

# Romeo and Juliet – Performance

**You must be able to:**

- Explain how an actor can use their voice to convey meaning and emotion
- Explain how an actor can use body language and props

## Speaking the Lines

- When delivering their lines, actors can do various things with their voice in order to make Shakespeare's meaning clear. For example:
  - raise and lower volume
  - alter the **tone** of voice
  - speed up or slow down the pace
  - introduce a dramatic **pause**.

### Key Point

In this type of question, you are showing your understanding of Shakespeare's writing by explaining how it should be performed.

## Acting the Lines

- Actors can use body language to highlight Shakespeare's meaning. This can include:
  - **facial expressions**
  - **hand gestures**
  - movement around the stage
  - interacting with other characters
  - using **props**.

## Writing about Performance

- You will sometimes be asked to write about how the actors can perform their lines in an effective way.
- When explaining how an actor could perform, it is vital that you link your ideas closely to the text and provide clear, analytical reasons.



## Example:

LADY CAPULET What noise is here?  
NURSE O lamentable day!  
LADY CAPULET What is the matter?  
NURSE Look, look! O heavy day!  
LADY CAPULET O me, O me! My child, my only life,  
Revive, look up, or I will die with thee!  
Help, help! Call help.  
*Enter CAPULET*  
CAPULET For shame, bring Juliet forth; her lord is  
come.  
NURSE She's dead, deceased, she's dead; alack  
the day!  
LADY CAPULET Alack the day, she's dead, she's dead, she's  
dead!  
CAPULET Ha! let me see her: out, alas! she's cold:  
Her blood is settled, and her joints are stiff;  
Life and these lips have long been  
separated:  
Death lies on her like an untimely frost  
Upon the sweetest flower of all the field.

## Revise

When Lady Capulet addresses the Nurse, she could sound annoyed, thinking that the Nurse is making a fuss as usual. To emphasise this, she could sweep into the room not really noticing Juliet.

When Lady Capulet realises what has happened, she could stop still to show her shock. She could put long pauses between the repeated exclamations to show her shock, then take hold of Juliet and add more desperation and urgency to her voice as she calls for help.

Lady Capulet could sound hysterical, perhaps even angry or guilty as she sees Lord Capulet or herself as partly to blame.

Lord Capulet could seem dominant and angry, as if he is worried that Juliet is going to disobey him. When he realises she is dead and exclaims 'Ha!' he could put his hand to his mouth and sound almost in pain. When he says 'let me see her' he could gently move his wife away from Juliet's body. His subsequent movements and voice could contrast with Lady Capulet's hysteria by being slower and quieter to show his shock.

### Key Point

Think about how the characters are feeling in each situation and how they might communicate this to the audience.

### Quick Test

1. What can an actor do with their voice to sound threatening?
2. How can an actor add movement in order to emphasise the threat?
3. When writing about performance, what must you link all of your ideas closely to?
4. When writing about performance, what are you trying to show you understand?

### Key Words

tone  
pause  
facial expressions  
hand gestures  
props

Read this extract from Act 1 scene 2, after Orlando and Rosalind have met and become attracted to each other. She and Celia congratulate Orlando on his success in the wrestling match.

ORLANDO I am more proud to be Sir Rowland's son,  
His youngest son; and would not change that calling,  
To be adopted heir to Frederick.

ROSALIND My father loved Sir Rowland as his soul,  
And all the world was of my father's mind:  
Had I before known this young man his son,  
I should have given him tears unto entreaties,  
Ere he should thus have ventured.

CELIA Gentle cousin,  
Let us go thank him and encourage him:  
My father's rough and envious disposition  
Sticks me at heart. Sir, you have well deserved:  
If you do keep your promises in love  
But justly, as you have exceeded all promise,  
Your mistress shall be happy.

ROSALIND Gentleman, *[Giving him a chain from her neck]*  
Wear this for me, one out of suits with fortune,  
That could give more, but that her hand lacks means.  
Shall we go, coz?

CELIA Ay. Fare you well, fair gentleman.

ORLANDO Can I not say, I thank you? My better parts  
Are all thrown down, and that which here stands up  
Is but a quintain, a mere lifeless block.

ROSALIND He calls us back: my pride fell with my fortunes;  
I'll ask him what he would. Did you call, sir?  
Sir, you have wrestled well and overthrown  
More than your enemies.

CELIA Will you go, coz?

ROSALIND Have with you. Fare you well.  
*Exeunt ROSALIND and CELIA*

ORLANDO What passion hangs these weights upon my tongue?  
I cannot speak to her, yet she urged conference.  
O poor Orlando, thou art overthrown!  
Or Charles or something weaker masters thee.

Answer all the questions below.

## 1 Character

- a) How can we tell that Rosalind is unhappy after the exile of her father? [2]
- b) Using a quotation as evidence, describe how this scene shows Orlando's loyalty. [2]
- c) Using a quotation as evidence, describe how this scene shows Orlando's romantic nature. [2]
- d) How can you tell that Celia doesn't like how her father, Duke Frederick, behaves? [2]

## 2 Themes

- a) How do Rosalind's words in this extract address the theme of love? Select a quotation as evidence and explain your choice. [2]
- b) Complete the same task for Orlando. [2]
- c) Where in the text does Orlando fail to speak when he ought to, and how does this explore the theme of love? [2]
- d) How does this scene show the theme of injustice? [2]

## 3 Language

- a) How is emotive language used to show how Rosalind and Orlando feel about their fathers? [2]
- b) How does Orlando use rhetorical speech to show the confusion caused by love? [2]
- c) What does Celia's descriptive speech show about her thoughts and feelings? [2]
- d) When Rosalind says 'My pride fell with my fortunes', what two things is she talking about? [2]

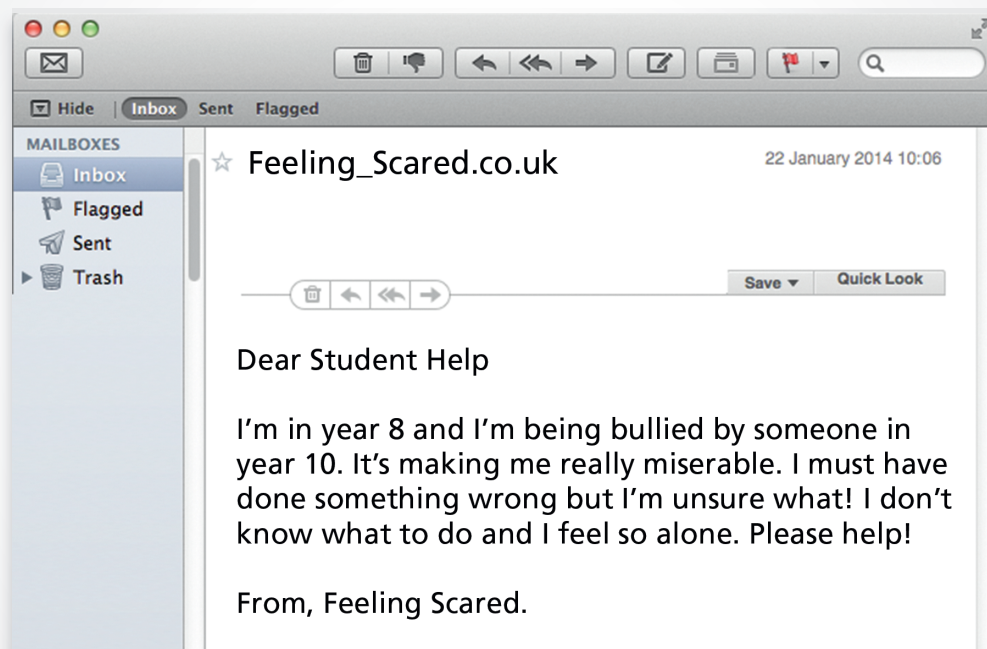
## 4 Performance

- a) How could an actress playing Rosalind perform in order to convey the meaning of her lines in this scene? [4]
- b) How could an actor playing Orlando perform in order to convey the meaning of his lines in this scene? [4]



Look at this shorter writing task, focussed on writing to advise:

Your school has set up a student magazine, and you have been put in charge of the advice page. One week, you receive the following message from a student.

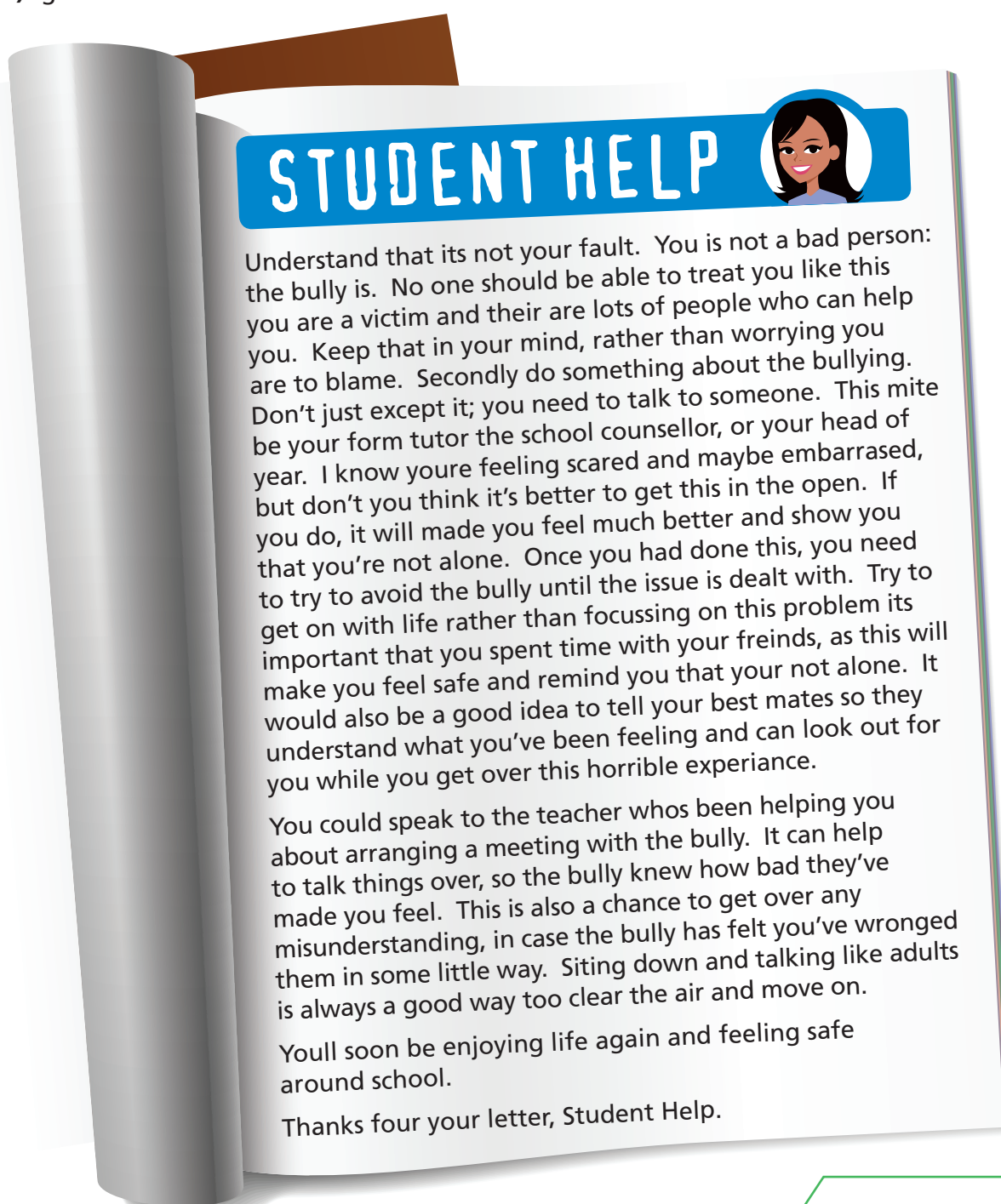


Write your response for the Student Help page, advising this student how to deal with bullying.

- 1 a) What is your purpose, audience and form for this piece of writing? [3]
- b) What will you need to use to separate your different pieces of advice? [1]
- c) What types of connectives do you need for this piece of writing? [1]
- d) What three types of sentence structure should you make use of to keep your writing varied? [3]

2 Read the student's response below. The content is good, but their organisation and accuracy is not. Rewrite their answer, correcting any errors in:

- a) paragraphing [2]
- b) connectives [2]
- c) punctuation [10]
- d) spelling [10]
- e) grammar. [5]



## Mixed Test-Style Questions

### Reading

- 1 Read the text below and answer the questions that follow.  
This is a leaflet about introducing children to gardening.

# Gardening for Kids

You're never too young to start gardening. It's healthy, it's fun and it's educational.



### Getting Kids Involved

If your children are showing an interest in gardening and you want to encourage them, here are some tips for getting them involved:

- Give them their own space – just a small corner of the garden, a few plant pots or a window box will do to start with. The important thing is that it's theirs and they're in charge.
- Let them get dirty! In fact, encourage them. Gardening is all about the earth and kids love digging holes and making mud pies.
- Get the right equipment. Young children won't be able to handle a lot of adult-sized tools, so get them light-weight, smaller tools that they can manage.
- Help them to choose attractive, interesting plants – flowers such as sunflowers or sweet peas, which are easy to grow and colourful, or maybe fruit such as strawberries, which they'll enjoy eating.
- Think about making a scarecrow, digging a pond or putting up a bird table. These all add to the fun of gardening.

### Safety First

Children love adventures and we should encourage them to be adventurous, but gardens can be dangerous places. Here's how to keep gardening safe as well as fun:

- Make sure your children wear suitable clothing, including wellies. Hats and sunscreen are essential on hot summer days.
- Avoid using chemicals. Keep all fertilisers and sprays out of reach of small children and make sure older kids are properly supervised when using them.
- The same goes for tools. Make sure all equipment is stored properly in a locked shed when not in use.
- Make sure all fences and gates are secure.

### Fun and Educational Too!

Gardening is fun for all age groups and we never stop learning. Children have a lot to gain from working outdoors and watching things grow:

- **Exercise** – gardening is brilliant physical exercise and you're so busy you hardly notice you're doing it.
- **Discovery** – they'll learn about plants, the weather, the earth, the environment, nutrition and much more.
- **Creativity** – what could be more creative than planting a tiny seed and helping it to grow into something beautiful?
- **Self-confidence** – their self-confidence will grow with their gardens, as they achieve their goals and enjoy (literally!) the fruits of their labours.

- a) Why does the leaflet suggest that children might like to grow
- i) sunflowers
  - ii) strawberries? (1 mark)
- b) Why does the writer say that tools should be kept in a locked shed? (1 mark)
- c) i) What is meant by the expression 'enjoy ...the fruits of their labours'? (1 mark)
- ii) Why does the writer add 'literally!' in brackets? (2 marks)
- d) The leaflet is divided into three subheadings: 'Getting Kids Involved', 'Safety First' and 'Fun and Educational Too!'

If the following bullet points were added, which subheading would each be under?

- Cover ponds and pools.
- Responsibility – they'll learn a lot by caring for plants.
- Take them to parks and garden centres to get ideas.

Explain your choice of subheadings. (3 marks)

- e) How would 'Gardening for Kids' help parents who want to encourage their children to garden?

You should comment on:

- the sort of advice the leaflet gives
- the language used in the leaflet
- the way the leaflet is organised and presented.

Your answer should take up half to one page of A4. (5 marks)