

Direct a scene for drama performance

	Student Evidence (abridged for the purpose of the exemplar)
Analysis	<p>An excerpt from <i>King John</i> by William Shakespeare.</p> <p>This scene is a vital scene in the play as a whole. Arthur is the son of Geoffrey, King John's older brother and so he is the rightful heir to the throne. Hubert is an old family friend of Arthur, and so he often cared for Arthur when he was young. John in his paranoia and need to keep his place as King had Arthur locked up so he couldn't challenge him, something Arthur wasn't going to do anyway. Hubert now works for John, and so must put out Arthur's eyes as John wants, leaving Arthur blind and so unable to claim his place as King. After this scene Arthur also becomes paranoid, just as King John did and he starts to think the lords are out to get him. (1)</p> <p>I have cut a few lines from Arthur's speeches to enhance the meaning of what he is saying and to achieve a better flow through the lines for the actor. For example, I cut the line "none but in this iron age would do it .." as it seemed to cloud the poignancy of the following line "the iron itself although it heat red hot approaching near these eyes would drink my tears". (3)</p>
Concept	<p>I want the language and the action of the scene to carry the performance. The props hold a symbolic quality to their use. The rosary held by Hubert represents his moral reservations against putting out Arthur's eyes and his anxiety. I thought rosary best fitting for this due to this religious alignment and the Catholic Church being the moral and spiritual head at the time of King John's reign. Whilst the iron he holds in his other hand serves the opposite purpose, symbolic of the stubborn anger he approaches Arthur with and literally the tool he plans to use on his eyes. (2)</p> <p>The interactions between Hubert and Arthur are intended to be tense and emotionally wrought, yet at the same time have a delicacy that high school performances often lack. I tried to achieve this by coaching the actors to underplay many of their lines, allowing the moments when they accentuate a line to have a greater effect.</p>
Process	<p>Auditions:</p> <p>For my scene I need people who can confidently read and perform Shakespeare. Secondly, I need people who can take blocking and direction well. I will give the actors an excerpt of the script. I will get them to perform it with no direction to see their creativity, then with direction to see how they work with direction.</p> <p>I have chosen the student for Hubert that really got the direction and character I gave him. Choosing the student to play Arthur was more difficult. I gave it to the student who had more varying levels than the other.</p>

Set and costume:

I am trying to remove the scene from any identifiable context through way of costume and set. The actors will wear plain clothes, dark browns and blues and Arthurs clothes are frayed at the sides to try to give some background of the situation he is in. The set consists of two chairs and the scene could be performed in virtually any space.

Rehearsals:

- When reading through the script we made sure to mark each actor's intention, inner thoughts and when these changed and how fast or slow the change was. Hopefully this helped the actors to get a better hold of their character's predicament and deliver a more convincing performance.
- The past rehearsals have been based on the actors speaking and understanding the lines. (4) Now this rehearsal is going to be adding the blocking. The blocking is naturalistic, what looks realistic and human. After this rehearsal I want to have at least half the scene's blocking done.