

## **Fights and Falls with Shakespeare.**

Lesson Plan suitable for middle school, high school, college or professional artists.

**No experience necessary. Movement is required, but all physical abilities can participate equally in this program.** We work with each person individually to use generative skills learned during the workshop to formulate multiple ideas, develop aesthetic and technical goals, and problem solve as they relate to theatre arts. (MATHS.CR.1 )

**Specifically, we will use three (3) simple texts from Shakespeare's plays to create three (3) styles of dramatic physical action (fights, falls, specialized movement).** The students select, analyze, and interpret these scenes for presentation. a. Integrate various techniques, multimedia forms incorporating theatre, and other types of theatre content into unified media arts theatre productions and/or projects, considering the reaction and interaction of the audience during feedback after each presentation. (MATHS.PR.1 )

Example Day: (can be shortened or lengthened to suit)

09:30 Introductions, game, and physical/vocal warm-up.

10:00 **FIRST TEXT/Realistic fight. *Midsummer Night's Dream.*** (*Depending on the size of the group, there may be several cuttings used.*)

10:20 Stage the hand-to-hand battles of Hermia and Helena and/or Demetrius and Lysander suiting the word to the action and the action to the word.

11:00 Presentation of the first scene.

11:15 Short break.

11:30. New partners. **SECOND TEXT/Stylized performance. *Romeo and Juliet.*** Using Mercutio's death scene as text for exploring a heightened performance style of sword play.

12:00 Presentation of the second scenes

12:30 Lunch break.

01:00 **THIRD TEXT/Physical comedy lifts and falls scene. *Taming of the Shrew.*** With new partners we use Petruchio, Kate, and Grumio's scenes of engagement employing techniques we've learned in fights and falls to explore the extreme comedy of this battle of the sexes.

02:30 Presentation of the short scenes with extended feedback and open discussion.

During this final feedback/discussion session each student will analyze these media arts scenes with focus on theater but also on film, television, and blog post presentation. They will, a. Analyze the qualities of, and relationships between, components, style, and preferences communicated by media arts theatre productions and/or projects and artists. b. Analyze this

variety of scenes and approaches manage audience experience and create intention through multimodal perception. (MATHS.RE.1)

3:00 Close.

The goals of the day are to easily handle short sections of difficult text with fun and ease. We don't promote one style or approach to acting nor Shakespeare but allow each participant to find their own connection to the three challenges. It's easy, fun, hands-on and especially good for those who fear performance or feel intimidated by Shakespearean text.

This workshop is a tremendously active day and works to motivate even stubborn learners. The workshop can be easily adjusted to meet specific needs of any particular HS class or level. Even though the work is based in fine art, the day is fun and approachable by those who wouldn't consider themselves "fans" of classic literature.

This particular workshop is a culmination of over two decades of work with a very diverse range of Georgia HS students.