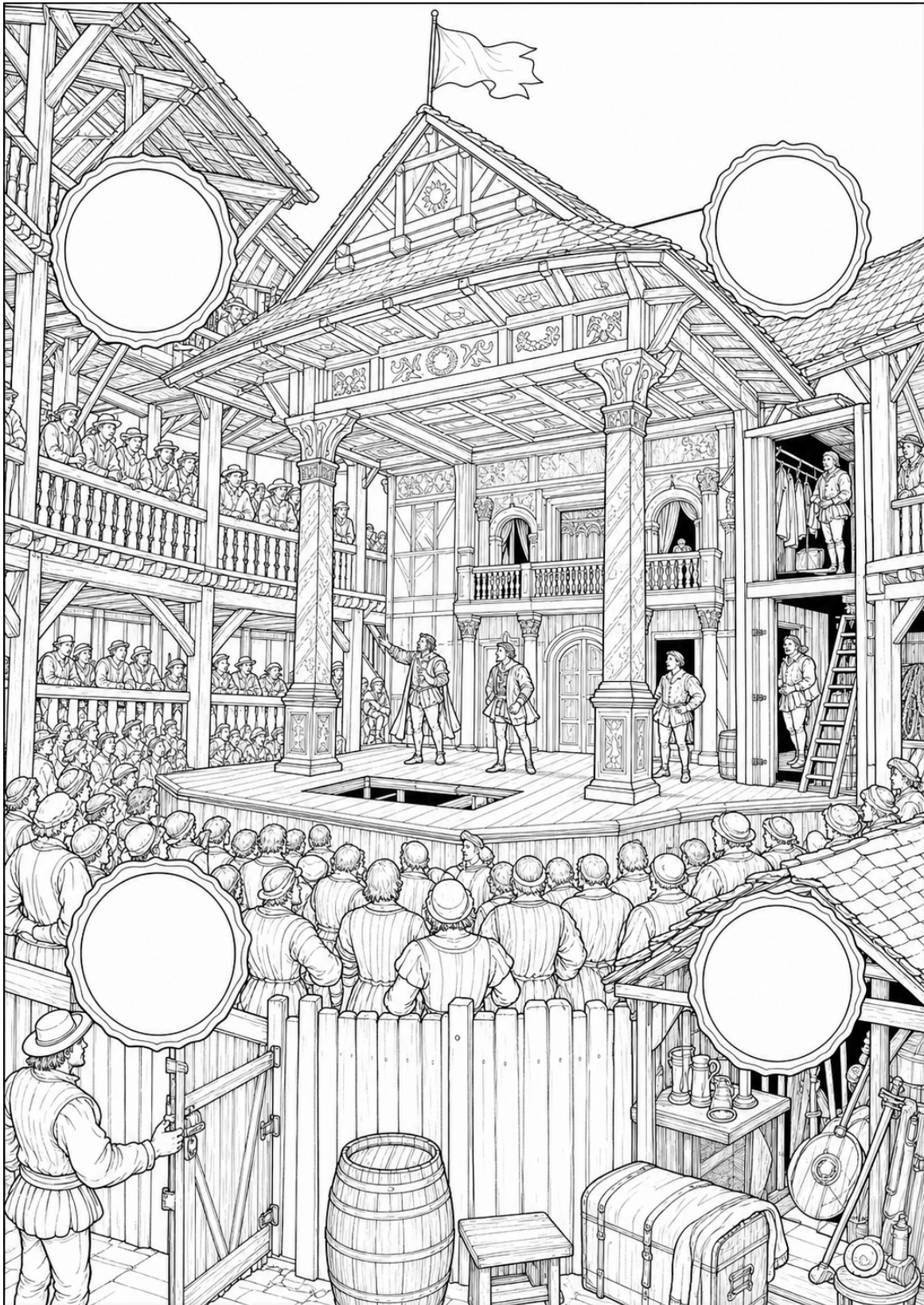


Shakespearean Theatre: Staging and Audience

KS3 / Year 9 - English

Find and annotate the thrust stage, yard, galleries, tiring house, canopy, trapdoor and simple props. Explain how two features affect performance or audience experience.



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Parent & Teacher Guidance

Curriculum focus

Topic: Shakespearean theatre. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: KS3 English: study two Shakespeare plays and understand how dramatic conventions, structure, performance and context contribute to meaning..

Before you begin

Review the picture together and ask the learner what they already notice about Shakespearean theatre. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Shakespearean theatre. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about Shakespearean theatre can you explain using the picture?

Answers and checking

The thrust stage projects into the audience; the yard held standing spectators; galleries provided tiered covered seating; the tiring house supported entrances and costume changes; the canopy sheltered and framed the stage; the trapdoor enabled entrances/effects; simple props relied on language and imagination.

Learning record and next steps

☐ Completed the colouring

☐ Explained key vocabulary

☐ Completed the activity

☐ Used visible evidence

Evidence noticed / vocabulary used

Next step:
