Shakespeare and Elizabethan Theatre: Plays, Propaganda and Politics

Key Stage 4 Programme – 2016-2017

Tutor Name: Dr L. Rayment

Timetable and Assignment Submission

Fill this in with your teacher.

Timetable – Tutorials

Tutorial	Date	Time	Location
1			
2			
3			
4			
5			
6			

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1	**Baseline Assessment –** Write 500 words about the first purpose-built playhouses	
Tutorial 2	Write a 500 word piece on Philip Henslowe and the Rose Theatre	
Tutorial 3	Write a blog entry (1,000 words) imagining that you have just seen the procession of Elizabeth ! through London. Who was there? What did you see and hear?	
Tutorial 4	Write a 1,000 word report to be presented to Elizabeth I's government, either from the point of view of a social critic or a Puritan explaining why the theatres should be closed down. Use specific examples to support your argument.	
Tutorial 5	Write **a draft of your final assignment** and bring to the next session	

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after 4.00pm on	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

KS4 Programme 2016-17 – Pupil Feedback Report

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-Level
2:1	60-69	Performing to a good standard at A-Level
2:2	50-59	Performing to an excellent standard at current key stage
3rd	40-49	Performing to a good standard at current key stage
Working towards a pass	0-39	Performing below a good standard at current key stage
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Name of RIS Teacher	Dr L. Rayment		
Name of Pupil			
Name of School	Brentside High School		
ORIGINAL MARK / 100		**FINAL MARK / 100**	
DEDUCTED MARKS		**FINAL GRADE**	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Learning Feedback Comment 1 - *Enter Key Learning Priority Here*	
What you did in relation to this Key Learning Priority *Enter feedback here*	**How you could improve in the future** *Enter feedback here*
Learning Feedback Comment 2 – *Enter Key Learning Priority Here*	
What you did in relation to this Key Learning Priority *Enter feedback here*	**How you could improve in the future** *Enter feedback here*
Learning Feedback Comment 3 – *Enter Key Learning Priority Here*	
What you did in relation to this Key Learning Priority *Enter feedback here*	**How you could improve in the future** *Enter feedback here*
Resilience Comment	
How you showed learning resilience during the course *Enter feedback here*	**How you could build learning resilience in the future** *Enter feedback here*

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Course Rationale

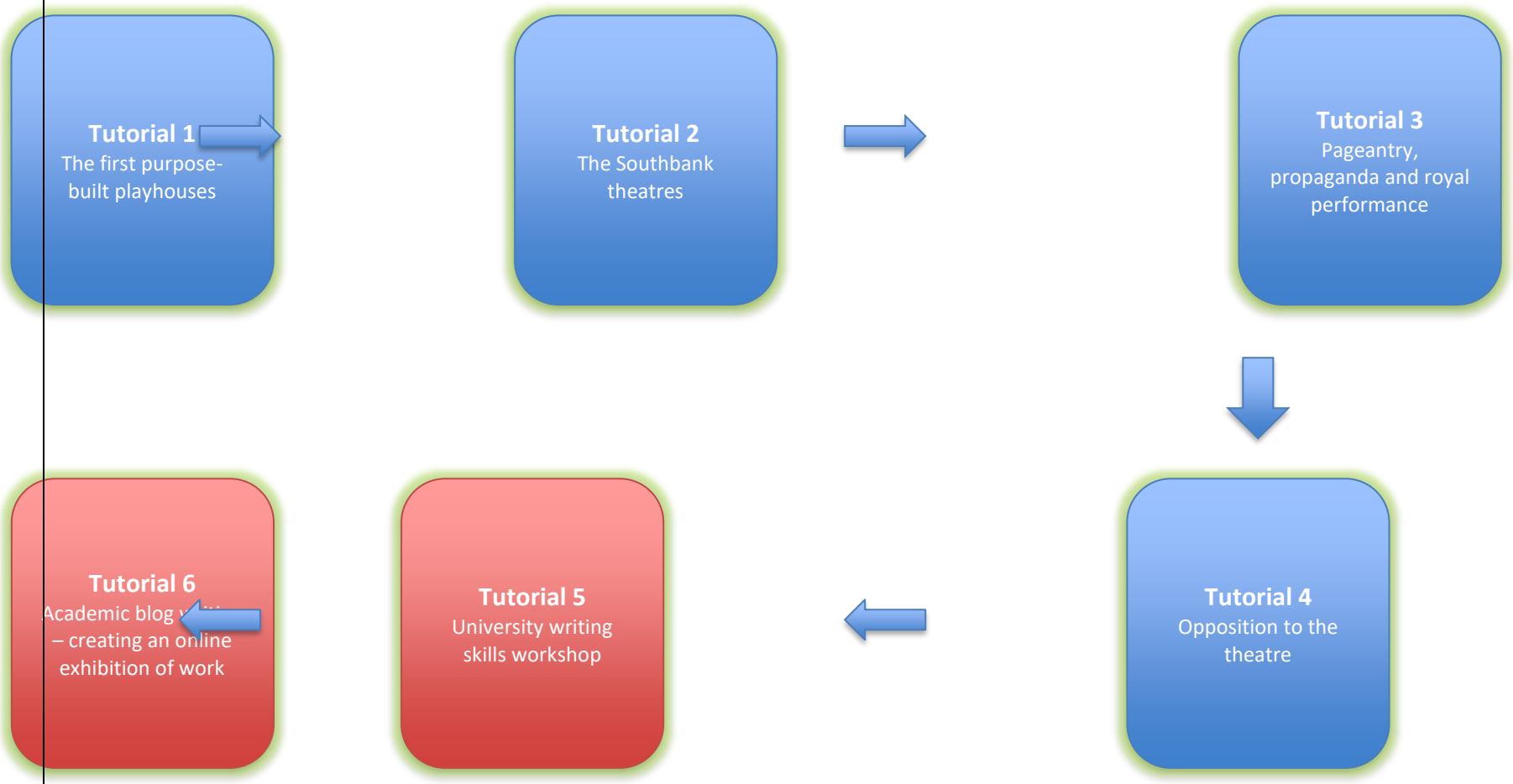
This course will act as an introduction to Elizabethan theatre and public performance in and around London.

The course will explore the development of theatre in the Elizabethan period (1558-1603). We will begin by looking at the first permanent playhouses such as 'The Theatre' in Shoreditch and 'The Red Lion' in Whitechapel and will then continue to examine the building of larger, more well-known commercial theatres such as 'The Globe' and 'The Rose' on London's Southbank (the modern-day home of The National Theatre, the British Film Institute and other arts establishments). We will also examine other types of public performance such as royal pageants, including the elaborate procession through the City of London for the coronation of Queen Elizabeth I in 1558. We will also examine the various forms of opposition to the theatre which eventually led to the closure of theatres in 1642.

Our first four sessions will be in the form of university-style seminars and will give you an idea of what it is like to study English at degree level. Our fifth tutorial will be a writing workshop designed to help you with research strategies and university-level writing, including referencing, before you choose a particular aspect of your research to work on in the final session. The final session will consist of peer review of your draft assignment and a workshop on writing an academic blog. Following this tutorial, you will complete and submit an extended version of your paper as a 'Final Assignment' which will form part of a WordPress blog page on Shakespeare's theatre.

Being on this course will provide you with an excellent understanding of some of the most significant contexts for studying Shakespeare's plays at GCSE and A-Level. If you are interested in studying Literature or History at university in the future this will also provide experience of what it is like to participate in seminars, conduct independent research and write essays in an appropriate style. All of this will also be very useful experience that you can mention in your UCAS personal statements later on.

Course Map



Tutorials 1 to 4 (in blue) will be run like university seminars to give you an idea of what English Literature at degree level is like. Tutorials 5 and 6 (in red) are practical workshops that will allow you to develop your writing skills and work on producing an academic style blog.

Mark Scheme

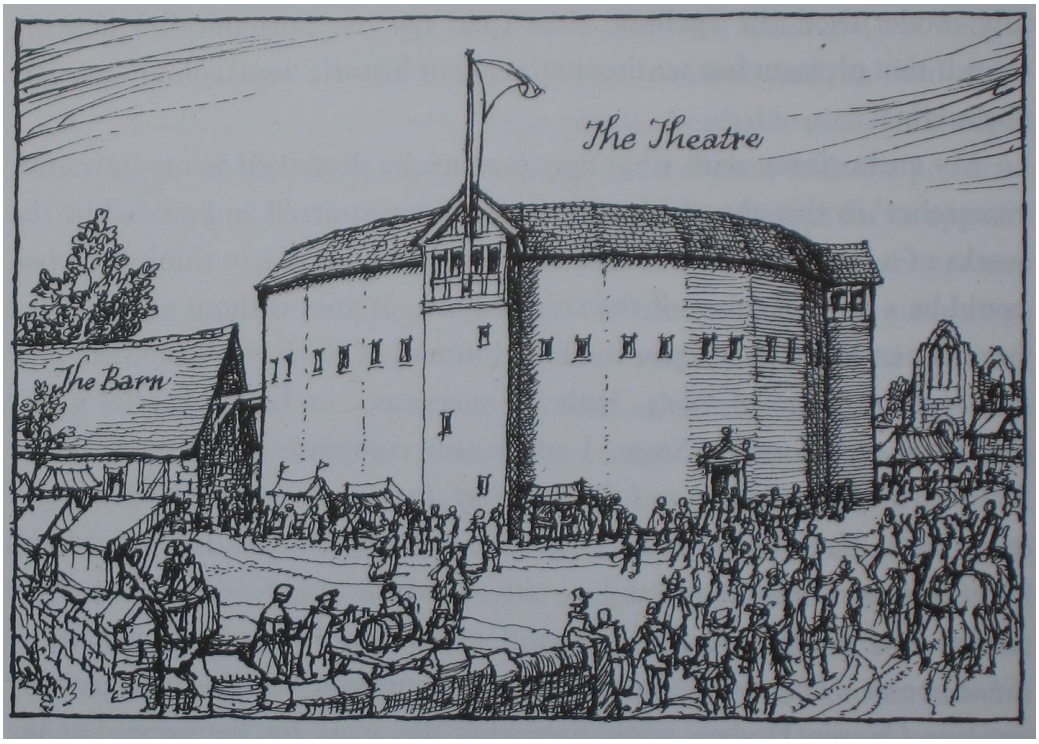
Key Skill	1st	2.1	2.2
Knowledge and understanding	☐ Students demonstrate accurate, detailed and comprehensive knowledge of their chosen subject, incorporating highly relevant content.	☐ Students demonstrate a sound understanding of their chosen subject, incorporating a fair amount of relevant content.	Students demonstrate some understanding of their chosen subject, incorporating some relevant content.
Personal response	☐ Students write accurately with sustained fluency, coherence and confidence; effectively producing fluent, cohesive and controlled writing. ☐ Students write effectively within a small word limit. ☐ Students provide accurate evidence and an appropriate number of independently researched examples to illustrate points. ☐ Students fully address the requirements of the assignment and write in a style appropriate for an academic blog post.	☐ Students write accurately, demonstrating mostly coherent, cohesive writing. ☐ Students write effectively within a small word limit. ☐ Students provide accurate evidence and some independently researched examples to illustrate points. ☐ Students address most of the requirements of the assignment and write in a style appropriate for an academic blog post.	☐ Students write mostly accurately, demonstrating some coherence and cohesion. ☐ Students write with some effect within the small word limit. ☐ Students make a good attempt at providing evidence to illustrate points but with few independently researched examples. ☐ Students address some of the requirements of the assignment and write in a style mostly appropriate for an academic blog post.
Evaluation of context	☐ Students produce an assignment which demonstrates excellent contextual awareness.	☐ Students produce an assignment which demonstrates good contextual awareness.	☐ Students produce an assignment which demonstrates some contextual awareness.
Research skills	☐ Students demonstrate an excellent awareness of the sources for Early Modern drama and make good use of them to support their assignment.	☐ Students demonstrate a good awareness of the sources for Early Modern drama and make some use of them to support their assignment.	☐ Students demonstrate some awareness of the sources for Early Modern drama but use few examples to support their assignment.

Glossary of Keywords

This space has been provided for you to make a note of key words that you think might be useful from the course. Fill it in as you go along and use it to help you with your final assignment.

Word	Definition

Tutorial 1 – The first purpose-built playhouses



The Theatre, Walter C. Hodges.

Today's Key Question(s):

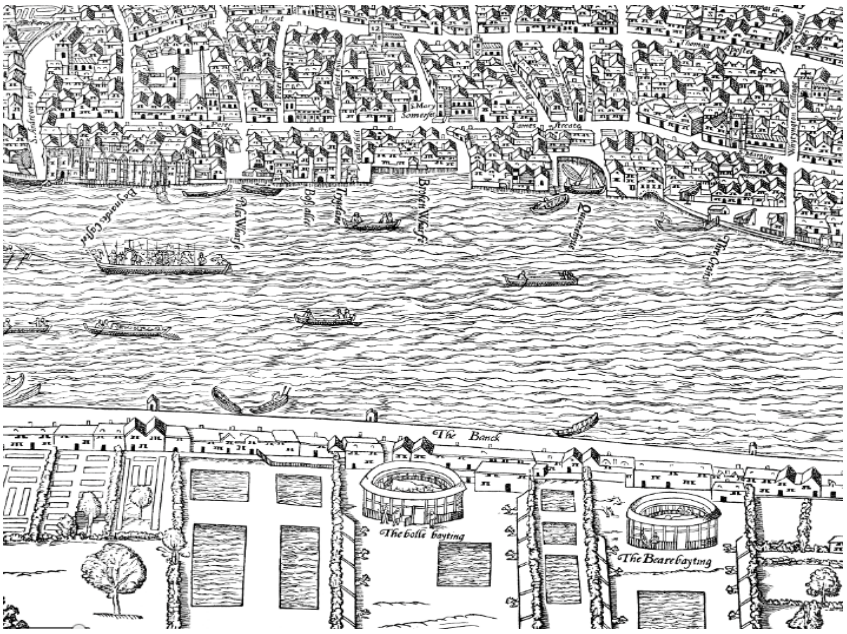
- Where were the first purpose-built theatres?

What is the Purpose of Tutorial 1?

- To learn about the first purpose-built theatres and their surroundings

Activity 1

- Look at the Agas Map of Early Modern London online (https://mapoflondon.uvic.ca/agas.htm). Where are the theatres and what can you see nearby?



Today's Homework is:

- Baseline Assessment.

Homework 1 – Baseline Assessment

Write 500 words about the first purpose-built playhouses. You can use the following questions as guidance:

- What were the first playhouses called? When were they built?
- Where were these theatres? Why were they built there?
- Who performed plays there?

You will be given information and advice about where to find the answers to these questions during the first tutorial. You can include drawings/maps or printed images in your assignment if these will help you to explain.

The homework assignment for the first tutorial is designed to help your tutor to understand your initial level of attainment in this subject area. The assignment will test for some or all of the subject specific skills that are required later in the final assignment. However, it is shorter than the final assignment and will act as an introduction to the subject as well as a challenge.

Do not worry too much about doing 'well' or 'badly' in the baseline test. It takes into account the fact that you may not be familiar with the subject area. It is designed to help you and your tutor identify where you are at the start of the programme and to help you to measure your progress along the way.

Tutorial 2 – The Southbank theatres

Today's Key Question(s):

- Who was Philip Henslowe and what is his diary?
- What is the available evidence for Elizabethan theatres and performances?

What is the Purpose of Tutorial 2?

- To develop an understanding of the available evidence for Elizabethan theatre

Activity 1

- Look at the sketch of the Swan Theatre drawn in 1595 on the next page. What does this tell us about the layout of Elizabethan theatres? Is it a reliable source?

Activity 2

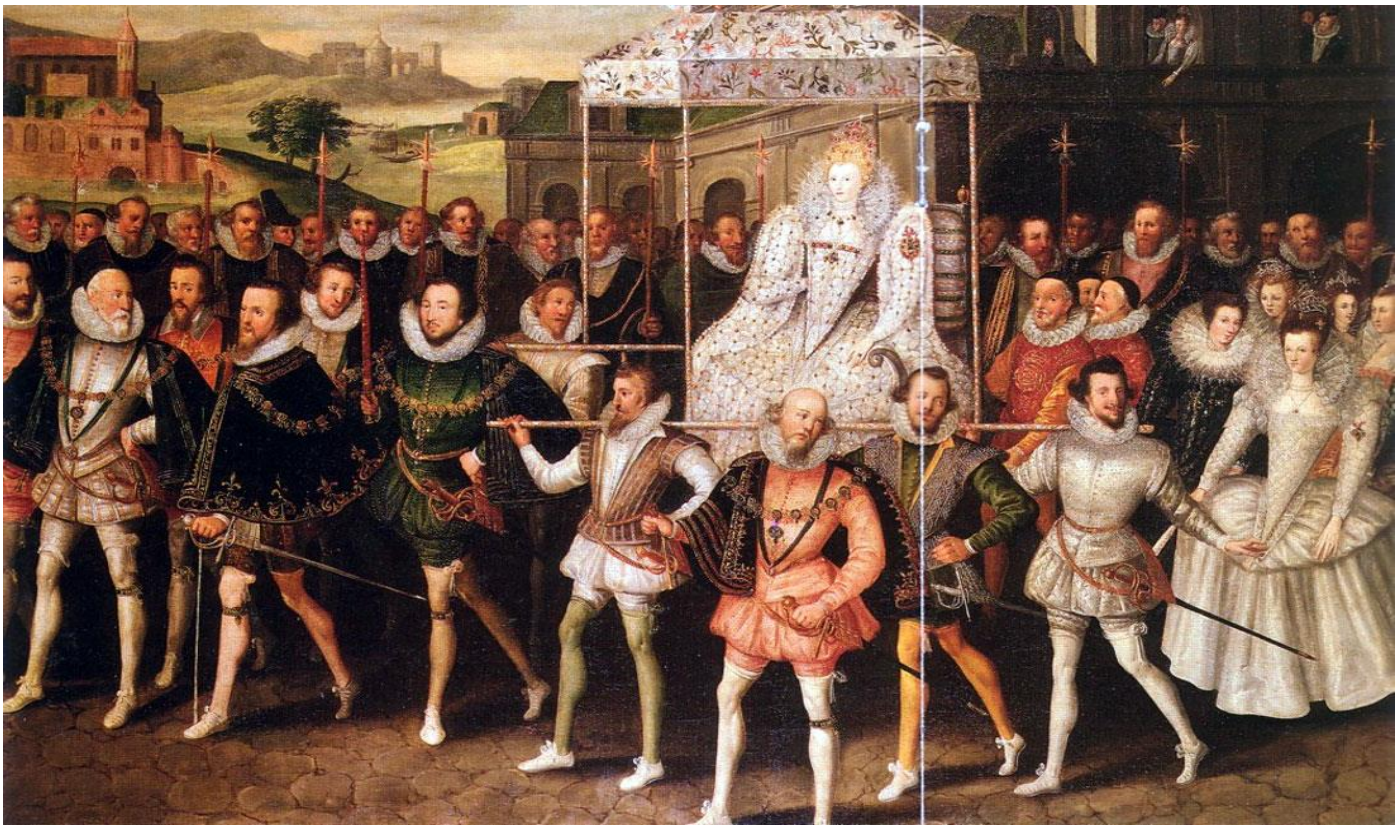
- Look at the section of Henslowe's Diary (separate handout). What type of evidence can we obtain from this about the Rose Theatre?

Today's Homework is:

- Write a short biographical piece about Philip Henslowe and the Rose Theatre (500 words).

tectum
pontificus
sacrarium
orchestra
ingressus
aedes
proscenium
Planctes sive arena.

Tutorial 3 – Pageantry, propaganda and royal performance



'Queen Elizabeth's Procession to Blackfriars', Robert Peake the Elder, c.1600.

Today's Key Question(s):

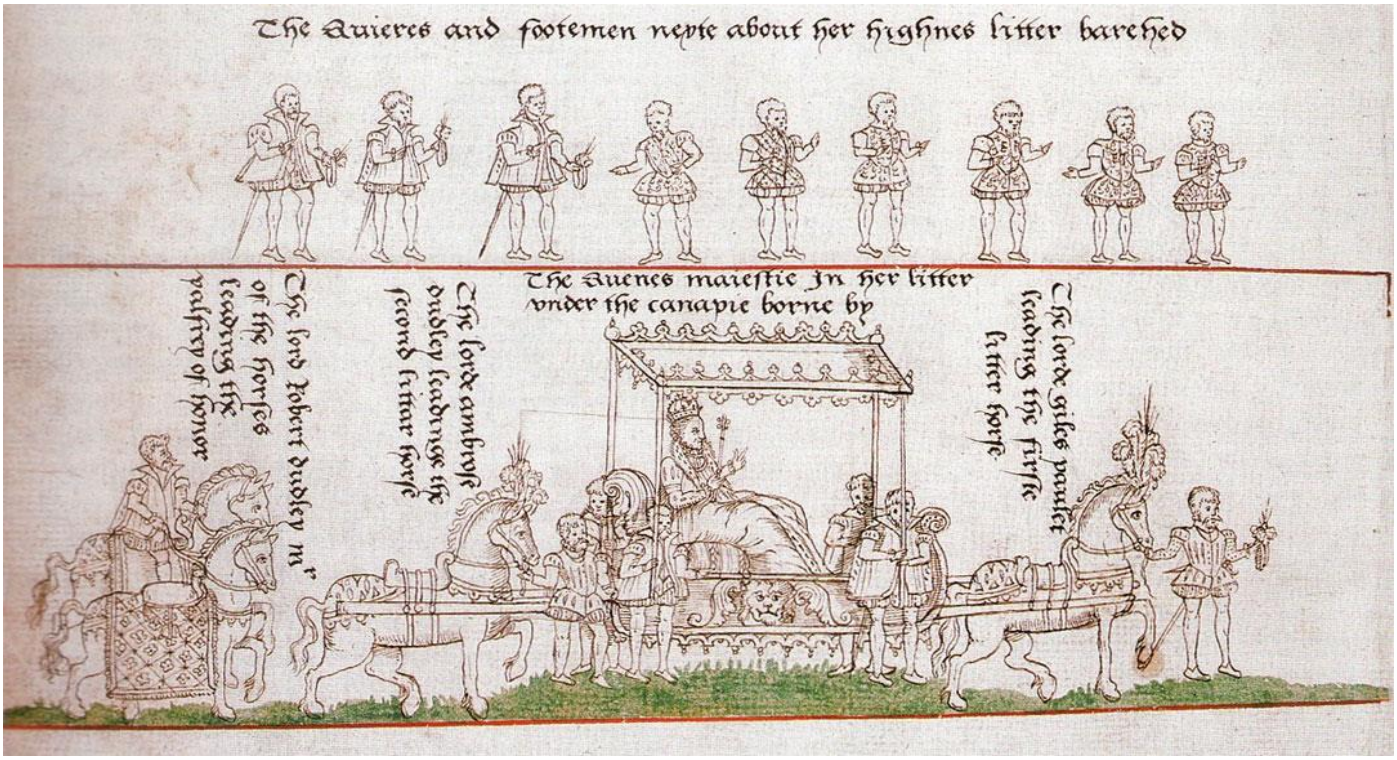
- What were royal pageants?
- What was the purpose of royal pageantry and procession during the Elizabethan period?

What is the Purpose of Tutorial 3?

- To understand the purpose of public performance in the sixteenth century.

Activity 1

- Look at the drawing of Queen Elizabeth's coronation procession from 1559 below and the painting of the same event above. What strikes you about these images?



'Queen Elizabeth's Coronation Procession', Artist Unknown, 1559.

Activity 2

- Look at the three extracts from Richard Mulcaster's 'The Queen's Majesty's Passage' below:

  1. 'if a man should say well, he could not better tearme the citie of London that time, than a stage wherin was shewed the wonderfull spectacle, of a noble hearted princesse toward her most loving people'.

  2. 'And entryng the Citie was of the People received marveylous entirely, as appeared by the assemblie, prayers, wishes, welcomminges, cryes, tender woordes, and all other signes, which argue a wonderfull earnest love of most obedient subjectes towarde theyr soveraigne'.

  3. 'Pure Religion, Love of Subjects, Wisdom, and Justice […] did treade their contrarie Vices under their feete; that is to witte, Pure Religion did treade upon Superstition and Ignoraunce; Love of Subjects did treade upon Rebellion and Insolencie; Wisdome did treade upon Follie and Vaine Glorie; Justice did treade upon Adulacion and Bribery'.

  Based on what you have understood about the procession and the text and using the extracts above, can it be said that Mulcaster's account is a true representation of the event?

Today's Homework is:

- Write a blog entry (1,000 words) imagining that you have just seen the procession of Elizabeth ! through London. Who was there? What did you see and hear?

Tutorial 4 – Opposition to the theatre

'Bartholomew Fair', Benjamin Robert Haydon, (1786-1846).

Today's Key Question(s):

- What were the key complaints about theatre and who complained?

Activity 1

- Look at the painting 'Bartholomew Fair' by Benjamin Robert Haydon above. Can you describe the scene? What types of activities are occurring here?

Activity 2

- Read the following quote taken from William Prynne's 'Histriomastix, the Players Scourge, or Actors Tragedie' published in 1633:

  "popular stage-playes are sinfull, heathenish, lewde, ungodly spectacles, and most pernicious corruptions; condemned in all ages, as intolerable mischiefes to churches, to republickes, to the manners, mindes, and soules of men. And that the profession of play-poets, of stage-players; together with the penning, acting, and frequenting of stage-playes, are unlawfull, infamous and misbeseeming Christians. All pretences to the contrary are here likewise fully answered; and the unlawfulnes of acting, of beholding academicall enterludes, briefly discussed; besides sundry other particulars concerning dancing, dicing, health-drinking, &c. of which the table will informe you."

  While this is a particularly critical attack, 'Histromastix' represents a common anti-theatrical view held by many, from around 1575 to the closure of the theatres in 1642. Why does the author object to the theatre? What reasons does he give for this?

What is the Purpose of Tutorial 4?

- To learn about opposition to the theatre and the reasons for this.

Today's Homework is:

- Write a 1,000 word report to be presented to Elizabeth I's government, either from the point of view of a social critic or a Puritan explaining why the theatres should be closed down. Use specific examples to support your argument.

Tutorial 5 – Writing skills workshop

Today's Key Question(s):

- How do I write a university-style essay?

What is the Purpose of Tutorial 5?

- To learn how to structure an essay and use references accurately

Today's Homework is:

- Final Assignment draft

Tutorial 6 – Feedback

What is the Purpose of Tutorial 6?

- Reflect on skills learned on the programme with a view to encouraging resilience
- Receive feedback on final assignment

What are the key questions?

- What strengths have I demonstrated in my work and what areas of development are there left for me to address?
- What steps do I need to take to improve my academic output?

Activity 1 – Marking your own

Using the mark scheme, identify three things you did well and three things you could improve.

What went well?

1.

2.

3.

What could be improved?

1.

2.

3.

Activity 2 – Responding to feedback

Read through your feedback sheet and highlight on your assignment where you received positive feedback (one colour) and areas for improvement (different colour). You might find it helpful to annotate this with a brief comment or two.

Activity 3 – Looking Forwards: Think, Pair Share

1. Think about how you can use this feedback in your future school work.
2. Talk to your partner about how you both plan to make changes to your school work in the future as a result of this feedback.
3. Share your ideas as a group.

Appendix 1 – Referencing

What is a reference?

A reference is a note in your assignment which says if you have referred to or been influenced by another source such as a book, website or article. For example, if you use the Internet to research a particular subject and you want to include a specific piece of information from this website, you will need to reference it.

At university you will need to include references in *all* the assignments that you write, so we would like you to start getting into the habit of referencing in your assignments. This might seem confusing at first and if you need any help with how to do this, please ask.

Why should I reference?

Referencing is important for the following reasons:

- It gives credit to the authors of any sources to which you have referred or by which you have been influenced.
- It supports the arguments that you make in your assignments.
- It demonstrates the variety of sources that you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing the course, you must be careful to reference your sources correctly.

When should I use a reference?

You should use a reference when you:

- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.

How do I reference?

There are a number of different ways to reference, and these often vary depending on what subject you are studying. The most important to thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a system of referencing that you can use in your work and which consists of two parts:

1. Place a reference in your assignment: After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words), you need to mark this is in your text with a number, e.g. [1]. The next time you use a reference you should use the next number, e.g. [2]. If you are using Word you can do all this automatically by placing your cursor at the end of the sentence that you wish to reference and then going to the 'Insert' drop down menu and selecting 'Footnote'. This will make a number appear at the end of the sentence and a corresponding number appear at the bottom of the page. You can then go to the number at the bottom of the page and fill in all the details of the source that you have used.

Bibliography: This is a list of all the sources that you have used in your assignment and should be included at the end of your assignment. In the bibliography, you must list all the references that you have used in the main assignment, and include as much information as you have about the reference. The list below gives what should be included for different sources.

Websites – Author (if possible), title of the web page, website address, [date you accessed it, in square brackets].

e.g. Dan Snow, 'How did so many soldiers survive the trenches?', http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr [11 July 2016].

Books – Author, title of book (in italics), place of publication (followed by a colon), name of publisher and date published (all in brackets), page number(s) where the information came from.

e.g. Ros King, *The Works of Richard Edwards* (Manchester: Manchester University Press, 2001), pp. 7-9.

Articles in academic journals or newspapers – Author, 'title of the article' (with quotation marks), name of the publication where the article comes from (newspaper, journal etc. in italics), date of the article (in brackets), page number(s) where the information came from.

e.g. Louise Rayment, 'A New Context for the Manuscript of 'Wit and Science'', *Early Theatre* (2014), pp. 201-205.