

Instructions for Shakespeare Group Work

Please note: any student who has a planned absence coming up during this unit needs to let me, as well as their fellow troupe members, know by email so we can plan accordingly.

1. Determine which scenes are the best for interpretation. The easiest way to do this is to a) choose your favorite scenes b) find and copy an online version of the play so you can easily cut out less important material in otherwise good scenes. The goal is find the best portions of scenes in the act and to get them honed to 6 minutes.

Everyone in the group is expected to contribute equally to this process.

2. Once the scenes are chosen, your group needs to determine who will portray the characters.

FAQs: more than one person can portray a character

one person can portray multiple characters

* everyone in the group needs to have roughly the same number of lines

You are welcome to use character hats, which you can decorate with symbols that identify the character — these can be switched during the performance if you're sharing a role.

3. Once parts have been cast, the remaining time needs to be used to work through the scenes, beginning by interpreting much in the fashion we did in class for the opening scene of Act I.

All actors should:

- 1) stand up and move around
- 2) look to portray character through attitude, posture, voice (volume, tone, timbre)
- 3) use appropriate gestures and
- 4) emphasize key words in order to shape the meaning of phrases
- 5) use note cards for cue cards as needed

OMNIBUS II -- "THE PLAY'S THE THING" ROMEO AND JULIET UNIT

April 15th introduction to unit & troupe assignment

April 22 (in person) Act I reading due, scene interpretation Samson & Gregory

April 29 (online) Acts II - V reading due, **individual troupe meetings**: choose characters, scenes

May 6 (in person) Act II discussion

May 13 (online) **individual troupe meetings**: finalize lines and plan stage actions

May 20 (in person) performances of all act troupes Act III discussion

May 27 (online) Act IV - V discussion

GOALS/TASKS:

To study Shakespeare through performance, as this is the way drama is meant to be experienced. To wit, we will have groups present their favorite six minutes from their assigned act. These six minutes can be a pivotal scene or a montage of exciting moments from the act, but the total time must be no less than five minutes and no more than six. We'll have five groups of eight to ten students.

To study characterization -- how we get to know a character. In addition to gathering references to determine whether a character is round or flat, static or dynamic, students will be learning lines for a particular character in an assigned act, and have the option to construct a hat with two symbols that represent that character and will be worn during the performance.

To appreciate Shakespeare's contribution to the English language as well as his use of language to delineate characters, evoke emotions and vividly express ideas.

ASSIGNMENT DETAILS

1. Read the entire play by April 29th. You must do this to be able to participate in your act troupe's work.
2. As you read, fill out the character chart with references that show a) your first impression of a character and b) any successive references that caused your impression of that character to change.

Act IV

- | | |
|-----------------------------|-----------------------|
| 1. Philomena Tiller | 5. Rose Meza |
| 2. Madison Carhart | 6. Samantha Weiler |
| 3. Luca Clagett | 7. Liam Muller-Bedell |
| 4. Marie-Claire Des Rosiers | |

Act V

- | | |
|----------------------|-----------------------|
| 1. James Waterman | 6. Thea Soutsos |
| 2. Ellie Beaudoin | 7. Martha Osbourn |
| 3. Ian Campbell | 8. Aaron Westfall |
| 4. Collette O'Reilly | 9. Uli Duke |
| 5. Clare Hofbauer | 10. Elliott Wilkerson |

First impression?

Any changes?

MONTAGUES

Benvolio

Romeo

Lady Montague

Lord Montague

NEUTRALS

The Prince

Mercutio

Friar Lawrence

CAPULETS

Tybalt

Lord Capulet

Paris

Lady Capulet

the Nurse

Juliet