

RE-ENACTMENT OF A NARRATIVE & PROMENADING



ENGLISH

Romeo and Juliet - Meet the Capulets and Montagues



ACTIVITY 1

Age Group:	9-12
Topic:	Romeo and Juliet by William Shakespeare
Learning Outcome:	I can recount the main events of Romeo and Juliet in chronological order.
Drama Overview:	The children will work together to retell the tale of Romeo and Juliet as if they are narrators on stage.
Prior Learning:	The children have read and maybe performed the story of Romeo and Juliet by William Shakespeare. This may have been an adapted version of the story.

DELIVERING THE DRAMA

Having read the whole play/story, reconstruct the tale as a whole group.

Say: Let's recap the tale of Romeo and Juliet by telling the story using the promenading technique. One of you will walk into the middle of the circle and start the story off by giving us the first sentence. That person will then leave the circle and the next person will step into the centre and share the next part of the story. We will continue until the whole story has been told. If you think a part of the story has been missed out you can always wait until you feel ready and then add it in by walking into the centre of the circle and saying, "Not forgetting that...". So who is ready to give us our opening line of the story?

What the Re-enactment might look like...

Child A:	Imagine the scene - two families who hate each other - the Montagues and the Capulets.
Child B:	Even the servants from one family despise the servants from the other family and they fight in the street.
Child C:	Benvolio Montague wants this fighting to stop but...



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ACTIVITY 2

Age Group:	9-12
Topic:	Romeo and Juliet by William Shakespeare
Learning Outcome:	Children will be able to use verbal and non-verbal communication techniques to attempt to persuade another character within an improvised drama role-play.
Drama Overview:	The children will create an improvised role play taking on the characters of Friar Laurence and the parents of either Romeo or Juliet. The Friar will be persuading them to let the young lovers marry.
Prior Learning:	The children have read and, maybe, performed the story of Romeo and Juliet by William Shakespeare. This may have been an adapted version of the story.

DELIVERING THE DRAMA

- Say: Let's change the ending of the story. Imagine that Romeo and Juliet have survived. They did not take their own lives. What could possibly have happened? Imagine that we change the story at the point where Friar Laurence is deciding how to help Romeo and Juliet.
- Say: In our new ending, he comes up with a different plan. Instead of persuading Juliet to fake her own death, the Friar visits the parents in both families and convinces them that it is important that they accept that Romeo and Juliet love each other. The families agree to the marriage so there is no need for the lovers to think about a dangerous plan.
- Say: In groups of three one of you will take on the role of Friar Laurence. The others will need to decide to be either Lord Montague and Lady Montague or Lord Capulet and Lady Capulet.
- Say: Consider how the Friar will convince the parents to accept that their loved ones should be allowed to be married. What persuasive language

will he use? What arguments will he make? How will he introduce the idea? How will he convince them? What will be the parents' initial response? Why do they change their minds?

It may be helpful to give the children an opening line that they can use as a scaffold. See below.

What the Role Play might look like...

Child A (Lord Capulet): Pray tell dear Friar, what brings you here?

Child B (Lady Capulet): Yes, Holy Father, why do you come? We are honoured by your presence.

Child C (Friar Laurence): Lord and Lady Capulet, I bring to your door a matter of great importance. It is a matter of life and death. Please let us sit and I will explain.

Child A (Lord Capulet): Please do tell. We are intrigued and will listen to all you have to say.

Child C (Friar Laurence): Please, I beg of you to hear my whole plan before you react. It is for the good of your wonderful daughter Juliet. Do I have your word you will hear all I have to say?



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ACTIVITY 3

Age Group:	9-12
Topic:	Romeo and Juliet by William Shakespeare
Learning Outcome:	Children will be able to improvise and perform an alternative ending to a familiar story, authentically, responding as their chosen character.
Drama Overview:	<p>The children will create a Freeze Frame of an imaginary wedding photograph, consisting of all members of both families and other attendees. They will engage in a Thought Tapping activity to share what the characters in the photograph are thinking about the situation.</p> <p>The children will act out what might happen when all of the characters from the story are suddenly in very close proximity by standing cheek to cheek in the photograph. The action will be frozen 3-5 seconds after the photograph has come to life.</p>
Prior Learning:	The children have read and maybe performed the story of Romeo and Juliet by William Shakespeare. This may have been an adapted version of the story.

DELIVERING THE DRAMA

Say:	<p>In this scenario, the Friar was successful in his talks with the parents of both families and he managed to persuade them to let Romeo and Juliet marry. Both families attend the wedding of these two young people and the Friar marries them.</p> <p>Let us imagine then that after the wedding service a photographer has been employed to capture the 'happy event'. All of the people at the wedding need to be in the photo. You will decide who you are and then walk into the 'photograph tableau'.</p>
Say:	You will announce who you are and then take your position facing forward, looking at the camera. One person will walk in at a time. The next person will wait until the person in front of them has frozen in position,

before they walk in.

Say: Who might you decide to be?

Say: You will need to listen very carefully so that a role is not repeated.

Say: Think about who you are and how you feel about the wedding. If you are a Capulet or a Montague, are you truly at peace with the wedding of these two people? How might you react if asked about your thoughts?

Children step into the space one by one, announcing who they are, until all of the children are in place, forming the tableau photograph.

It might be helpful to show the children a few wedding photographs from different religions or cultures so they can identify and understand the outcome of the activity.

This will also strengthen their sense of self by validating and recognising their home lives and will support the development of their cultural capital.

Say: Now, I am going to interview you by bringing you to life and asking you questions to find out what you are thinking. Remember to remain in role and speak in character.

What the Freeze Frame and Thought Tapping might look like...

Roles that the children might suggest:

- Romeo
- Juliet
- Each Montague
- Each Capulet
- The wedding florist
- An usher
- A member of waiting staff
- The dress designer
- The caterer
- The Friar
- The chauffeur
- The witnesses
- The photographer
- Etc.

Possible answers when characters are questioned:

Lead Adult: Good day to you. Who are you and how are you feeling?

Child in role as Juliet: I am the bride and I am so filled with joy that this day has come and I am now wedded to my true love. Romeo, Romeo - my true heart's desire.

Lead Adult: This looks like an interesting scene. What is your role here?

What do you think will happen next?

Child in role as the harpist:

Well I have been paid a handsome fee to perform beautiful tunes at the ceremony. Everyone loved my music which is why they wanted me in the photograph. But I fear even my delightful tunes cannot calm the argument that is about to erupt. There is a terrible mood in the air!

Lead Adult:

Your face does not look as happy as Juliet's. Why so?

Child in role as Lady Montague:

As Lady Montague I will state that I should never have listened to Friar Laurence. That man has deceived us. Our families are now linked and my wonderful son is now married to that wretched Juliet. What if they have children? Heaven forbid. We must find a way to end the marriage and end it now, by whatever means we can!



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ACTIVITY 4

Age Group:	9-12
Topic:	Romeo and Juliet by William Shakespeare
Learning Outcome:	Children will be able to improvise and perform an alternative ending to a familiar story, authentically responding to the new situation from their chosen character's perspective and emotions, demonstrating empathy for their character's experience.
Drama Overview:	The children will act out what might happen when all of the characters from the story are suddenly in very close proximity by standing cheek to cheek in the photograph. The action will be frozen 3-5 seconds after the photograph has come to life.
Prior Learning:	This activity will be based on the photograph that the children created as a freeze frame in the previous activity.

DELIVERING THE DRAMA

Say: I am now going to bring the frozen photograph tableau to life using my remote control. When I say "Play!" your character will come to life. You will say and move, doing whatever you think your character would in that moment.

Say: Remember that this is a play and you are only miming so you will not be touching any of the other characters. You will all be speaking and acting at once so it is likely to be loud. A Montague may be shouting at a Capulet. The harpist may be protecting her harp. Juliet may be covering her ears as she doesn't want to hear the row.

Say: I will then shout "Pause!" and you will all freeze in a new photograph and I will thought-tap you again.

Observe the class carefully and ensure they understand that no physical contact should take place. As the adult in charge of the action, freeze the action to capture the scene before any character can touch another.

What the Remote Control Technique and Thought Tapping might look like...

Lead Adult:

You look like you are quite red in the face sir. Why so?

Child in role as Lord Capulet:

I am Lord Capulet and I am very important. That treacherous Montague has just thrown a shoe at my head. I will have my revenge. How dare he!

Lead Adult:

Why are there tears on our cheeks?

Child in role as The Friar:

I was only trying to do the right thing. I was sure when I persuaded both families that this marriage would work that they had listened. Now look. It is like a war has started. It is all my fault!