



2026-2027 SEASON

PROGRAM INFORMATION

Education

Enrichment

Outreach

FROM THE EDUCATION DIRECTOR

Thank you for your interest in the Feller Theatre Academy! We are honored to present an educational theatre experience for kindergarten through twelfth-grade students throughout Brevard County. Through production-based learning, we aim to educate students in dance, acting, and music while also teaching valuable life skills such as public speaking, teamwork, and responsibility. The Feller Theatre Academy is a never-ending well of knowledge, fun, and creativity for students year-round, with productions running in the fall, spring, and summer. Each semester, we see over one hundred and fifty students from ages four through eighteen walk through our doors and perform on our stages, and we have been honored to be a part of our students' lives from early childhood through adolescence. Our staff consists of trained and certified educators, industry experts with years of experience in professional settings nationwide, and mentors passionate about guiding the next generation of performers to reach their full potential. We look forward to seeing you at future auditions and having you join our FTA family!

The Feller Theatre Academy Team

"Together we can **nurture** the **talent** of the **future** and bring the **empowering** force of **music** and the **arts** to a **new generation**."

-Andrew Lloyd Webber

SPECIAL NOTE - Placement in the Feller Theatre Academy is determined by age, experience level, and director recommendation. These groups overlap by design to allow the best fit for each performer. Please get in touch with the education director, Kayla Canada, at kayla@henegar.org with any questions.

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1. PROGRAM OVERVIEW

We offer programming for *age 5* through *age 19*

Our programs are broken down into 5 age groups:

Curtain Raisers (5-8) *Young Ensemble* (7-11) *Rising Artists* (10-14) *The Troupe* (12-16) *The Company* (15-19)

We offer different programs throughout the year and break our season into *fall, spring, & summer* sessions.

Our program is comprised of *production-based learning* rather than classes.

Each program enrollment ranges anywhere from *15 to 60* students.

Productions for ages 7-19 are *audition-based*.

2. CURTAIN RAISERS (AGES 5-8)



This program aims to provide students with a foundational experience in the performing arts.
This group does not require an audition.

In Scarecrow Surprise, a group of friendly farm animals live on a cozy farm where the fields are guarded by scarecrows. As autumn arrives, they work together to prepare the farm for the harvest season. At the end, the animals discover the “surprise” is a joyful harvest celebration where all the farm friends come together to celebrate the season.

SESSION 1 DATES: October 19–November 3 (Mon & Tues, 4pm–6pm)

SESSION 1 DRESS REHEARSALS: November 9 & 10 (4pm–6:30pm)

SESSION 1 SHOW DATES: November 13 @ 5pm, November 14 @ 1pm

SESSION 2 DATES: October 21–November 5 (Wed & Thurs, 4pm–6pm)

SESSION 2 DRESS REHEARSALS: November 11 & 12 (4pm–6:30pm)

SESSION 2 SHOW DATES: November 13 @ 7pm, November 14 @ 11am

TUITION: \$175

A group of young safari animals are getting ready for a special jungle celebration day filled with games, songs, and visitors from all over the savannah. Each animal helps prepare something fun—music, decorations, dancing, and welcoming greetings. At the end, they discover the “surprise” is a big friendship festival where everyone celebrates the jungle together.

SESSION 1 DATES: April 5–April 20 (M & T, 4pm–6pm)

SESSION 1 DRESS REHEARSALS: April 26 & 27 (4pm–6:30pm)

SESSION 1 SHOW DATES: April 30 @ 5pm, May 1 @ 1pm

SESSION 2 DATES: April 7–April 22 (W & R, 4pm–6pm)

SESSION 2 DRESS REHEARSALS: April 28 & 29 (4pm–6:30pm)

SESSION 2 SHOW DATES: April 30 @ 7pm, May 1 @ 11am

TUITION: \$175



3. YOUNG ENSEMBLE (AGES 7-11)



Our Young Ensemble program works with students ages 7-11 to teach dance, acting, and singing fundamentals.

In *The Aristocats*, a kind Parisian cat named Duchess and her kittens are kidnapped by a greedy butler who wants their inheritance. With the help of a carefree alley cat named Thomas O'Malley and his jazzy friends, they journey back home through the city.

AUDITION DATES: Friday, August 7 (4:30pm-8pm) & Saturday, August 8 (10am-1pm)

REHEARSAL DATES: August 24-October 15 (Monday-Thursday 4:00pm-6:30pm)

TECH DATES: October 12-15 (4pm-6:30pm)

SHOW DATES: October 19-22 @ 6:30pm

TUITION: \$350

*This show will have 2 casts, so students will only be needed 2 days a week.

In *Madagascar*, four pampered zoo animals from New York—Alex the lion, Marty the zebra, Melman the giraffe, and Gloria the hippo—accidentally end up stranded on an island. There, they must learn to survive in the wild while discovering a very different way of life than they're used to.

AUDITION DATES: Friday, January 15 (4:30pm-8pm) & Saturday, January 16 (10am-1pm)

REHEARSAL DATES: February 15-March 23 (Mon & Tues, 4pm-6:30pm) *Saturday, March 20 from 9am-11:30am

TECH DATES: Friday, March 26 (9am-12pm); Monday, March 29 (4pm-6:30pm); Tuesday, March 30 (4pm-6:30pm)

SHOW DATES: Wed, March 31 & Thurs, April 1 @ 6:30pm

TUITION: \$350



4. RISING ARTISTS (AGES 10-14)



Our Young Ensemble program works with students ages 7-11 to teach dance, acting, and singing fundamentals.

In Frozen Jr., two royal sisters, Elsa and Anna, grow up in the kingdom of Arendelle, but Elsa's hidden magical ice powers accidentally plunge the land into an endless winter. As Anna sets out on a journey to find Elsa and save their kingdom, the sisters learn that love, courage, and understanding are the keys to breaking the frozen spell.

AUDITION DATES: September 12 & 13 (10am-3pm)
MUSIC REHEARSALS: October 3 & 4 (9am-12pm)
CHOREO REHEARSALS: October 10, 11, 17, & 18 (9am-12pm)
BLOCKING REHEARSALS: October 25, 25**, & 31 (9am-12pm)
RUNS REHEARSALS: November 1 & 7 (9am-12pm), November 14 (3pm-7pm)
TECH DATES: November 23 & 24, November 29 & 30 (5:30pm-9pm)
SHOW DATES: December 1 & December 2 @ 6:30pm
TUITION: \$400

In Alice in Wonderland Jr., a curious girl named Alice follows a White Rabbit into a magical world filled with quirky characters and strange adventures. As she travels through Wonderland, she learns about growing up, making choices, and finding her own voice.

AUDITION DATES: March 6 & 7 (10am-1pm)
MUSIC REHEARSALS: March 27 & April 3 (9am-12pm)
CHOREO REHEARSALS: April 4, 10, & 11 (9am-12pm)
BLOCKING REHEARSALS: April 17, 18, 24, & 25 (9am-12pm)
RUNS REHEARSALS: May 1 (9am-12pm), May 8 (8:30am-11am)
TECH DATES: May 9, May 10, & May 11 (6pm-9pm)
SHOW DATES: Wed, May 12 & Thurs, May 13 @ 6:30pm
TUITION: \$400



5. THE TROUPE (AGES 12-16)



This season, The Troupe & Rising Artists will be combining. In this age group, students begin learning more advanced techniques and building blocks essential to pursuing a career in the arts.

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RUNS REHEARSALS: May 1 (9am-12pm), May 8 (8:30am-11am)
TECH DATES: May 9, May 10, & May 11 (6pm-9pm)
SHOW DATES: Wed, May 12 & Thurs, May 13 @ 6:30pm
TUITION: \$400



6. THE COMPANY (AGES 15-19)

The Company is the culmination of Feller Theatre Academy. Through full-length musical productions, students are taught advanced choreography, singing, and acting techniques. We also provide workshops and straight plays to work on a wide array of skills and opportunities for students interested in pursuing a career in the arts.

Our 2020/21 summer production, dates, and workshops will be announced this fall.



7 AUDITION INFORMATION

- **How do I sign up my child for auditions?**
 - Two months before auditions, email feller@henegar.org with your child's name and grade. You will then be placed in an audition group and given an arrival time.
- **What does the audition process look like?**
 - Students will be asked to sing for our casting team. We send out the audition material we would like students to perform before the auditions. If they are nervous, the music director will sing with them. If they still aren't comfortable, we have various plans to help students. We won't ever push a student or make them sing if they aren't comfortable. We've worked with students of all levels of comfortability, so we will meet students where they are and work with their comfort level. After your student sings, the audition team may ask to hear them sing for a specific role. Generally, our elementary productions do not do callbacks. For audition-based programs, callbacks are not contingent upon being cast in the program. We email families within the week regarding their audition results.
- **What do students sing? Does everyone have to dance?**
 - All students will sing the "General Cut." Then, if the casting team wants to hear a student sing for a specific part, they will be asked to sing the cut for that character. Students may be asked to sing for more than one part. Callbacks are not contingent upon being cast in the program. After they sing, all students will head into a dance audition, regardless of if they are called back.
- **What should my student wear?**
 - Students should wear comfortable clothes and shoes that allow them to dance. They may also bring a change of clothes for dance auditions; however, this is not required.
- **Can parents/guardians stay during auditions?**
 - Parents/guardians can wait in our reception area while their students audition.
- **How do you determine who gets a part?**
 - Students are evaluated on a rubric that looks at the following categories on a scale from 1-5: Singing, Acting, Stage Presence, Dance, Confidence, & Behavior. These scores will then be averaged by the casting team and used to cast the show objectively. Conflicts are also taken into consideration. If students are interested in receiving feedback on their audition after the show has been cast, they are more than welcome to arrive early for a 1-on-1 with the director for tips and advice. Please schedule this in advance.

- **Will everyone get a speaking part?**
 - We love for as many students to get a speaking part as possible; however, this is not always possible. The first and most important determining factor is asking students if they would like a speaking part. We want to respect those students who genuinely don't feel comfortable speaking in front of a crowd yet and work with them so that they feel ready to tackle a speaking role in the future. The second factor is based on the rubric used during auditions. While we work to get as many speaking roles in the show as possible, it is not always achievable. But we try our best!
- **How many students do you take?**
 - We cap our programs at 45 students on the MainStage and 25 in the black box. This is our maximum number that allows students to receive individualized attention and adequate time on stage.
- **How can I support my child if they are unhappy with the part they've gotten or don't get cast?**
 - It is never our goal to make a child unhappy or to make them feel untalented, and we know how difficult this can be for a parent. Every student has the potential and the ability to succeed, and we want to celebrate that. We, as performers, must remind ourselves that someone else's success doesn't mean our failure. Each time a cast list comes out, it is an opportunity to reflect, learn, and work towards the next audition.

8. FREQUENTLY ASKED QUESTIONS

What if my child is interested in auditioning but does not have any performing experience?

We welcome all kids to audition regardless of their experience. While our benchmarks provide an idea of what we are looking for in our auditions, we also look for passion and teachability. Experience is not required to be cast in a show.

Do you offer any classes or lessons?

We do not offer any classes or lessons, but plan on offering them in the future.

Do you offer scholarships?

We offer scholarships. If cast, students will be given information on how to apply for a need-based scholarship. If students under sixteen perform in our MainStage shows, their gas stipend will be put towards a scholarship.

My child is going into sixth/ninth grade this summer. What program should they audition for over the summer?

They can audition for the grade they are leaving or the grade they will be going into.

My child is a graduating senior. Can they participate in the summer program?

Yes! We welcome graduating seniors to audition for our summer productions.

Can my student participate in other programs and in their school programs?

Absolutely, we encourage our students to explore other programs and to participate in their school programs. We are happy to try and work around our students schedules and other rehearsals.

9. PROGRAM BENCHMARKS

Ages 5-8

Program Benchmarks: Students should be proficient in these music, Dance, and Executive Functioning skills upon graduating from our youngest program.

TECHNICAL SKILLS - MUSIC

- Participating in call and response
- Understanding and clap basic rhythms
- Knowing cues in the music and singing in time with the music

TECHNICAL SKILLS - DANCE

- Following along with the choreographer
- Remembering sequencing during performances and rehearsals
- Having a command of jazz squares, 3-step turns, balance steps, pivot turns, & grapevines

EXECUTIVE SKILLS

- Maintaining focus when on stage or in rehearsal
- Respecting the personal space and property of others
- Respecting others and actively listening when they are speaking

Ages 7-13

Program Benchmarks: Students should be proficient in these music, Dance, Acting, and Executive Functioning skills upon graduating from our younger programs.

TECHNICAL SKILLS - ACTING

- Utilizing and recalling theater vocabulary, including stage directions and parts of the theater
- Employing memorization techniques for both music and lines
- Completing basic script analysis and annotation, including writing down blocking
- Incorporating emphasized facial expressions and understanding how an audience perceives these expressions
- Maintaining spatial awareness when on stage, including understanding proximity to other performers and not cutting off audience site lines
- Projecting and speaking at an appropriate, audible volume when performing dialogue

TECHNICAL SKILLS - MUSIC

- Interpreting the sound and symbol systems of music basic including time signatures, counts, rests, and dynamics
- Using fundamental techniques (such as posture and breath control) necessary to sing with strong projection and volume
- Incorporating characterization when singing
- Annotating music, including marking rests, dynamics, and modulations
- Singing as an ensemble in two-part harmony

EXECUTIVE SKILLS

- Understanding and employing basic theater etiquette: refraining from talking backstage, respecting other performers' props and costumes, being prepared for all entrances, asking appropriate questions at appropriate times
- Maintaining a positive attitude and having respectful dialogues with all production team members and students
- Employing efficacious coping skills when faced with difficult situations, such as not being cast in a desired role
- Having adequate time management and patience when at rehearsals

TECHNICAL SKILLS - DANCE

- Working with counts and beats during rehearsal
- Employing musicality and expression through dance
- Having a command of simple leaps, pointed and flexed feet, chaines, and soutenu

While it is not required, it is helpful if students enter our elementary program with knowledge of the following:

- Call and response when learning music (pitch-matching)
- Understanding and following basic rhythms
- Knowing cues in music and singing at an appropriate volume
- Picking up and remembering sequences in dance
- Jazz squares, 3-step turns, balance steps, pivot turns, & grapevines
- Maintaining focus when on stage or in rehearsal
- Respecting the personal space and property of others
- Respecting others and actively listening when they are speaking

Ages 12-16

Program Benchmarks: Students should be proficient in these music, Dance, Acting, and Executive Functioning skills upon graduating from our middle ages programs.

EXECUTIVE SKILLS

- Sustaining focus and resisting distractions while showing well-developed time management skills
- Displaying mindfulness and consideration regarding professionalism in dress, speech, and preparedness
- Setting clear objectives and working towards achieving them
- Maintaining a positive attitude and environment through intentionality in interactions and inclusive camaraderie amongst castmates and staff

TECHNICAL SKILLS - DANCE

- Using whole body movements, strength, flexibility, endurance, and proper alignment to develop dance technique
- Turning expression into stage presence
- Distinguishing appropriate behaviors and etiquette in a variety of dance roles (such as dancer, dance captain, choreographer, and observer)
- Having a command of spotting, step pivot, kick ball change, chasse, single

TECHNICAL SKILLS - MUSIC

- Singing in 3-5 part harmony as an ensemble
- Having an understanding of how to read basic sheet music
- Analyzing the contextuality of the scene during which a piece of music occurs
- Applying the elements of music and musical techniques in order to sing and play music with accuracy and expression

TECHNICAL SKILLS - ACTING

- Developing character intentions and motivations through script annotation
- Understanding and beginning to apply the basics of Meisner, Stanislavski, and Classical Acting
- Annotating blocking with effective shorthand
- Incorporating physical movements and non-verbal expression to communicate characterization

While it is not required, it is helpful if students enter our middle school program with knowledge of the following:

- Understanding and employing basic theater etiquette: refraining from talking backstage, respecting other performers' props and costumes, being prepared for all entrances, asking appropriate questions at appropriate times
- Maintaining a positive attitude and having respectful dialogues with all production team members and students and employing efficacious coping skills when faced with difficult situations, such as not being cast in a desired role
- Having adequate time management and patience when at rehearsals
- Working with counts and beats during rehearsal
- Employing musicality and expression through dance
- Having a command of simple leaps, pointed and flexed feet, chaines, and soutenu
- Interpreting the sound and symbol systems of music basic including time signatures, counts, rests, and dynamics
- Using fundamental techniques (such as posture and breath control) necessary to sing with strong projection and volume
- Incorporating characterization when singing
- Annotating music, including marking rests, dynamics, and modulations
- Singing as an ensemble in two-part harmony
- Utilizing and recalling theater vocabulary, including stage directions and parts of the theater
- Employing memorization techniques for both music and lines
- Completing basic script analysis and annotation, including writing down blocking
- Incorporating emphasized facial expressions and understanding how an audience perceives these expressions
- Maintaining spatial awareness when on stage, including understanding proximity to other performers and not cutting off audience site lines
- Projecting and speaking at an appropriate, audible volume when performing dialogue

Ages 15-19

Program Benchmarks: Students should be proficient in these music, Dance, Acting, and Executive Functioning skills upon graduating from our upper programs.

TECHNICAL SKILLS - ACTING

- Applying vocal elements of volume, pitch, rate, tone, articulation, and vocal expression appropriately to theatrical texts, such as monologues and scenes
- Using non-verbal expression and physical self-awareness to communicate movement elements and characterization
- Employing the basics of Meisner, Stanislavski, and Classical Acting for character study and analysis
- Using constructive feedback to improve performance

EXECUTIVE SKILLS

- Sustaining focus and resisting distractions while showing well-developed time management skills
- Displaying mindfulness and consideration regarding professionalism in dress, speech, and preparedness
- Setting clear objectives and working towards achieving them
- Maintaining a positive attitude and environment through intentionality in interactions and inclusive camaraderie amongst castmates and staff

TECHNICAL SKILLS - DANCE

- Maintaining proper focus and dedication to achieve a standard of professionalism in all situations needed to pursue a career in the arts
- Picking up combos quickly and accurately at varying levels of difficulty
- Performing expressively using a broad dynamic range for projecting meaning to an audience
- Having a command of pirouette, double, pas de bouree

TECHNICAL SKILLS - MUSIC

- Singing in 5 part harmony as an ensemble-Recognizing expressive elements (such as dynamics, timbre, blending, and phrasing) when singing
- Recognizing whole, half, quarter, eighth, sixteenth, and dotted note and rest duration in 2/4, 3/4, and 4/4 meters
- Recognizing standard notation symbols for basic elements of music, such as pitch, rhythm, dynamics, tempo, articulation, and expression
- Interpreting standard notation symbols for pitch

While it is not required, it is helpful if students enter our middle school program with knowledge of the following:

- Singing in 3-5 part harmony as an ensemble
- Having an understanding of how to read basic sheet music
- Analyzing the contextuality of the scene during which a piece of music occurs
- Applying the elements of music and musical techniques in order to sing and play music with accuracy and expression
- Using whole body movements, strength, flexibility, endurance, and proper alignment to develop dance technique
- Turning expression into stage presence
- Distinguishing appropriate behaviors and etiquette in a variety of dance roles (such as dancer, dance captain, choreographer, and observer)
- Having a command of spotting, step pivot, kick ball change, chasse, single, jazz squares, 3-step turns, balance steps, pivot turns, & grapevines
- Developing character intentions and motivations through script annotation
- Understanding and beginning to apply the basics of Meisner, Stanislavski, and Classical Acting
- Annotating blocking with effective shorthand
- Incorporating physical movements and non-verbal expression to communicate characterization