



ACTIVITIES: KEY STAGE 3

THE PRODUCTION

The programme:

Find the introduction welcoming the audience to the production in the programme or on the Playing Shakespeare site. Patrick Spottiswoode, Director of Globe Education, describes how, when he was at school, the experience of actually seeing plays performed helped him to appreciate them much more than simply reading them. Having seen the play, with a fellow student list the ways in which the experience helped you to enjoy *Twelfth Night*.

The opening sequence:

- 1) Think about the start of *Twelfth Night* when you saw the production at the Globe. You will remember that the actors were on stage leading the audience in singing.
- 2) With a group of fellow students discuss why you think the director decided to begin the play in this way. You might think about the idea of the festival of *Twelfth Night* and the way this was a time of partying and fun in Shakespeare's time.
- 3) Next, make a list of all the parts of the performance you saw where this element of partying and fun was emphasised.

Staging the production:

- 1) Make a list of the features you saw on the stage during *Twelfth Night* at the Globe. To help you, look at the photographs of the rehearsals on the 'Week Six' page of the 'Week by Week' section of the Playing Shakespeare web-site.
- 2) With a group of fellow students, discuss why you think the designer of the production might have made the stage look like this. Think about the life-saving ring and the rope on the stage, the clock with no hands and the way the walls seemed to be the colour of rust.
- 3) Next discuss the start of the play when you saw it at the Globe. Instead of the usual opening in Count Orsino's court, the director decided to start with the shipwreck which brought Viola and Olivia to Illyria. How does the way the stage looks link with this way of starting the play?



Modernising Shakespeare:

- 1) When you saw *Twelfth Night* at the Globe, you will have noticed ways in which the play had been made to appear as if it is modern, such as Feste playing a piano or Sir Toby wearing a party hat.
- 2) With a group of fellow students make a list all the things you noticed that made the play appear more modern.
- 3) Next decide how these differences might have made it easier for young people to understand and enjoy the play. For instance, the way Malvolio dressed for the scene where he appears in front of Olivia might be funnier for modern audiences than if he had appeared in Elizabethan clothes.
- 4) Add explanations to your list to show how each idea helped to make the play seem clearer for young people.

Costumes:

- 1) When you saw *Twelfth Night* at the Globe, you will have noticed that the costumes for the characters were quite modern. To remind you, look at the photographs of the rehearsals on the 'Week Six' page of the 'Week by Week' section of the Playing Shakespeare website.
- 2) With a group of fellow students, discuss your feelings about the costumes. For instance, how well did you think the costumes for Viola and Sebastian make them look like twins?
- 3) Print off one of the pictures showing the costumes from the website and annotate the image with your ideas about how the costume helped the audience to understand the character. For instance, you could mention how Olivia's black clothes made the audience understand she is mourning the death of her brother.