

# ADVERTISING MACBETH:

## DEFTLY SHOW!

The question of how to interpret Shakespeare what elements of the play to focus on and highlight—is the first step of any directorial process. Macbeth has been many things to many people since it was first written over 400 years ago: an historical epic, a love story, a supernatural thriller, a bloodsoaked horror show, a political cautionary tale. It has been performed innumerable times, in all types of theatres, in all manner of adaptations, and it has been adapted for the movies 20 times or more. Imagine that you are going to create a commercial to sell Macbeth. With the group, brainstorm a series of genres or styles that could apply to Macbeth. Products are frequently marketed in different ways to different segments of the audience to ensure maximum interest. Have you ever seen a movie trailer that seemed to sell an action movie, where the commercial for the same movie emphasized the love story? When you tune in or buy a product, do you always get what you are led to expect?

\* Course Codes comply with Ontario Curriculum English 10 Academic Course Profile, 2000.

\* Please visit <http://curriculum.org/profiles/grade10publicenglish> for sample Rubrics and Rating Scales

Time	Learning Expectations	Assessment	Lesson Organization
Day 1/2 180 minutes	LIV.01D LI1.02D LI1.04D LI2.02D  WRV.02D WRV.04D WRV.05D WR2.02D WR2.03D WR3.03D WR4.04D  LGV.02D LG1.03D LG1.04D  MD1.02D MD1.03D MD1.04D	KU, TI, CO, AP Diagnostic Assessment of students' prior knowledge  Teacher and Student-lead Groups Discussion  Group work (Peer/group assessment) self-  Brainstorming/Checklist of Strategies  Group Written Work: Script (Rubric)	<ol style="list-style-type: none"> <li><b>Link to Media:</b> Determine students' prior knowledge of Media and Advertising by brainstorming types of media. Prepare clips for class deconstruction. Engage students in discussion using teacher and class-derived questions of different types of Advertising, how media, pop culture, target audience affects its message.</li> <li>BREAK into smaller groups, perhaps teams of 4. Taking the story and text of Macbeth as a starting point, each group should decide what aspect of Macbeth they will emphasize. What kind of Macbeth will you sell? A love story Macbeth or a ghost story Macbeth, for example?</li> <li>Brainstorm a list of ingredients – what elements are required? What kind of music, what kind of images, what kind of voiceover does your type of commercial typically include? Decide to whom you are trying to sell your version (target audience) and how you will appeal to that group (tools/strategies.) Scan the script for sample lines or a scene to include.</li> <li><b>Connection to the Community:</b> <i>Why not request a CTP workshop in scriptwriting?</i> Keeping in mind that a commercial is typically 30-45 seconds long, write a script, including your narration, your chosen lines, a tag line or slogan perhaps.</li> </ol>
Day 3		CO, AP	5. Then, create a storyboard for your commercial –

90 minutes	LG2.01 LG2.02	Group Work: Storyboarding (Rubric)  Anecdotal Feedback	what images will support the story you are trying to tell? Where will the title appear? Sketch or use found images from a magazine or newspaper to organize your visual storytelling. This will be the blueprint for your rehearsal. Think of it as a series of scenes – how will one image, idea or scene flow into the next for maximum impact? 6. Select background music that will enhance your presentation and perhaps simple costume pieces that will be suitable.
Day 4  90 minutes	LG2.01 LG2.04D LG2.06D	CO, AP Rehearsal (Checklist)	7. Rehearse your commercial. Make sure each member of the group has a task: you may need a director, a narrator, actors, and even someone to be the technician, to play the sound or dim the lights in the room. Take the time to make sure you are comfortable with your role in the presentation, and that the presentation flows smoothly and effectively. Remember to have fun!
Day 5  90 minutes	MDV.01D MDV.02D MD2.01D MD2.02D MD2.03D	KU, TI, CO, AP Media:Performance Presentation (rubric)  Anecdotal Feedback  Communication Skills: Lg. Group Discussion Sm.Group Discussion (rating scale) Checklist for Oral Communication Skills	8. The final step will be to share your commercial with the full class. If you have access to audio-visual equipment, you might prepare a filmed version of the commercial. It will be equally valuable to perform the commercial live in the classroom. 9. To follow up, discuss the elements of each group's presentation. What aspect of the story did they choose to highlight? What segments of the population will find this presentation most appealing? What choices did they make to support their presentation? Were those choices committed and effective?

CTP would like to see the results! Record your performance with a quick introduction on your media study, your approach to your “Macbeth commercial.” Then upload your video to: [www.facebook.com/classicaltheatreproject](http://www.facebook.com/classicaltheatreproject)