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Phil Levien's Class (2002) Prepares for *Comedy of Errors*

**9/27/02--Reading and blocking.**

00:03:00 1st day Ralph Cordova visits class. 4<sup>th</sup> week of class. Phil introduces Ralph and presence of camera to class.

00:10:23 Students take out script and turn to Act IV, Scene 3. Study lines while Phil takes attendance.

00:14:30 Phil begins to read from play, page 24. Talks with class about \what's happening in the dialogue, and discusses some of the blocking. Checks for understanding and explains many of the vocabulary words and phrases. Asks students to underline important phrases and write their meaning above them in modern English.

00:31:00 Phil asks students to turn back to page 24. Students read the scene out loud, reading the parts that they have already been assigned. (Students remain seated). Phil gives instructions and suggestions intermittently--e.g. tells students to speak up, suggests they use more expression, etc.

00:41:00 Game--Phil asks every student to lie down on the floor, and says that they must have their heads on someone else's belly. "Group yawn"--everyone breathes in and "yawns" at same time. "Chain reaction laugh"--one person starts laughing, and each student laughs when they feel the belly they are on laughing.

00:55:00--Blocking scenes I,2 and II,1. Students not in those scenes work on artwork.

**10/14/02--Watching *Midsummer Night's Dream* in School Theatre**

00:01:00 Chunxia's first day taping class--Phil introduces her. Reminds class that they should be off-book on first three acts by tomorrow.

00:05:00 Phil gives class time to study their lines.

00:12:00 Class goes to theatre to watch another class' rehearsal of *Midsummer Night's Dream*.

**10/21/02--Sub day; rehearsal**

There is a sub in class today. Sub reminds students that they are supposed to be off-book on entire play by tomorrow.

00:06:00 Assistant explains that everyone not in scene will critique actors. Students begin rehearsal. Rehearsal is basically off-book, but assistants provide lines when necessary. Rehearsal includes limited props.

1:06:17 Students return room to original order and leave.

*Note: Sub gets class started, but essentially disappears during the rehearsal. Kids take charge of most of the rehearsal, assisting and prompting each other.*

### **10/28/02--Continue rehearsing**

00:07:04 Phil explains "diction." Also explains that they will run scene I,1 quickly (because they have already worked on it a lot), then spend more time working on subsequent scenes.

00:15:00 Students prepare room for rehearsal--move all tables, chairs, etc.

00:22:00 Rehearsal begins for Scene I,1. Rehearsal includes stage, props, lights, music, etc. Phil coaches and prompts students throughout.

00:44:00 Rehearsal for Scene I,2. Student and student teacher practice possible sound effects during rehearsal.

### **11/04/02--Continue rehearsing.**

00:05:00 Phil has conversation with children about "destiny of me" vs. "destiny of we." Discusses importance of working together; each person's performance impacts everybody else.

00:09:00 Phil gives students time to study lines.

00:15:00 Phil reviews pronunciation of some words with class. Reminds students to work on pronunciation when they study their lines.

00:21:40 Students set-up classroom for Scene IV,4 rehearsal.

00:32:00 Begin rehearsing IV,4.

00:44:00 *Picture freezes--perhaps something was accidentally pushed on the camera??*

00:46:00 *Screen goes blank.*

### **11/18/02--Staging extra scene, practicing transitions, continue rehearsal.**

00:02:30 Phil tells class to continue working on their lines for homework--nobody knows them perfectly. Assigns a couple of "new jobs"--lights, run crew, etc. Phil explains what class will be working on--staging scenes, working on entrances and exits, and rehearsing scene 5. Will be using costumes today.

00:07:00 Students set-up classroom for rehearsal.

00:16:00 Phil explains that they need to create a scene that is not in the script, and that has no dialogue, to go after the prologue. Phil coaches the students to stage the scene.

00:27:00 Students practice the extra scene that they just staged.

00:30:00 Set-up for prologue. Students say only last line of prologue, then set-up for extra scene.

00:34:00 Run through extra scene again.

00:37:00 Set-up for I,1.

00:38:00 Students strike set. They repeat process of set-ups and transitions from prologue to scene I,1.

00:42:00 Discussion about costume transitions.

00:44:00 Phil explains that they are going to rehearse Act V, Scene 1. Discusses the important events/surprises that happen in Act V, at the end of the play.

00:50:00 Students rehearse V,1. Phil prompts and coaches.

### **11/25/02--Practicing curtain call**

00:04:00 Phil reads note from Mr. Holmes (drama teacher) regarding the accomplishments of the class. Tells class to keep studying their scripts over break. Says that the "Board of Education" is very excited about their show.

00:12:00 Group of students gets interviewed outside for San Marcos High "Royal Report."

00:20:00 Phil talks to individual students about things they need to work on, based on notes taken by Mr. Holmes during a previous rehearsal.

00:35:00 Blocking curtain call. Phil explains how it will be done, and draws a diagram on board.

00:48:00 Practicing curtain call.

00:58:00 Practicing end of last scene and transition to curtain call.

01:13:00 Rehearsing Act V, Scene 1 with props.

### **12/02/02--Dress Rehearsal**

00:03:00 Phil talks to class about performances--encourages them to have their families buy tickets, etc. Gives suggestions for how to behave during performance--e.g. smile, pause for laughter, etc. Reminds class that they will have an audience for their dress rehearsal the next two days.

00:11:00 Students prepare for play; put on costumes.

00:21:00 Run-through most of the play, with costumes.

01:24:00 Phil interrupts play to tell class that it is time to clean up.

### **12/05/02--First evening production**

### **12/7/02--Production**

### **1/17/03--Ralph Cordova reviews/debriefs with students**

00:07:00 Ralph explains why he's in class; explains that Phil will share the class' work in the Urban Sites Conference. Says that he would like the class to have the opportunity to have a conversation about what they learned.

00:13:00 Ralph and class watch part of video together. Ralph occasionally pauses video to ask questions of students.

00:40:00 Ralph asks students what kinds of things you need to know how to do to put on a play. They have a conversation about this.

00:51:00 Conversation about why it is useful for classes like this to put on a Shakespeare play.

1:09:00 Ralph turns video off. Discussion continues.