



# ACTIVITIES: KEY STAGE 4

## 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 Globe of 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 fellow a student discuss any aspects of the production which helped to enhance your appreciation of the play. Next consider some of the choices made by the director which surprised or puzzled you and decide why those choices were made.

### **The opening sequence:**

- 1) When you saw *Twelfth Night* at the Globe you will have noticed that the play began with the storm and then Viola and the Captain shipwrecked on the shore instead of the usual opening to the play in Orsino's court.
- 2) With a fellow student, decide how this change in order has helped the audience of young people understand and enjoy the play.
- 3) Find the article entitled 'Love, loss, identity and the sea' by Dr Farah Karim-Cooper in the programme or on the Playing Shakespeare website. In the third paragraph, Dr Karim-Cooper describes the way in which Viola might be seen almost like a refugee landing on the shores of a foreign country, as is happening in Europe today.
- 4) Join with another group and list the similarities between Viola and Sebastians' experiences and those of modern-day refugees. For instance, you might think about the way Viola decides to protect herself by using disguise.

### **'If music be the food of love, play on...'**

- 1) When you saw the production of *Twelfth Night* at the Globe you will have noticed the way music was important throughout the play. Make a list of all the moments you can remember when music was used.
- 2) Compare your list with a fellow student. Discuss the way music and singing were used at the start to welcome the audience to the play. What kind of atmosphere do you think this created for the young people in the audience?
- 3) Join with another pair and create an annotated list which explains the impact that the music had when you saw the production. For instance, you could think about the way that the gospel choir sang when Olivia and Sebastian were falling in love.



**'Better a witty fool than a foolish wit...'**

- 1) Think about the way comedy was used in the production of *Twelfth Night* at the Globe. Make a list of some of the moments you remember which were particularly funny.
- 2) Compare your list with a fellow student. Discuss whether there were any moments where you felt the comedy was perhaps too sharp. For instance, you might think that Malvolio's appearance resembling the comic actor Sacha Baron-Cohen in his role as Borat might have prevented the audience feeling any sympathy for him in the final scene.
- 3) Next read the article entitled 'Some are born great...' by Nuria Gisbert in the programme or on the website. In paragraph 7 of the article she discusses the different ways Malvolio has appeared in the final scene. In one production he appeared 'heartbroken' and in another 'threatening'.
- 4) Discuss how you feel about Malvolio's treatment in the trick that is played on him and the later imprisonment for being mad. Decide whether you would have altered anything about the comedy to draw out the audience's sympathy for Malvolio.

**Time in Twelfth Night:**

- 1) When you saw the production of *Twelfth Night* at the Globe, you will have noticed how the set was designed with nautical elements and a clock with no hands. Decide why you think that the play was designed in this way.
- 2) Discuss your thoughts with another student. Next, focus on the clock with no hands and consider how this visual clue links with the themes of the play. You might consider Sir Andrew and Sir Toby's feelings about passing time and Feste's words 'youth's a stuff will not endure'.
- 3) Print out the photograph of the clock face from the 'Week 6' page from the 'Week by Week' section of the website. Annotate the image with all the ways time is a theme in the play.

**Malvolio:**

- 1) Read the article – 'To Verse Or Not to Verse' by Giles Block – which can be found in the programme or on the website. Giles Block discusses the way in which Malvolio uses prose to hide his true intentions and feelings and to appear cleverer than he really is.
- 2) Find one of the scenes referred to in the article where Malvolio is using prose to try to be someone more important than he is. Print out a section from the full text which can be found on the website and annotate the lines to show how Malvolio is trying to create an impression of importance.
- 3) Compare your findings with others in the group. Discuss how you feel about Malvolio when he is being humiliated in the prison. Decide whether you all feel he deserves the treatment he receives.