Tempest Workshop

**Below is a drama workshop you can run to engage students with the play. But there are lots of other activities to get young people engaged either in school or at home.**

Costume design for characters

Island creature masks

Acrostics using character names / title

Storyboards

Message in a bottle

Ordering events

Research local shipwrecks

Introducing characters with spoken lines

Design a time travel machine to take us back to Shakespeare’s time

Tell the story in 20 minutes

Set design / Turn the classroom into the island

Make a Thunder maker (You tube)

Map making

**Drama workshop**

The aim of the workshop below is to use elements of the play to explore movement and create a modern devised response.

Large circle –

*Shakespeare to the death – ‘And in the greatness of my word, you die’*

Everyone speaks the line together with heads bowed. On the word ‘die’ they must look up and stare at someone in the circle. Any pair looking directly at each other dies a horrible death and sits out.

**TEMPEST WHOOSH**

**Leader reads out the story and indicates students in the circle to act out characters and objects.**

This is the story of a **powerful magician** named Prospero and his **lovely daughter**, Miranda who were stranded on an island after being pushed out to see in a leaky boat.

*Whoosh*

The island was **magical** - full of **strange trees, caves, rocks** and **magical creatures.** On the island lived a **fairy spirit** named Ariel and a **monster/creature** named Caliban.

*Whoosh!*

One day a boat was washed up on the shore. On this boat were **Prospero** and his daughter, **Miranda**. They had escaped Prospero’s evil brother, **Antonio**, who claimed the Dukedom.

**Prospero** rescued **Ariel** from an **enchanted tree** and made him his servant.

*Whoosh!*

**Prospero** and **Miranda** lived on the island for 12 years and **Miranda** grew into a wonderful young woman. **Prospero** became very powerful and plotted his **revenge** on his brother.

One day a ship was seen out at sea. On this ship was **Prospero’s** evil brother **Antonio.** **Ariel** was commanded by **Prospero** to create a storm at sea and cause a **shipwreck**.

The huge storm had **‘wild waves’** and **‘dreadful thunderclaps**’.

*Whoosh!*

What happens next?

The first person washed ashore from the ship is **Ferdinand** who was the son of the **King of Naples.** **Ariel** leads him round the island with his music to meet **Miranda**. They fall in love at first sight.

Meanwhile, in another part of the island, **Alonso**, the King of Naples washes up with **Prospero’s** brother **Antonio**.

**Caliban** found himself on another part of the island with others from the shipwreck.

*Whoosh!*

**Prospero** decides to bless the marriage of **Ferdinand** and **Miranda**. **Prospero** has **Ariel** Bring everyone on the island to where he lives.

He stages a masque which is a dance where all the guests where masks). (The class dance for Ferdinand and Miranda, blessing them.)

*Whoosh!*

**Prospero** decides to forgive his brother, **Antonio**. Feeling bad about what he did to **Prospero**, **Alonso**gives Milan back to **Prospero**.

*Whoosh!*

**Prospero** frees **Ariel.** ‘Be free, and fare thou well!

They all go back home.

And so the story of *The Tempest* ends.

Leader reads out this speech from the play:

Tempest speech:

**Be not afeard; the isle is full of noises,**

 **Sounds, and sweet airs, that give delight and hurt not.**

 **Sometimes a thousand twangling instruments**

 **Will hum about mine ears; and sometime voices**

 **That, if I then had waked after long sleep,**

 **Will make me sleep again; and then in dreaming,**

 **The clouds methought would open, and show riches**

 **Ready to drop upon me, that when I waked**

 **I cried to dream again.**

Break the speech into sections and share around the class.

For example:

**Be not afeard; / the isle is full of noises,/**

 **Sounds, /and sweet airs, /that give delight /and hurt not./**

 **Sometimes a thousand twangling instruments/**

 **Will hum about mine ears; /and sometime voices/**

 **That, if I then had waked /after long sleep,/**

 **Will make me sleep again;/ and then in dreaming,/**

 **The clouds methought would open,/ and show riches/**

 **Ready to drop upon me,/ that when I waked/**

 **I cried to dream again.**

Practise speaking sections clearly to an imaginary audience. By giving a few words to each student we can build up a chorus and everyone has a part in delivering the speech. Very quickly, everyone is speaking Shakespeare’s language.

Decide on a gesture to accompany your spoken word and add movement to your speech.

 The movement can be entirely abstract and doesn’t need to relate to the words being said aloud. This way we create visual patterns and words together.

Development:

We are going to use the speech to create original drama

We are going to add movement to our sections.

Choose key words from speech and learn the BSL gesture for the words.

<https://www.signbsl.com/sign>

Afraid

Sound

A thousand

Voice

Sleep

Dream

Cloud

Rain

Sound

Dream

Cry

Again

Choose a gesture and add two more moves to extend it.

Practise exploring the way the movement changes if you extend it or change the pace.

**Creating new writing.**

Shakespeare’s writing has a relevance to our here and now. He created characters who were banished from society; isolated; fell in love and were rejected by those they loved. Characters who were angry, jealous, misunderstood, lonely, hopeful, flawed. People like you and me.

Half group freeze a Shakespeare or possible Shakespeare character.

Partners move into picture and freeze a response.

Watch each freeze one at a time and rest of group give it a title.

Create monologue lines for your characters using our prompt words above.

Don’t try and tell a story just give thoughts aloud. Eg. ‘I’m **afraid** I’ll never see him again’

 Add above movements and gestures for each sentence and reactions from your partner.

Let the space between them be part of the story.

Practice and performance.