

The Young Shakespeareans

Scenic Design Curriculum

WORKSHOP 5 - LESSON PLAN

“Hail Shakespeareans” 1 min FOCUS: Company and confidence building.

Call and Repeat:

“Hail Shakespeareans - If I can do Shakespeare, I can do anything!”

WARM UP 15 min

- **Physical** FOCUS: Wake Up and prepare the Body
 - Alignment, stretches, twists and breathing
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105 min Production Design Students

DEEPER INTO THE PLAY 30 min FOCUS: To expand the mind through turning given circumstances into questions. This is important in life because we should not always accept the way things are “supposed to be”. Questioning your environment can potentially better your circumstances.

Prompt: The first step for any designer is to ask questions. Questions lead to ideas, which can evolve into designs. So let’s turn what we know about the play into a giant list of questions.

(20 min) Group Work

Put groups of 3 students into breakout rooms each one supervised by a teaching artist. As a group they will generate a list of about 50 questions about the play. No question is too silly. Each group should assign a note taker to compile the questions.

Ex. What was the last meal Hermia ate before the play began?

Is desire real in a Midsummer Night’s Dream?

How large is the forest?

(10 min) Presentation: Come back together as a cohort and have each group share a few of their favorite thought-provoking questions. Follow up and expand on the questions to show how a question can suggest something else about the world that you might not have considered.

Value: Any question no matter how small can be the spark that leads to the world that your design team will create. Asking questions is a skill and it is important to practice it.

5 min Assign Homework

Think about the 3 worlds/groups of characters in this play. The Fairy World, the Humans/Lovers and the Rude Mechanicals. For the next class bring in one sound or image that speaks to each of these three worlds. Save images as individual files and sounds as links.

Things to think about:

- Do the worlds relate to each other or are they completely different?
- Look back at the questions we generated, does anything spark an idea about a particular world?

BREAK 5 min

BREAK OUT INTO INDIVIDUAL DESIGN DISCIPLINES

55 min Scenic Design Students

(10 min) Strike a Pose & Sketch FOCUS: To get loose and comfortable, and to not be afraid of using a pencil.

- First student strikes a pose for 20 seconds as everyone else does a quick loose gestural sketch.
- The student modeling calls on the next student popcorn style to strike the next pose.
- Continue until all students have had a chance to model

Audience Performer Relationships FOCUS: To learn about theatrical conventions so that we can think beyond them in this new virtual theater world.

(10 min) Keynote Presentation: Show images of different conventional audience configurations and explain.

Handout 3: Conventional Theater Configurations

Discussion: How do these different configurations change your perception of the play?

**Side-note: We have been forced to throw out all of these conventions in a post Pandemic world. We not only have the opportunity to make theater safe, but we have the incredible opportunity to change how a story is perceived and told by physically changing the space.*

(20 min) Audience/Performer Activity

Prompt: Who wants to do what everyone else is already doing,? Let's make up our own audience/performer relationships. Sketch 3 new audience/performer relationship ideas. Think outside of the box, literally. The sketches do not need to be fancy, stick figures are encouraged.

(10 min) Present Sketches

- Each student will take a picture of their sketches and share their screen to show them to the group and explain the audience/performer relationships.
- Emphasis on creative thinking, encourage ideas that are “out there” or seem impossible.