



**GLOBE
EDUCATION**

STAGING IT

A Midsummer Night's Dream



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A Midsummer Night's Dream Act 2 Scene 2 - Script

Context:

Hermia wishes to marry her love, Lysander, but her father wants her to marry Demetrius. She is told to either obey her father or live the rest of her life in a convent. Unhappy with this, Hermia and Lysander decide to elope into the forest together. The lovers are now lost and plan to stop for the night in the wood.

LYSANDER

Fair love, you faint with wand'ring in the wood,
And to speak truth, I have forgot our way.
We'll rest us Hermia, if you think it good,
And tarry for the comfort of the day.

HERMIA

Be it so Lysander. Find you out a bed,
For I upon this bank will rest my head.

LYSANDER

One turf shall serve as pillow for us both,
One heart, one bed, two bosoms, and one troth.

HERMIA

Nay, good Lysander, for my sake, my dear,
Lie further off yet, do not lie so near.

LYSANDER

O, take the sense, sweet, of my innocence.
Love takes the meaning in love's conference.
I mean that my heart unto yours is knit,
So that but one heart we can make of it.
Two bosoms interchainéd with an oath,
So then two bosoms and a single troth.
Then by your side no bed-room me deny,
For lying so, Hermia, I do not lie.

HERMIA

Lysander riddles very prettily.
Now much beshrew my manners and my pride,
If Hermia meant to say Lysander lied.
But, gentle friend, for love and courtesy
Lie further off, in human modesty.
Such separation, as may well be said
Becomes a virtuous bachelor and a maid,
So far be distant, and, good night, sweet friend.
Thy love ne'er alter till thy sweet life end.

LYSANDER

Amen, amen, to that fair prayer say I,
And then end life when I end loyalty!
Here is my bed, sleep give thee all his rest.

HERMIA

With half that wish the wisher's eyes be pressed!

They sleep



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**A Midsummer Night's Dream
Act 2 Scene 2 - Storyboard**



Be it so Lysander. Find you out a bed...

Style: _____
Comments: _____



One turf shall serve as pillow for us both...

Style: _____
Comments: _____



Nay, good Lysander, for my sake, my dear...

Style: _____
Comments: _____



O, take the sense, sweet, of my innocence...

Style: _____

Comments: _____



Two bosoms interchainéd with an oath...

Style: _____

Comments: _____



Lysander riddles very prettily...

Style: _____

Comments: _____



But, gentle friend, for love and courtesy...

Style: _____

Comments: _____



Amen, amen, to that fair prayer say I...

Style: _____

Comments: _____



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A Midsummer Night's Dream Notes on Exploratory Rehearsal

It is often thought that a rehearsal is simply a chance to 'practise' a play or scene. The running of lines and movement over and over to make sure they go smoothly in the performance. However, there are four basic kinds of rehearsal; Blocking, Exploration, Movement and Performance.

Staging It looks at the Exploratory stage of rehearsals; where the actors and director look at interpretation, motivation and emotion. In this stage actors and directors will try playing the characters in many ways to explore the relationships, dynamics and power play within the scene. This is a chance to try alternative approaches and see who that impacts or transforms the dynamic of the text.

TASK 1:

Using the downloadable Story Board encourage students to ask 'Why' about every reaction. Why would Lysander be angry? Why might Hermia be nervous?

This encourages thinking about the character motivation, subtext and power balance not just the flow of the clips. Students may want to reference their previous choices to support a characters emotional reaction.

TASK 2:

Using the downloadable Story Board ask students to write what they the character is thinking. This may be in tune with the line or work against it. Working in this way will help to explore the subtext of the emotions. For example Lysander sounding hurt may simply be a play to make Hermia feel bad and there for a tactic to win her round.



STAGING IT

Progression Statements

	End of Year 7	End of Year 8	End of Year 9
Character & Motivation	Describe, both orally and in writing, the characters' feelings and behaviour as shown through speech and actions.	Explain how characters' motivation and behaviour are portrayed through actions and speech, with comments on the effects of language on an audience.	Analyse characters' actions, behaviour, attitudes and motivation, using appropriate textual references and an appreciation of the impact of language on an audience.
Ideas, themes and issues	Demonstrate, orally and in writing, some understanding of the main themes in a play and how they are developed. Identify quotations to support their ideas.	Demonstrate, orally and in writing, clear understanding of the main themes in a play and how these are presented to an audience. Explain how selected textual references and quotations support their ideas.	Explain, orally and in writing, how themes and ideas are presented dramatically, with selected references to the text integrated into well-developed argument.
Language	Read Shakespeare aloud with growing confidence. Orally and in writing, comment on particular words and phrases to show awareness of some of the features and effects of dramatic and poetic language and devices.	Read Shakespeare aloud with growing confidence, fluency and expression. Orally and in writing, demonstrate clear understanding of the features and effects of dramatic and poetic language and devices.	Read Shakespeare aloud with a degree of fluency and confidence, and with expression that reflects a personal interpretation. Demonstrate, orally and in writing, an appreciation of the features and effects of dramatic and poetic language and devices.
Performance	Explore plays and scenes through work in role, using voice, gesture and positioning to convey elements of the play (e.g. character, theme, setting). Write clearly about their experiences in role and productions they have seen.	Explore plays and scenes through work in role, using a range of dramatic techniques to convey elements of the play. Use the appropriate form of language to articulate insights and understandings into their own performances and those of others.	Select and use appropriate dramatic techniques when exploring plays and scenes through work in role. Write critically about the dramatic impact of scenes by drawing on their own performances and those of others. Show understanding of the potential for differing interpretations.