

Assessment Objectives

A01

- Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.

A03

- Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects.

Ideas for starters

- Students brainstorm examples of film adaptations of Shakespeare that they have seen or heard of, using the images in Presentation 1.2.1 as prompts.
- Choose a major character from the play you have chosen to study and ask students in groups to choose a theme song for that character that might be featured on the soundtrack of a film version.
- Choose images from Presentation 1.2.1 and add speech/thought bubbles in PowerPoint. Students can take turns to come up with what they think the character may be thinking or saying.

Why film Shakespeare's plays?

Key ideas

- Shakespeare has provided inspiration for cinema since the early days of film.
- Film is particularly effective at conveying naturalism, but because Shakespeare's language is poetic and stylised, this can present a challenge to filmmakers.

ACTIVITY 1



How does it work?

Students examine a set of statements to decide which apply to cinema, theatre or both.

Try this (for lower ability students)!

Students can use the grid in Worksheet 1.2.2 to support the activity. Alternatively, they could complete it using the interactive version on the OxBOS CD-ROM.

Resources: *Worksheet 1.2.2, Activity 1.2.3*

ACTIVITY 2



How does it work?

Students discuss the challenge presented to filmmakers by the contrast between film naturalism and Shakespeare's poetic language.

Try this (to stretch and challenge students)!

Before attempting the activity, ask students to research the meaning of the term 'naturalism' and to come up with five examples of naturalism in film.

Using film techniques to convey meaning and effects

Key ideas

- The director of a film must make a number of key decisions, e.g. what to cut, narrative techniques, setting, casting.

ACTIVITY 3



How does it work?

In this activity, a grid presents definitions for a number of film techniques and asks students to write down how each may be applied to the play they are studying.

Try this!

Hand out copies of the grid (Worksheet 1.2.2) and have students complete it in pairs, then feed back to the rest of the class.

Or this!

Students work in groups of four, choosing which of them will act as the Director, Cinematographer, Musical Director and Casting Manager. Using the grid as a starting point, they should come up with a list of ideas for the filming of their play, including a cast list (using popular actors), ideas for the soundtrack, setting and film techniques. They could summarise their ideas into a PowerPoint presentation and deliver this to the class, as if they were a group of studio executives, in an attempt to gain funding for their film.

Resources: *Worksheet 1.2.2, Activity 1.2.3*

Modernising Shakespeare: *Romeo & Juliet*

Key ideas

- Baz Luhrmann's *Romeo & Juliet* was a successful example of a modernised film version and introduced the play to a new audience.