

TADA! Youth Theater Residency Information

OUR EDUCATION MISSION:

To provide innovative, engaging, accessible, and high-quality musical theater programming that educates, inspires, and empowers students regardless of race, ethnicity, class, gender, sexual orientation, religion, ability, nationality, and immigration status.

WHAT MAKES US UNIQUE?

- A leader in the arts education field for over 35 years with innovative and responsive programming that adapts to the evolving landscape of our community and world
- Specializing in musical theater training and co-creating original work
- Team-taught model with two Professional Teaching Artists in each class
- Student-centered learning at the heart of our pedagogical practices
- Commitment to develop, build, and foster social-emotional life skills
- Offering year-round programming onsite and online for students of all ages and abilities
- Providing in-school residencies and after-school programs where we integrate the arts with academic subjects or school core values for students pre-k through high school
- Supporting, growing, and funding the mission of TADA! Youth Theater

OUR VALUES:

Artistic Excellence

- We value creating high-quality, innovative, professional musical theater programs that inspire, transform, empower, challenge, and engage students from all over the world.

Diversity, Equity, Inclusion, and Justice (DEIJ)

- We value and commit to providing every interested child regardless of race, ethnicity, class, gender, sexual orientation, religion, ability, nationality, and immigration status, an affordable way to experience the joy of musical theater.

Nurture Creativity

- We value creating an environment that encourages and supports creativity. Through supportive methodology rooted in imagination, we see growth in students' self-expression, risk-taking, and self-confidence.

Ensemble

- We value an ensemble-based environment where students collaborate as a team and work together respectfully and creatively. We want every student to feel safe to explore and express themselves and their identity. By exploring the depths of others and cultivating empathy, students find space for their true selves to shine.

Student Voice

- We value and encourage students to share their voice and be heard. We want our students to feel seen, heard, and learn to advocate for themselves.

Culture of Growth

- We value creating a safe and supportive culture of growth where students feel empowered to take risks and explore their interests and identities at their own pace in order to grow into kind, empathetic human beings.

Innovative & Responsive Programming

- We value creating responsive programs that serve the changing needs of our students, families, and partners. We serve all ages and abilities, and engage our students with innovative, relevant, and authentic learning and programming.

Fun

- We value sharing the joy and fun of musical theater with our students every day.

CURRICULUM OPTIONS:

GOTTA SING! GOTTA DANCE! SKILLS-BUILDING RESIDENCY DESCRIPTION: In this upbeat, high-energy musical theater residency, students learn new introductory skills in the areas of singing, dancing, and acting. It's the perfect blend of musical theater exploration and fun theater games to keep young minds engaged and active. By the end of the residency they'll be ready to confidently shine in their final sharing for an invited audience on Zoom. **Song selections for each class will be chosen based on the age range, skill level, and interests of the group.*

Throughout the residency, student's will:

- ENGAGE IN MUSICAL THEATER TRAINING
- RECEIVE INDIVIDUALIZED ATTENTION AND SOLO OPPORTUNITIES WHERE THEY WILL BE SEEN AND HEARD
- LEARN VOCALS & CHOREOGRAPHY TO FUN, UPBEAT SONGS BASED ON CURRICULAR TOPIC, SCHOOL CORE VALUE, OR TOPIC CHOSEN BY THE STUDENTS
- EXPERIENCE ENSEMBLE-BASED INSTRUCTION BY TWO PROFESSIONAL NYC TEACHING ARTISTS
- AND MAKE CONNECTIONS WITH NEW FRIENDS!

All residencies culminate in a final sharing for an invited live audience.

SAMPLE SESSION SCHEDULE - GOTTA SING! GOTTA DANCE! SKILLS-BUILDING RESIDENCY:

SESSION	SESSION SCHEDULE:
1	<ul style="list-style-type: none">● Welcome, TADA! Overview, and Teaching Artist Introduction● Icebreaker Activity● Student Introductions● Community agreement● Teach TADA! Cues● Get to Know Your Students Activity● Vocal warm-ups (throughout warm-ups MDs should introduce terminology)● Physical Warm-up (throughout warm-ups DCs should introduce dance steps/terminology)● Share with class plan for the semester (keep it short and clear)● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
2	<ul style="list-style-type: none">● Teaching Artist Welcome, announcements, and share schedule for the class.● Check-in: Ensemble-based theater activity● Vocal warm-ups (throughout warm-ups MDs should introduce terminology)● Physical Warm-up (throughout warm-ups DCs should introduce dance steps/terminology)● TADA! Here We Are! Vocals● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
3	<ul style="list-style-type: none">● Teaching Artist Welcome, announcements, and share schedule for the class.● Check-in: Ensemble-based theater activity● Physical Warm-up (throughout warm-ups DCs should introduce dance steps/terminology)● Vocal warm-ups (throughout warm-ups MDs should introduce terminology)● Review TADA! Here We Are! Vocals● TADA! Here We Are! Choreography● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)

4	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should introduce dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should introduce terminology) ● Review and Clean TADA! Here We Are! ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
5	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should introduce dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should introduce terminology) ● Run through TADA! Here We Are! ● Vocals for Song #1 ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
6	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should review dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should review terminology) ● Review Vocals for Song #1 ● Song #1 Choreography ● Run through TADA! Here We Are! ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
7	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should review dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should review terminology) ● Review and clean Song #1 ● Run through TADA! Here We Are! ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
8	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity (not to exceed 5 minutes) ● Physical Warm-up (throughout warm-ups DCs should review dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should review terminology) ● Review and clean Song #1 and TADA! Here We Are! ● Introduce the concept of a dress rehearsal in preparation for next class ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
9	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity (not to exceed 5 minutes) ● Physical Warm-up (throughout warm-ups DCs should review dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should review terminology) ● Dress Rehearsal ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)

10	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity (not to exceed 5 minutes) ● Physical Warm-up (throughout warm-ups DCs should review dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should review terminology) ● Final Sharing for invited families
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WRITE ON! PLAY-BUILDING RESIDENCY DESCRIPTION: Share your voice and be heard! Through improvisation and good old-fashioned fun, students work as an ensemble to co-create an original musical. They will explore, create, write, rehearse, and premiere a brand new original mini-musical. By the end of the residency, students will be ready to bring their story and character to life for friends and family with an invited live performance!

Throughout the residency, student's will:

- CREATE, REHEARSE & PERFORM AN ORIGINAL MINI- MUSICAL
- ENGAGE IN MUSICAL THEATER TRAINING
- EXPLORE THEIR INTERESTS AND IDENTITY
- SHARE THEIR VOICE AND BE HEARD
- RECEIVE INDIVIDUALIZED ATTENTION AND SOLO OPPORTUNITIES WHERE THEY WILL BE SEEN AND HEARD
- EXPERIENCE ENSEMBLE-BASED INSTRUCTION BY TWO PROFESSIONAL NYC TEACHING ARTISTS
- AND MAKE CONNECTIONS WITH NEW FRIENDS!

On the last day of residency, students will debut their very own original mini-musical!

SAMPLE SESSION SCHEDULE - WRITE ON! PLAY-BUILDING RESIDENCY:

SESSION	SESSION SCHEDULE:
1	<ul style="list-style-type: none"> ● Welcome, TADA! Overview, and Teaching Artist Introduction ● Icebreaker Activity ● Student Introductions ● Community agreement ● Teach TADA! Cues ● Get to Know Your Students Activity ● Vocal warm-ups (throughout warm-ups MDs should introduce terminology) ● Physical Warm-up (throughout warm-ups DCs should introduce dance steps/terminology) ● Share with class plan for the semester (keep it short and clear) ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
2	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should introduce dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should introduce terminology) ● Playwriting Brainstorm session and activity ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
3	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should introduce dance steps/terminology)

	<ul style="list-style-type: none"> ● Vocal warm-ups (throughout warm-ups MDs should introduce terminology) ● Improv activities for script ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
4	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should introduce dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should introduce terminology) ● Improv activities for script ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
5	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should introduce dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should introduce terminology) ● Read through of rough draft of the script/feedback session with students ● Song #1 Vocals ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
6	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should introduce dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should introduce terminology) ● Read through of rough draft #2 of the script/final feedback session with students ● Review Song #1 Vocals ● Song #1 Choreography ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
7	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should introduce dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should introduce terminology) ● Review Song #1 Vocals and Choreography ● Start blocking scenes ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
8	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should review dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should review terminology) ● Clean Song #1 Vocals and Choreography ● Review blocking ● Song #2 Vocals ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
9	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class.

	<ul style="list-style-type: none"> ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should review dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should review terminology) ● Review Song #2 Vocals ● Review and blocking ● Run through Song #1 ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
10	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should review dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should review terminology) ● Review Song #2 Vocals ● Song #2 Choreography ● Run through Song #1 and blocking ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
11	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should review dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should review terminology) ● Review Song #2 Vocals and Choreography ● Review and clean blocking ● Run through Song #1 ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
12	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should review dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should review terminology) ● Review and clean Song #1 & Song #2 ● Stumble thru Mini-Musical ● Introduce the concept of a dress rehearsal in preparation for next class ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
13	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should review dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should review terminology) ● Dress Rehearsal #1 ● Clean Mini-Musical ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
14	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should review dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should review terminology)

	<ul style="list-style-type: none"> ● Dress Rehearsal #2 ● Clean Mini-Musical ● Ensemble-based theater activity, cooldown, or reflection (note: will change from week to week depending on timing)
15	<ul style="list-style-type: none"> ● Teaching Artist Welcome, announcements, and share schedule for the class. ● Check-in: Ensemble-based theater activity ● Physical Warm-up (throughout warm-ups DCs should review dance steps/terminology) ● Vocal warm-ups (throughout warm-ups MDs should review terminology) ● Final Performance for live audience

PRICING:

IN-SCHOOL RESIDENCY:

- \$185 per class, per session (based on 3+ class periods/week)
- \$195 per class, per session (based on 2 class periods/week)
- \$215 per class, per session (based on 1 class period/week)

AFTER-SCHOOL PROGRAM:

- \$250 - 1 hour class
- \$295 - 90 minute class
- \$350 - 2 hour class

WORKSHOPS:

- \$375 per 1-hour session
- \$500 per 90-minute session
- \$625 per 2-hour session
- \$750 per 3-hour session

