

Globe Performance Practice

Guidelines for Faculty



When running a Globe Performance Practice session please ensure to:

- Share the purpose, structure and learning outcomes of the session at the start of the class.
- Structure the session around the learning outcomes.
- Incorporate knowledge of the Globe space into your session as well as a constant reference to the 'Three A's' (Actor/Audience/Architecture relationship).
- Show effective use of Globe terminology. *Please see separate sheet*.
- Use at least one soliloquy (to assist primarily with actor-audience technique) and one duologue (to assist primarily with 360 playing).
- Use appropriate textual references throughout and, where possible, connect it to the Globe space.
- Have a clear through-line.
- Retain a good historical knowledge of both the Globe theatre and of 16th century performance practice.
- Review the learning objectives and learning at the end of the session.

Learning Outcomes

During this session students should...

- Be introduced to approaches to performing in the Globe space.
- Have the chance to explore the unique actor-audience relationship found in the amphitheatre and how this impacts upon our understanding of Shakespeare's texts.
- Have the opportunity to work collaboratively with their peers to explore in practical ways the playing conditions of the unique space, and how to account for its acoustics, sight lines, and stage features.

Please ensure to use the chosen text for the session to help achieve the outcomes above.