



Kurosawa and Polanski interpret Lady Macbeth
Macbeth-Different Cultural Interpretations

Aims

- To explore strategies for a dramatic reading of Lady Macbeth's speech
- To consider how this scene might be staged and compare different cultural interpretations
- To demonstrate wider knowledge of the play and present ideas for using the Moving Image in the classroom

Choric reading

- Uses movement, space to create context or mood
- Allows pupils to read one or two lines or read together like a 'choir'
- Scaffolds the use of Shakespeare's language helping with decoding, rhythm, expression and pace of reading
- Builds on shared reading

Coultas, V

(2007)

Staging the scene: Dream or nightmare? (In groups)

- Present her dream as vividly as you can.

(The teacher can prepare this as 'teacher in role' as Lady Macbeth)

<http://shakespeare.mit.edu/macbeth/macbeth.5.1.html>

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- a) Accompany everything she says with a mime of her actions, or the pictures she sees in her mind

or

- a) Add echoes. Select lines that echo what she says in her sleepwalking. Use the lines as a chorus of repetitive echoes as Lady Macbeth speaks.

(Cambridge School Shakespeare, Gibson, R, 1997)

Director's notes for a Film

Costume	Scenery	Lighting	Music	Make-up	How actors should move and speak

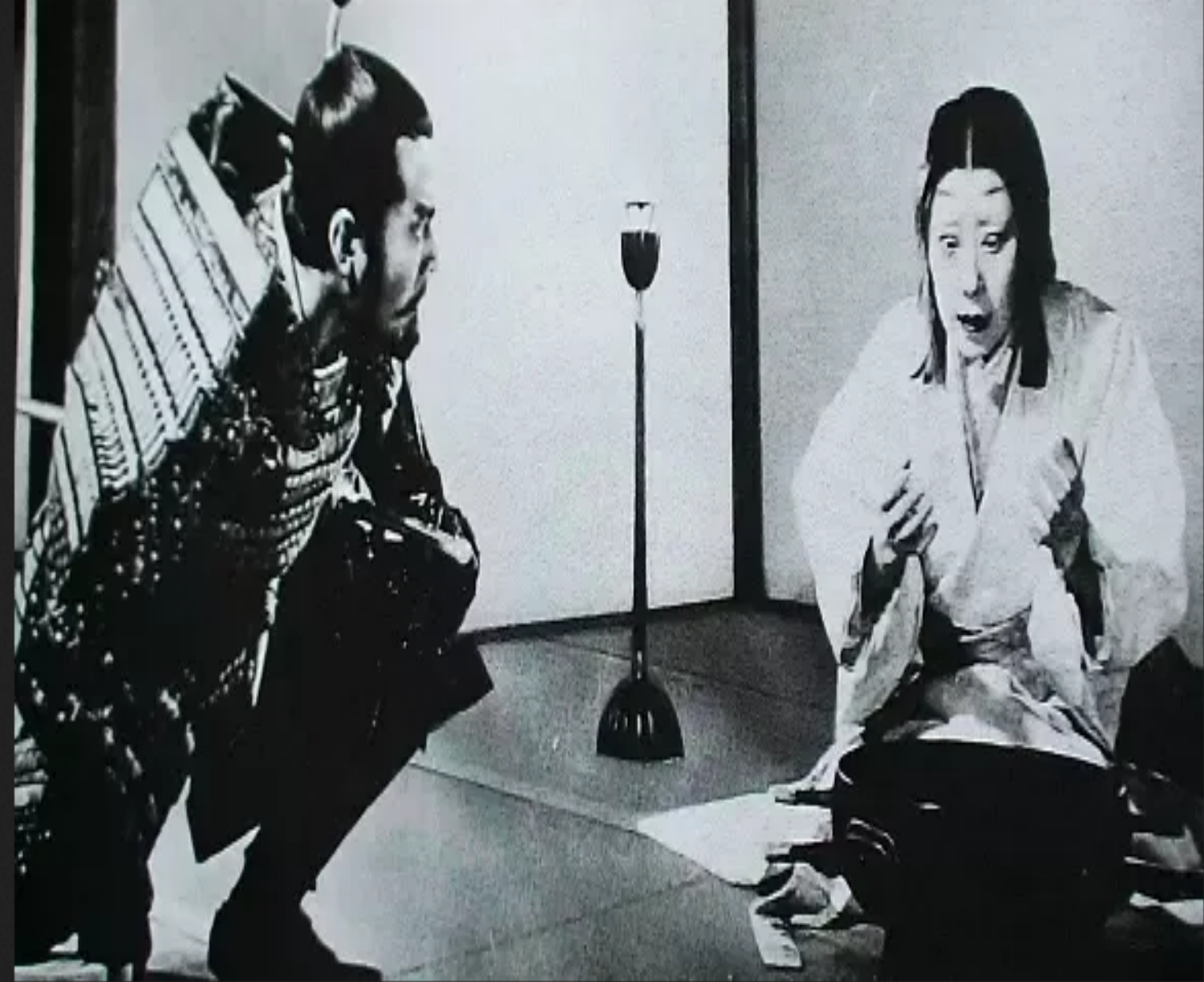












Comparison

- Watch the two different interpretations
- Make some notes under the headings you have used
- What do you notice about the different interpretations?
- What do you notice about your interpretation in contrast to these two?
- Extended discussion of cultural references in Polanski's *Macbeth* and Kurosawa's *Throne of Blood*.

Shakespeare for younger students

Gibson, R (1998)

- A puppet Macbeth
- Make a costume for a character
- Paint a picture from a scene of the play
- Make a model of the Globe theatre
- Draw pictures of the audience
- Make a list of objects you would have seen in London at that time
- Make a prop for each of the scenes in Macbeth we have enacted

Engagement and self-confidence

‘When children engage with works of literature with the emphasis on the creative arts,(including the moving image) they may make something new again...’.

‘Furthermore, the process which children go through will lead to real and tangible personal growth for the child as reader and writer.’ Carter, D (2002)

Cultural diversity

‘Cultural diversity adds to rather than detracts from Shakespeare.....

Part of Shakespeare’s enduring appeal is that new generations and different societies find the plays relevant to their own times, their own cultures’

Gibson, R

(1998)

Teaching Resources

You will need:

- Act 5, Scene I, Macbeth
- Macbeth Roman Polanski [1971], the sleepwalking scene
- Kurosawa Throne of Blood [1957], the sleepwalking scene