



Performing Shakespeare in Your Classroom with Tim McIntosh

Episodes 1 – Episode 5

Outline:

Episode 1: Why should you love William Shakespeare?

- Shakespeare was originally intended to be communal and performative.
- The bridge from respect to love of Shakespeare is performance.
- Exercise 1: Read the lines in the worst possible way.
- Exercise 2: As actors, you have to know what you are saying.
 - Look up and discuss words and phrases that you do not understand.
 - Discuss the meaning of the words.
- Exercise 3: Become Shakespeare actors
 - **M.O.B.S.**
 - Meaning
 - Over enunciating
 - Breathing
 - Standing

Episode 2: Becoming Shakespeare Actors

- Classical education: Elocution, rhetoric, history, and logic are present in Shakespeare.
- Exercise 1: Worst ever performance of Shakespeare
- Exercise 2: Fastest ever performance of Shakespeare
- Exercise 3: Biggest ever performance of Shakespeare
- Meaning:
 - Blocking helps to discover what is going on in the scene.

Episode 3: Blocking Principles

- Meaning emerges with blocking.
- Blocking is knowing where to stand and move with certain lines.
 - An actor shouldn't turn their back to the audience.
 - You don't want to upstage another actor.
 - Stand without crossing your arms.
 - Try not to point.

Episode 4:

- Blocking with Macbeth: Blocking demonstration with scene from Macbeth
- Exercise: Projection exercise: Slow down to project.



- Exercise: Student directed blocking with Hamlet

Episode 5:

- Give students permission to embody really powerful emotions and giving them some of the most beautiful words in the English language to clothe those emotions.
- Resource: TimTeachesShakespeare.com