



WARM-UP EXERCISE: CREATING THE STORM AT SEA

Objective:

This exercise provides an opportunity for students to explore the opening scene of the play in a creative and imaginative way.

Materials:

- Handout of Miranda's lines

Directions:

1. Ask students what comes to mind when they hear the word "tempest". What is a tempest?
2. What sounds might they hear in a tempest? Have the students demonstrate how they might make the following sounds:
 - gentle rain (e.g. snapping fingers);
 - heavier sounding rain or hail (e.g. slapping knees);
 - wind howling (e.g. whistling);
 - thunder (e.g. stomping of feet).
3. Ask for two student volunteers: one will be the conductor who will cue the students creating the tempest much like an orchestra; the other will read Miranda's line once the conductor brings the storm to a close.
4. Divide the class into three sections (students may stand or remain in their seats): let them know that one will create the wind and hail; the other will create the rain; and the third section will create the thunder.
5. Invite the student conducting the class to point to a section to cue the start of the sound and raise or lower their arms to set the volume and control the pacing of the tempest. Ask them to confirm a cue to stop the tempest with their classmates. The conductor will then build the storm, raise the tempest to a feverish pitch and then signal the end of the storm.
6. In the silence after the tempest, have the student with Miranda's lines step forward and read their lines aloud.
7. Discuss what discoveries the students made while doing this exercise.

What images did the storm create for you? How did the atmosphere affect you as an audience member?

Why do you think Shakespeare starts the story with a storm?

What does Miranda's description of the storm tell us about her character?

What does Miranda's description of the storm tell us about the people on the ship and what might have happened?

How would you stage the storm if you were directing this production?

Options:

- Some students may want to add other animal sounds. Choose a few students to add those sounds into the storm.
- Try having the student reading Miranda's part say the lines over-top of the noise of the storm. Try it various different ways and decide which was the most effective.

The Tempest: Creating the Storm at Sea

What has happened in the story so far...

Prospero, once the duke of Milan, has been marooned on an island for twelve years with his daughter Miranda. He uses magic to create a storm at sea to wreck a ship, carrying his old enemies. A distraught Miranda watches this and begs her father to calm the tempest.

For the Reader:

The class will create the storm at sea cued in by the conductor. The conductor will raise the storm to a feverish pitch and then suddenly end it. In that silence you will step forward and begin reading Miranda's text below.

MIRANDA

The sky, it seems, would pour down stinking pitch¹,
But that the sea, mounting to the welkin's cheek²,
Dashes the fire out. O, I have suffered
With those that I saw suffer: a brave³ vessel,
Who had, no doubt, some noble creature⁴ in her,
Dashed all to pieces. O, the cry did knock
Against my very heart. Poor souls, they perished.

Glossary

1. **pitch** – tar
2. **welkin's cheek** – sky's face
3. **brave** – fine, noble
4. **creature** – human being