

## NOTES ABOUT FILMING THIS AUDITION

1. Don't stress about the video quality, a phone is fine, but we DO want to make sure to hear you and see you.
2. The scenes do NOT need to be memorized. However, we do want to see you connect with the other characters, so you should be familiar enough with the words to look up occasionally and react to the other person.
3. Some characters have more than one side to audition with. Please read all sides associated with this character as they are included purposefully to see the character in multiple scenes/changes throughout the play.
4. Try to film somewhere with a neutral background, if possible and make sure there is enough light that we can see your facial expressions.
5. We prefer videos that are shot from the waist up to make sure we can see your face clearly, but if you would like to film full body to incorporate movement, that's ok too.
6. If you're doing a scene with 2 or more characters, please have someone read with you. Even if you have a friend on speaker phone to read the other characters for you. The reader should NOT be on camera with you unless they are also auditioning for the role they are reading.
7. Place the character(s) you are speaking with to one side of the camera and look at them. Avoid reading/looking directly into the camera.
8. If using a phone, please film horizontally.
9. Don't stress about the stage directions. If there's something you can do easily and naturally while filming, go for it, otherwise you can feel free to ignore the actions in most cases.
10. Please slate your name, the role(s) you are reading for, and your HEIGHT at the beginning of your video. If you are an LCCC student or alumnus, please mention that as well!
11. Please email your video(s) to [SparkTheatre4Youth@gmail.com](mailto:SparkTheatre4Youth@gmail.com) by 5pm February 5th, 2021. You may send them thru google drive, attach them as .mp4 files or send us a link to the video from youtube or vimeo, whatever works for you! If you are having trouble getting us the videos by this deadline, please let us know and we will do our best to accommodate you.
12. Please also send us your headshot/resume if you have them. If you do not have these, that's ok!

**MR. GARRETT- SIDE 1**

*SHAHAD, JAMAL and BRITTANY pull out their textbooks. TRAVIS pulls out his phone. MR. GARRETT notices TRAVIS.*

MR. GARRETT  
Phones down Travis.

TRAVIS  
Can't I just search this stuff?

MR. GARRETT  
No, but you're more than welcome to use the textbook we provide you all with.

TRAVIS  
Awe, why?

MR. GARRETT  
You know, Travis, once before the internet was available in the palm of our hand, students utilized printed sources of information, and this magical invention was dubbed textbooks.

TRAVIS  
But paper gives me paper cuts...

MR. GARRETT  
Travis, I am literally at a point where I will give you all the money in my wallet to stop talking, like for the duration of the semester.

TRAVIS  
Whoa, really?  
*MR. GARRETT grabs his textbook from the desk and hands it to TRAVIS.*

MR. GARRETT  
No, use mine. Moving on: now, we've been going over famous people throughout history who made their marks, so to speak, by standing up for what they perceived as an injustice. Definition of injustice, anyone?  
*SHAHAD raises her hand.*

MR. GARRETT  
Shahad.

SHAHAD  
An act that shows a lack of fairness.

MR. GARRETT  
Very good. Now, everyone has a right to an opinion about something, but when someone really creates a movement to change something is what makes them the leaders we talk about: Martin Luther King, Jr. with his nonviolent protests, Gandhi with his fasting for long periods of time, Rosa Parks refusing to give up her seat. It even goes into recent demonstrations like March for Our Lives and Black Lives Matter. But what starts them? The one or more people who think "This isn't fair, and things need to change." So, for this week, we're going to do a project constructed around finding a person of historical significance and make a poster about them and what they stood for.

## MR. GARRETT SIDE 2

MR. GARRETT

So, when we go through our presentations, try and remember that I'll be grading you on these things: preparedness, knowledge on the subject, your voice as you present and how you both alternate talking points.

MR. GARRETT

Let me emphasize that I don't want to just hear you state facts, really speak with passion about who you chose.

*The bell rings.*

MR. GARRETT

Alright, see you all tomorrow. Please organize your desks.

*Each student clear their desks, grab their backpacks and start to head out. ANNIE is the last to get her stuff.*

MR. GARRETT

Annie, will you stick around for a sec?

ANNIE

Yes, sir.

*The others exit. MR. GARRETT sits at his desk. ANNIE finishes packing her stuff.*

ANNIE

You wanted to see me, sir?

MR. GARRETT

I wanted to talk about your protesting.

ANNIE

*(Already knows)* You think I should stop.

MR. GARRETT

Look, I'm not your father, and in between school hours is when I have any sort of authority over you guys. But you're all my students, and I want the best for you all. I have to tell you, Annie, that letting yourself get detention after detention isn't doing you any favors.

ANNIE

I know what you mean, Mr. Garrett, you're a great teacher. It's because of you that we learn about people who tried to make a difference. What's the point of learning about them if their stories don't impact us to stand up for something?

MR. GARRETT

Annie, I... *(Deep breath)* I guess all I can say is if it means so much to you, see it all the way through.

ANNIE

Thank you, Mr. Garrett.

*ANNIE exits.*