

***Hamlet* portfolio**

Purpose

- ❖ To give room for fun, experimentation and investigation in your study of *Hamlet*
- ❖ To give you ownership over your study of the play with a laser-focus on particular aspects that interest you
- ❖ To provide opportunities to present your learning in a range of formats and styles to suit you
- ❖ To explore the key elements of stagecraft, analysis, and critical interpretations in different ways



Format

There is flexibility and freedom to present your work however you wish (within reason!), depending on the tasks you choose. You might choose:

- A video
- Written pieces (e.g. essays, creative writing, reviews)
- Art and design work
- Informative poster
- Music
- Podcasts
- Presentations
- Or any other brilliant ideas you have!

Compulsory Tasks

- ✓ An analytical essay on a motif or image from the play, such as: eyes, Greek mythology, clothing, disease, blood, hair, bodies, animals, birds, botany, buildings, weaponry, the sea, timepieces, the stage, armour, wine, food... you might think of something else! What do you notice about the different ways that this motif or image is used? What does it tell you about the world of *Hamlet*?
- ✓ Write a review of a production of *Hamlet* – this could be a filmed production, a film, or a production you go and see at the theatre
- ✓ Adopt-a-critic! Choose a critic who has written plenty of commentary on *Hamlet* – e.g. Harold Bloom, Elaine Showalter, Dominic Dromgoole, A.C. Bradley, Samuel Johnson, William Hazlitt, Samuel Taylor Coleridge – there are lots more! Present your findings (in whatever format works best for you) about your critic's primary interests, arguments, contexts and how their ideas have influenced your understanding of *Hamlet*. You might disagree with what they have said – that's fine! Just justify it, using evidence from the play.

Optional Tasks

Choose five of:

- ✎ Write a monologue from the perspective of a character of your choice at a pivotal point in the play, trying to emphasise a particular critical view e.g. Is Gertrude active and rebellious rather than a passive agent of the patriarchy? Is Hamlet's madness genuine or feigned?
- ✎ Create a podcast where either you are interviewed, or you present, on the motif you have chosen for your compulsory essay.
- ✎ Choose one scene and deep-dive into staging it – how would you direct it? What decisions did other directors make? Did they work? Why (not)? Does the time period it was produced in/set in help account for some of the choices made by the directors?
- ✎ In a pair or three, prepare a talk on an idea of your choice about the play for Literary Café.
- ✎ Create a shoebox theatre depicting a scene of your choice. Think about the holistic vision for your version of the play and what ideas in the scene you want to emphasise with your choices of staging and scenery.
- ✎ Design 2 distinct costumes for a character of your choice. What time period is this set in? What critical interpretations of your character do you want to emphasise through costuming?
- ✎ Choose a character and create a timeline of different attitudes/interpretations of them over time.
- ✎ Compose a soundtrack for a scene, or a musical motif for a character. Again, what critical ideas about them do you want to emphasise?
- ✎ Choose an element of the historical context of *Hamlet* and create a mini documentary about it, or present your research on an informative poster.
- ✎ Create a video trailer for a production of *Hamlet*, thinking about the holistic vision of your adaptation of the play and what you think will capture potential audience's imagination.
- ✎ Perform one of *Hamlet's* soliloquies!
- ✎ Create a timeline of how your chosen motif/image is seen over the course of the play, and how it contributes to broader themes and ideas.

Deadlines

Friday 13th October: 1 compulsory and 1 optional

Friday 8th December: 1 compulsory and 1 optional

Friday 9th February: 1 compulsory and 1 optional

Friday 15th March: Completed project, ready to present to the rest of the class