allows campers who play to get to know the other campers.

Discuss camera use, such as an iPad with a tripod. Discuss wide angle for crowds and zooming in for close-ups in monologues.

Ask campers who are interested in playing certain characters to read those characters' lines and then designate parts. Stress that every role is important. Ask for your Director's input and encourage objectivity. Ask each student to highlight their lines before returning to next club.



## Week 4 - Rehearsals

### Materials

- Duct tape or painter's tape for marking major scenes - provide each major character a different color of tape if possible
- Camera - consider filming this rehearsal so that you may show it next week at last rehearsal for fun!

### Preparation

<https://www.youtube.com/watch?v=DlJkEe315mM>

Preview video before sharing with campers -  
Show Lion King Remake clip - 10 minutes

Allow 2 hours rehearsing with minimum 90 minutes. Campers practice entering and exiting the stage area. In the wings, the director will want to prepare campers who go on next.

Ask a student to place marks (use duct tape or painter's tape) for major scenes. X or dots mark the spot.

Students practice lines while showing emotions and using body gestures for nonverbal communication.

Instruct students on their deadline on lines. Encourage them to know the jest of it rather than word memorization.

## Week 5 - Rehearsals with Special Effects!

Allow 2 hours with minimal 90 minutes.

### Preparation

<https://www.xplorit.com/universal-studios-hollywood>

Preview video before sharing with campers -  
Video on Universal Studios

### Materials

- Bell (optional)
- Costumes
- Props
- Music and Lighting (optional)

### Icebreaker

Have campers move about the room. When you chime a bell or clap your hands, the campers must find someone who “has the same favorite...” (favorite ice cream, holiday, Favorite food, animal, TV show). If campers do not find a partner, they must shout out their “favorite” before you start everyone moving on to the next one category.

### Preparation

Consider asking another staff member to sit in the audience to provide feedback for today’s rehearsal.

Have campers practice lines. Keep an eye on the time or assign a Timekeeper. Music is added if applicable. Using lighting is helpful.

**Dress Rehearsal** is the last rehearsal when students use costumes and props. Enjoy attempts by students without anticipating perfection. Encourage moral support from all the cast and crew. Remind them that it is brave to stand on stage and builds self-esteem!



## Week 6 - Play performance!

### Materials

- Lights (optional)
- Stereo for music (optional)
- Props
- Costumes
- Playbills
- Drama badges
- Snacks (optional)

Optional: Celebration snacks or enjoy **after party** as group views film from final performance.

**Congratulations on all the cooperation and persistence!**

### Preparation

Create drama badges for each camper with his/her name on it. You may want to pass them out during curtain call following production.

Check on final playbill/program that families will keep as souvenir. Print every club member's name with correct spelling. Ask one of the extras to distribute at threr entrance.

If performing live, ask another staff member to record or set up tripod.



### Scene 1: Act 1!

Enjoy performing your play!

Dear Parent/ Guardian,

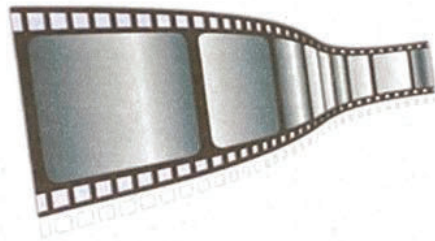
Your child has an opportunity to watch the movie

\_\_\_\_\_. This movie is rated PG for

\_\_\_\_\_.

Due to the fact that this movie is rated PG, your student needs to have a signed permission form. If you would like them to participate in the viewing of this film, please return the bottom of this form no later than \_\_\_\_\_.

Sincerely,



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\_\_\_ Yes, I give permission for my student to watch the PG film.

\_\_\_ No, I do not want my child to watch the PG film.

\_\_\_\_\_

Student Name

\_\_\_\_\_

Parent Signature