

Caroline Gombé

EDUCATION:

-full certified teacher in New York State - Course 1 "Basic Teaching Methods"

-MA in acting performing techniques – UCONN 2010

-BFA in acting at National University of Theatre and Film Romania – UNATC 2004

-Foreign languages: Romanian-very good (native) French-good; Spanish-beginner

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EXPERIENCE:

-2018/2020 JCAL – acting, musical theatre, improv, storytelling (ongoing)

-2017 Ethical Culture UWS afterschool program – acting, storytelling, improv

- 2016 Scarsdale Strings afterschool program – acting/drums teacher; director

- 2014/2020 acting teacher at New York Film Academy (ongoing summer school)

-2011-2014 Columbia University School of Social Work - project “Role Playing for Social Services”

-2012 private acting coaching lessons in NYC (adults, teens and children)

-2009-2010 TA at UCONN-“Introduction to Drama”; personal lecture on acting “Becoming a character”

-2008-2009 TA at UCONN- “Introduction to Drama”; personal lecture on acting “Becoming a character”

-2004-2008 acting private coach in Bucharest

My work at NYFA is teaching acting technique, improvisation, monologue, scene study, voice and movement and dance classes to high school students between the ages of 14-17 during the summer program. It's a creative work finding a way to make studying acting an enjoyable and interesting learning process. The classes are both introductory and advanced, all the lectures are exclusively created and held by me with a help of a TA that in charge of the camera work when needed.

In the one year NYFA program I held an acting technique class based on Stanislavsky's work. My class' goal was to transition the students new to acting or even the more experienced ones from being themselves in a certain situation to embody another person/character with everything that is involved (physicality, emotional life etc) I focused on:

- the importance of putting your body in a state of concentration before you start working (through relaxation games and exercises plus teaching them an easy to remember warm up process)
- getting in touch with the students emotional opening through emotional memory exercises
- text work: the importance of the objective and tactics
- character work

Each semester ended with a public monologue presentation for which I chose the final monologue with each student, I put together my class' presentation (a small show), I created the lights and the music and coordinated the presentation day (rehearsals, stage rehearsal, costumes etc) and supervised the on camera presentation.

My work at Scarsdale Strings was teaching acting and music to elementary school afterschool programs. I have worked with students between the ages of 11-14 introducing them to elements of theatre/acting/improvisation and rhythm. I was also the director of the theatre project part of the district community event which brought together the entire art department in order to showcase our work throughout the year. In addition to my work as a teacher I managed the program

in one of the schools, keeping the liaison between the school and the head of the program, making sure the goals of the program are achieved, being in charge of the other teachers of the program working in that school, scheduling, organizing and scheduling the end of the semester presentations and participating in the recruiting process when necessary.

As a TA at UCONN I assisted a 360 students class, graded their final creative projects (projects at their choice between acting, playwriting, directing, costume design, set and lighting design) kept the evidence of the class presence online, introduced the participation credits for the group work in class and each semester had my individual lecture on the subject of acting, created and presented by me, Becoming a character.

My work at Columbia University started in 2011 at the end of the first semester as a trial. We worked with 40 students doing character interviews with specific situations they will later meet during their career. Last year we already had 340 students submitted for the project and the number keeps growing. Also the school increased the number of actors. The project became part of the school program, it happens each semester and the students are really excited about it. Each year we learn along with them how to make the project more creative and more helpful in developing them as the best social workers they can be.

As a private coach I work with young actors, teens and children with or without previous training or experience, preparing them either for an upcoming audition or building a repertory for future auditions. I also work on specific aspects of an actor's work such as presentation – the way they look/dress/make up etc for a specific audition for theatre, film or TV

I have excellent communication and organizational skills and with each experience I learned how to make learning a joint experience where we all learn while we enjoy the time we spend in class.