

# Classical Acting - Shakespeare

Content Area: **Music**  
Course(s):  
Time Period: **Marking Period 4**  
Length: **35**  
Status: **Published**

## Essential Questions/Enduring Understandings

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- How can we build upon our existing performing skills in order to perform classic pieces?
- What connections can be made between the characters of Shakespeare's plays and people now?
- What are the clues Shakespeare provided for actors and how can they be utilized in Shakespearean performance?
- How can you incorporate evidence of plot comprehension, emphasized words, character relationships, physicality, and stage pictures into Shakespearean performance?

## Objectives

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- Students will be skilled at illustrating a developed understanding of the given circumstances of a Shakespearean play.
- Students will be skilled at applying listening and repetition skills to line memorization tasks.
- Students will know how studying Shakespeare can enhance their physical and vocal skills to become more proficient actors.
- Students will be skilled at improvising contemporary scenes through the lens of Shakespearean plot.
- Students will know how to analyze text for clues about characterization.
- Students will know how to explain connections between physical exercises and performing Shakespeare.
- Students will know how to analyze text for clues about character physicality.
- Students will know how to analyze text to generate stage pictures and blocking.
- Students will be skilled at synthesizing the unit's content into scenes for performance.
- Students will know how to analyze text, characters, and relationships in preparation for the scene performances.

## Learning Plan

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- Divide scenarios that mimic the basic given circumstances of a Shakespearean play to groups of students and have students improvise a scene around those circumstances.
- Have students participate in various engaging physical and vocal activities articulating the connections between the exercises and performing Shakespeare.
- Have students create tableaus and character walks based on Shakespearean characters/scenes from the play.
- Using the tableaus as a starting point, have the students create stage pictures and blocking for their scenes.
- Bringing it all together, have students begin to rehearse their Shakespearean scenes.

- Have students perform their Shakespearean scenes.

## **Assessments**

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- Students will brainstorm about the essential questions through regular written reflections in the Actor's Journal.
- Students will demonstrate understanding of plot and circumstances of Shakespearean scene through participation in the improvisation activity.
- Students will demonstrate understanding through performance of vocal and physical activities the differences in Shakespearean character work and modern character work,
- Students will identify characteristics based on textual analysis of the piece.
- Students will articulate through performance, discussion, and writing, the connections between physical exercises and performing Shakespeare.
- Students will identify key words and using them will create tableaux that will include gesture and facial expression and character walks that will feature physicality that draws from these words, gestures, and facial expressions.
- Students will demonstrate understanding of Shakespeare through performance.

## **Materials**

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- Character Analysis Packet
- Actor's Journal
- Scripts: First Folio Editions of Shakespeare's Works

## **Suggested Strategies for Modification**

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[Acting 1 Accommodation](#)