

YES! Theater

Physical Comedy Artists in Residence

ABOUT

Brent and Maya McCoy are professional variety entertainers based in Northeastern Vermont. They created YES! Theater to share their love of physical comedy with young people. Their unique programs get students communicating, imagining, supporting one another, and taking healthy risks, all of which are invaluable skills in a changing and challenging world.

WHY YES?

YES! Theater is appealing, engaging, memorable, and fun. Brent and Maya harness the energy and creativity of students to make original circus acts, clown skits, and ensemble stories. This work facilitates:

- ☆ Empathy & Emotional Awareness
- ☆ Group Dynamics & Trust
- ☆ Narrative Understanding
- ☆ Self-Esteem & Positivity
- ☆ Verbal & Non-Verbal Communication
- ☆ Physical Coordination & Skill

OPTiONS

- **One-Day Performance and Workshop**
 - An engaging hour-long performance by Brent and Maya
 - Up to 5 hours of workshops for all age groups
 - A great energy boost and school-wide experience
- **One-Week Physical Theater Residency**
 - Appropriate for all grades, up to 250 students
 - Opens with a performance by Brent and Maya
 - Concludes with in-class student showcases
- **Two-Week Physical Theater Residency**
 - Appropriate for all grades, up to 250 students
 - Opens with assembly by Brent and Maya
 - Concludes with an amazing student performance

Here's what people say about YES! Theater:

"The **ultimate** student-centered activity!"

- Principal
Jay/Westfield School, Jay, VT

"It was an exhilarating feeling to watch the ENTIRE student body and faculty laugh... a **phenomenal** act!"

- Parent
Clermont Elementary, Alexandria, VA

"our '**go-to**' source for interactive, educational, and engaging student activities."

- Principal
Craftsbury Schools, Craftsbury, VT

"Engaging, funny, and appealing to **all ages.**"

- 4th Grade Teacher
Longfellow Elementary, Portland, ME

"What a **wonderful experience**... you covered team-building, risk taking, creativity, 'outside-the-box' thinking, fine & gross motor skills, and **FUN!!!**"

- 6th Grade Teacher
E. Montpelier Elementary, E. Montpelier, VT

"Hey guys, it was osum. So cool, so osum."

- Kindergartener, E. Montpelier, VT



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Sample Curriculum

The following examples can be adapted for Kindergarten through 12th grade. Our programs are **customized to our clients' needs**, and will vary with size, schedule and age group. We can accommodate scheduling from 1 to 10 days.

One Day

We perform a high energy physical comedy show that gets students excited. We teach a variety of circus arts, play theater games, and discuss the importance of effort, practice and taking healthy risks. Students leave exclaiming that they want to do more!

Five Days

Class A: Group Dynamics – Self-Confidence, Permission, Healthy Risks

We want to get to know our students, to identify the unique challenges that each group faces, and to get the students working positively together. We create structured activities that address each of these needs, and we facilitate student discussion about the exercises.

Class B: Skills – Hand-Eye Coordination, Accomplishment, Goal-Setting

The purpose of this class is to get each student excited about practicing, learning, and succeeding (a little bit at a time) at a specific physical task. We offer a variety of skills – Juggling, Plate Spinning, Devil Sticks, Diabolo - so that every student can excel in class. Students leave exclaiming, "I got it!"

Class C: Narrative Structure – Characters, Objectives, Problems, Resolutions

Students need to understand the absolute necessities of a story. Simple and short stories are everywhere, and they all have a beginning, middle and end. They all have a conflict, resolution, and outcome. We set up simple exercises in which students can create short, funny narratives.

Class D: Performance – Communication, Sense of Accomplishment, Stage Presence

Everyone gets the chance to perform for their peers at the end of the week. Through a variety of small performances, all students have a chance to be in the spotlight, to share something they're proud of, and to be part of a simple story. We do this with puppetry, clown skits, skills, and human pyramids.

Ten Days

Week 1: Group Dynamics, Skills, Narrative Structure, Performance – See above

Week 2: Act Creation and Performance – Practical Application & Community Show

After laying the foundation during our first 5 days, we spend the second week creating a student-driven community performance that typically takes place on Friday evening. Each group of students works together to create their own piece(s), which range from simple comedy skits to high-skill circus acts. They also continue to practice the circus tricks from the first week, developing lifelong skills and good practice habits. In the past, we have worked with music and art teachers to add live music and colorful décor to the final event. We even surprise the students with a Faculty Act!