

Creatively Approaching Shakespeare

Using drama and improvisation when working with 'The Bard'

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1. Warmup!
 - a. Shakespearean Insults 1.0 (Make your own)
 - i. There are rules!
 - ii. Add some gestures
 - iii. Add a context
 - b. Shakespearean Insults 2.0 (The Bard's!)
 1. Lines from a particular play
 2. The Stratford Shakespeare Festival
 - c. Extension: Sword-fighting basics
 - d. Extension: Stage combat and fight scenes
2. Welcome - and why am I here?
 1. To help teachers "find a way into" Shakespeare's world and his text
 2. To demonstrate some ways of using drama and improvisation to introduce Will's World and text to students so that they are not turned off Shakespeare forever
 3. To assist teachers in finding alternative ways of reviewing and assessing students' understanding of Will's plays
3. So... why do so many students *hate* Shakespeare?
 1. The stereotypes and traditional nonsense
 2. Hard work requires positive feedback
 3. Removing the actor

4. Booklets and obsession with the wrong things
5. Forgetting Will was the first “King of Pop”
6. In short, because of school!

4. So... why do some students *love* Shakespeare?
 1. Characters and conflicts they relate to
 1. Youth, love, hate...
 2. Teenage characters
 3. The physical humour
 4. Dirty jokes
 5. Because it is GOOD - and *it is* entertaining
 1. Will did not last because his works were taught
 2. Productions and allusions
5. Introducing Will, his World, and his Stage
 1. A walk through Will’s London
 2. The Shakespearean stage
 3. The classroom stage space
6. A play involves a script, interpreted by actors through their choices, presented on a stage space, in front of an audience
 - a. Improvisations Based on Shakespeare
 1. Tableaus
 2. Tabloid Headlines
 3. Tableaus
 1. With dialogue
 2. The Typewriter Game
 - c. Dumbshows
 - d. Freeze / Animate / Freeze
 - e. Role Playing

1. R.A.F.T.S.
2. Interviews

f. Parallel Situations

7. “Speak the speech, I pray you, as I pronounced it to you - trippingly on the tongue” (Hamlet, 3 / 2)

A. Get the words in your mouth - ball games

B. Speaking versus saying

1. Punctuation
2. Syllables
3. Rhythm

8. Shakespearean Speech Tips

9. The chair game 1.0 / 2.0

- Let students hear Shakespeare done well (and admit when it isn't)!
- Share the hard work. Read a little, discuss a little, watch a little...
- Group speak / choral speech
- Using film with text

8. Demonstrating meaning in text

- Context, metaphor, and repetition
 1. The Balcony Scene
 2. “Tomorrow, and tomorrow, and tomorrow...”
- Text and Subtext - four person dialogues
 3. Hermia and Helena
 4. Young Siward and Macbeth

5. The Seven Ages of Man Pageant Wagon

9. Questions and Resources
 - a. mrjdrama58@gmail.com
 - b. Stratfordfestival.ca
 - c. folger.edu