



The Young Shakespeareans

WORKSHOP 6 - LESSON PLAN (120 minutes)

HANDOUTS - "Audition Forms", "Shakespearean Insults"

"HAIL SHAKESPEAREANS": (1 minute) FOCUS: Company & Confidence Building

Call & Repeat - SLOWLY, CLEARLY, LOUDLY, PROUDLY with Big "Royal" Gesture
"Hail Shakespeareans - If I can do Shakespeare, I can do anything!"

"YOU ARE YOUR INSTRUMENT": (10 minutes) - Teachers lead, Students follow

Handout - Tongue Twisters

Physical - (3 minutes) FOCUS: Wake Up and Prepare the Body

Stance, Alignment, Stretches, Twists, Isolation

Breath - (1 minutes) FOCUS: Use Belly & Diaphragm to Project

Ha, ha, ha/Hee, hee, hee/Ho, ho, ho/Whooo

Repeat Easily and Forcefully

Vocal - (6 minutes) FOCUS: Parts of Mouth, Throat, Voicebox

used to Articulate "The lips, the teeth, the tip of the tongue"

SLOWLY, CLEARLY, LOUDLY

Vowels: A(AH)/E(AI)/I(EE)/O(OH)/U(OO)

Opening & Closing Consonants: Bib, Church, Dead, Gag, Kick, Lull, Mam, Nun,

Pop, Roar, Sass, Tot, Wow, Yay

Voice and Unvoiced Consonants: Tuh/Duh, Kuh/Guh, Puh/Buh, Suh/Zuh, Fuh/Vuh

Tongue Twisters: Students Select 1 Tongue Twister to work on

"BREAK A LEG" PREP: (2 minutes) FOCUS: Written Communication Skills, Following Directions

Handout: Audition Forms

Each Student completes Form(s) completely and legibly and keeps until Audition after BREAK.

NOTE: Point out/Emphasize the Skills on which they will be assessed (not judged)

"FUNNY FACE FREEZE": (4 minutes) FOCUS: Emotional Expression, Awareness of Social Cues

Students make 5 seconds of Facial Expressions consistent with Audition Monologue Character;

Leader yells "Freeze";

Each student says what their Expression conveys;

Repeat

"I CAN DO THIS!": (15 minutes) FOCUS: Comprehension, Memorization, Recitation

LOUD AND PROUD

Students pair up to practice their monologues; One holds Text while other recites; reverse.

Teaching Artist reviews Monologue Comprehension with each pair, emphasizing Vocabulary,

Operative Words, Poetic Devices, Basic Acting 101



The Young Shakespeareans

“I AM NOT MY CIRCUMSTANCE”: (2 minutes) **Meditation FOCUS: Relaxation, Self-Control**

Sit with eyes closed/breathe in through the nose, out through the mouth;
Allow air into the body for three counts, Pause at top of breath for three counts;
Let air out of the body for three counts, Pause at bottom of breath for three counts;
Repeat three times.

“BREAK A LEG!”: (50 minutes) **FOCUS: Performance (Public Speaking), Stress Management**

AUDITIONS - IMPORTANT: REMIND THE STUDENTS THAT THEY SHOULD HAVE FUN

Each Student puts completed Audition Form(s) in “Chat” to Teaching Artist

Student States Own Name & Chosen Character Name; Recites Monologue

Teaching Artist Gives Direction/Adjustments

Student Repeats Monologue, Gives Thanks (including Final Gesture).

(NO APPLAUSE UNTIL END OF EXERCISE – BIG ROUND TOGETHER AT END)

BREAK – (5 minutes) Bathroom & Water Break

“SHOPPING IN KANSAS”: (15 minutes) **FOCUS: Enunciation, Expression, Improvisation, Psycho-Emotional Agility**

Teacher says *“Topeka”*, carefully enunciating each Consonant and Vowel; Students repeat

Teacher says *“Bodega”*, carefully enunciating each Consonant and Vowel; Students repeat

Teacher says *“Topeka Bodega”*, carefully enunciating each Consonant and Vowel; Students repeat

Repeat several times.

Teacher asks Students for types of ways we communicate (eg. words, tone, volume, body language)

Teacher says *“Topeka Bodega”* with Strong Attitude, as if saying *“I’M SO HAPPY!”*; Students repeat

Teacher says *“Topeka Bodega”* with Strong Attitude, as if saying *“I’M SO SAD!”*; Students repeat

Teacher says *“Topeka Bodega”* with Strong Attitude, as if saying *“I’M SO ANGRY!”*; Students repeat

Teacher says *“Topeka Bodega”* with Strong Attitude, as if saying *“I’M SO AFRAID!”*; Students repeat

**NOTE: Model & Encourage Students to Express themselves Facially (Expression),
Vocally (Intonation/Volume); and Physically (Posture/Gesture)**

“I’M SO INSULTED!”: (15 minutes) **FOCUS: Foreign Language Learning, Grammar**

Handout: Shakespearean Insults

Teacher explains that in any language, many insults are not full sentences
but they usually have

a **Subject Pronoun** (eg. *“You”*);

followed by an **Adjective or two** (eg. *“Silly”, “Clear-headed”*);

followed by

a **Noun** (eg. *“Fool”*)

Teacher gives an example of an Elizabethan Insult using the handout

Students pair to compose and hurl an insult at the other

Repeat until all Students have had a turn.

NOTE: ONLY ELIZABETHAN INSULTS ARE PERMITTED!

CLOSING: “HAIL SHAKESPEAREANS”– If I can do Shakespeare, I can do anything!” (1 minute)