



The Sword in the Stone

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- *Sword in the Stone* Script

Afterschool Curriculum

Thank you so much for your interest in this afterschool curriculum.

This content is provided to you free of charge and was developed for Beyond School Bells by **Homegrown Theatre Camp** (homegrowntheatrecamp.org).



The Sword in the Stone: Overview

Homegrown Theatre Camp for Beyond School Bells

Program Outline: 9 Sessions

Session 1

Casting & Read Through

Session 2

Objectives Activity

Session 3

Stage Directions / Blocking Activity

Session 4

Character Walks Activity

Session 5

Staging Rehearsal

Session 6

Projection / Diction Activity

Session 7

Instruments Voice Activity

Session 8

Make the Sword/Stone + Wizard Hat Activity

Session 9

Dress Rehearsal

The Sword in the Stone

S1 Casting & Read Through

Set the Stage: “Read-Through & Research” video: 11 minutes, 56 seconds



Activity 1: Cast Your Play

Procedure:

- Students should gather with their group of castmates. These groups will work together throughout the next few weeks, and can have anywhere from 1-4 students.
- After viewing the synopsis in the video, students can discuss which characters they'd like to play. Ideas can be written down for discussion within each cast group.
- It's possible that two students will want to play the same character, this is okay, an instructor can help them decide who can play what, with the understanding that each character has lines and plays a special part in the play.
- Once characters are decided, a cast list for each group can be written down, and students can begin highlighting their lines in their scripts.

Activity 2: Read-Through

Procedure:

- In the same groups, students can start at the beginning of the play and read through it as their characters out loud.
- As they read, they can pause if there's something they don't understand such as a new word, and they can ask an instructor for clarification.
- Also as they read, they can discuss moments in the play, and how they'd like to stage them.
- Once they are done reading, students can discuss the play in their cast groups, and altogether as a larger group.



Materials:

- *Sword in the Stone* Script
- Pencil
- Paper
- Highlighters (if possible)



What's Next?

Students can start thinking about Objectives and Super Objectives, which are mentioned in the video, these will be explored in the next lesson.

Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

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S2 Objectives Activity

Set the Stage: [Objectives, Tactics and Obstacles](#) video: 4 minutes, 3 seconds



Activity: What's My Objective?

Procedure:

- Independently, select one scene from *Sword in the Stone*, read it out loud and create a list of the things your character might want in that scene.
- Discuss these **objectives** with your group and, working together with ideas from peers, decide on one for your character in the scene.
- Create a list of the **obstacles**, or the things that were standing between your character and their objective in the scene.
- Reading the scene again with your objective in mind, write down the actions your character takes toward their objective, or their **tactics**.
- After discovering their character's objectives, the obstacles their character faces, and the tactics they use to overcome these obstacles, students should share their findings with their castmates. As each student justifies their insights ("my character behaves this way, for these reasons"), the cast gains a better collective understanding of the dynamics at play between their characters.



What's a Super Objective?

A **Super Objective** is what a character wants throughout the entire play, once each student has their objectives in mind, they should decide their Super Objective before the next rehearsal.



Materials:

- *Sword in the Stone* Script
- Pencil
- Paper



What's Next?

After the activity students should write down an objective for each scene to consider when they are performing. They also can begin memorizing their lines, giving a little time each day to this is a great strategy.

Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

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S3 Blocking Activity

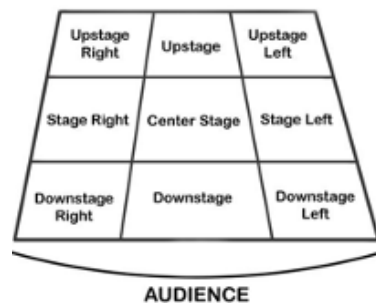
Set the Stage: [Stage Directions & Blocking](#) video: 3 minutes, 19 seconds



Activity 1: What are Stage Directions?

Procedure:

- After the video, ask students to draw out the 3x3 grid on a piece of paper, and label each square corresponding to a part of the stage. An example can be seen below.



- Ask the group to stand facing the instructor, creating a stage area. Ask them to point out each of the **Stage Directions** (Stage Left, Stage Right, Upstage Center, etc.) Once they've identified each part of the stage, you can call on a student, and ask them to move to a particular part of the stage (i.e. "Sam move to stage left"). You can ask small groups of students, or even the whole group to do this. If you like you can turn it into a game, speeding up how often you call out a part of the stage, and even getting students "out" if they go to the wrong part of the stage.
- After this pick a setting from the play you're working on with the group. Once you've picked the setting, imagine parts of that setting around the stage. (If your setting is a forest, a bush could be Downstage Right, with some trees Upstage Center.) Decide on where specific pieces of this setting are around the stage with the group, and make sure they all have it marked down on their diagrams.
- With this in mind, pick a corresponding scene from the play that takes place in that setting, and begin to stage it. Ask students to move to certain parts of the stage on certain lines, these choices can be arbitrary, as this is about understanding the parts of the stage. Where and when a character moves, is called **Blocking**.
- Try parts of the scene in different ways, and when the run of the scene is complete, ask students which way they liked the most. They can then write down the specific blocking from this scene in their scripts, and continue this process in the other scenes as well.



Materials:

- *Sword in the Stone* Script
- Pencil
- Paper



What's Next?

After the activity, now that students understand stage directions and blocking, they can use this process to decide when and where their characters move throughout the entire play, as we will explore in the next lesson.

Standards: See standards from previous lessons.

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S4 Character Walks Activity

Set the Stage: [“Movement and Magic”](#) video: 2:09 to 5:28



Activity: Learning from Different Places

Procedure:

- Students should spread out in their space. Everyone needs plenty of room to move.
- Watch 2:29 to 5:28, following along with the video’s instructions. Pause and replay as necessary. Take time to explore how it feels to walk in each of these different ways.

Activity 2: Discovering Your Character’s Walk

Procedure:

- Now apply what you’ve learned to the character that you’ve discovered. How does your character move and why?
- Note your decisions and discuss them with your castmates. Together with your castmates, decide how each character moves differently, and consider the relations between them. How might a character move in the presence of another character? Once you’ve made these decisions, practice walking as your character until it’s in your body and feels natural.
- Watch 5:30 to 6:18.



Materials:

- *Sword in the Stone* Script
- Pencil
- Paper



What’s Next?

Deciding how your character walks is a first step in crafting your performance as that character. Keep these ideas about movement in mind as you begin to explore voice and other character aspects in the coming rehearsals. Students are encouraged to practice moving like their character as they learn their lines.

Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

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S5 Staging Activity

Set the Stage: [Stage Directions and Blocking](#) video from Session 1 if needed.



Activity: Staging the Play

Procedure:

- Start again with the stage direction game, asking students to stand in particular parts of the stage (Upstage Right, Downstage Left, Upstage Center, etc.) Until the group has a good recollection of stage directions.
- Separate into cast groups, and open to the first page of the play.
- Using the stage directions learned, students can begin staging, or blocking their play, deciding for each scene where characters will stand and move.
- This process begins simply by trying out different combinations and following stage directions in the script.
- Once each group has tried different combinations for a scene in the play, they can make a choice, write down this blocking, and move onto the next scene.
- This process is one of trial and error, and they may need the advice of an instructor, or to speak together as a group to block certain moments in the play.
- Once the blocking is written down, students can rely on it, and use it as a tool to help them memorize their lines.
- If you're working in a large group, at the end of the session, each group can perform the rough draft of a scene they blocked that day, and discuss their choices with the larger group.



Materials:

- *Sword in the Stone* Script
- Stage Direction Grids (from previous activity)
- Pencil
- Paper



What's Next?

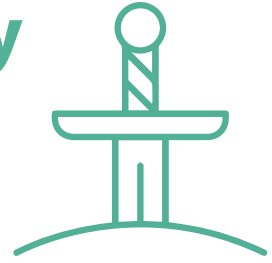
After the activity, students have the rough draft of their performance complete, and can continually rehearse each scene of the play, smoothing things out as they go. Around this time, students should be putting down their scripts, and performing the lines from memory.

Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

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S6 Projection & Diction Activity



Set the Stage: “The Instruments” video: Beginning - 3:09



Activity 1: Practicing Diction

Procedure:

- Students should gather with their group of castmates.
- In groups, identify a few of your character’s most important lines; consider what lines will require a special attunement toward diction and projection. It may be helpful to discuss your findings with your castmates and assist each other in picking out these lines.
- Next take turns reading these lines to your fellow castmates, focusing on consonants and practicing diction. Don’t worry if it sounds over-the-top, the goal is to speak with as much diction as possible.
- As you go, note words or phrases in these lines that require extra attention to diction and mark them in your scripts. Identify consonants and highlight them.

Activity 2: Stomach Breathing & Projection

Procedure:

- (Rewatch 2:28 - 3:09 if you’d like)
- Students should practice stomach breathing; (follow along with the video’s instruction) place your hand on your stomach, and practice inhaling and exhaling slowly. Feel your hand move on your stomach as you breathe deeply.
- Apply this breathing to speak your lines. It may be helpful to split off into separate rooms or spaces. Using the lines that you practiced in the diction exercise, focus on projecting your voice through the room while still using clear diction.
- Gather with your castmates and take turns practicing your projection with one another. Allow your castmates to give feedback; does the diction come through? Can they understand the lines? Create some distance; can they hear you?



Materials:

- *Sword in the Stone* Script
- Pencil
- Paper



What’s Next?

Diction and projection are important throughout the play. But, after the activity, make notes in the script where special focus should be given to diction and projection.

Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

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S7 The Instruments Activity

Set the Stage: “The Instruments” video: 3:10 to 3:42



Activity 1: Practicing the Instruments

Procedure:

- Students will rehearse along with the video’s instructions from 3:42 to 5:57
- Pause and replay as needed to get a feel for each different instrument; it may take some practice!

Activity 2: Finding Character Voice

Procedure:

- Now it’s time to use the instruments on the characters in *Sword in the Stone*. Students should gather with their castmates and read through the script together, trying out different voices for their characters. This is a time to be playful and really explore a variety of ways that your character could speak.
- After reading lines using different voice registers, start to hone in on which one fits your character best? Why? Have a discussion with your group about the choices you’re making.
- Once you’ve decided what your character sounds like, try reading some more lines with your castmates. Pay attention to diction and projection, and keep in mind the notes that you’ve already made in your script. Does your character’s voice change the way you emphasize consonants and important lines? Allow your castmates to share their thoughts; help each other to enunciate clearly using these new voices.



Materials:

- *Sword in the Stone* Script
- Pencil
- Paper



What’s Next?

“The instruments” are another tool for students to use as they craft their characters and their performance. At the end of the process, students should be encouraged to write down their choices and explain why. Writing ideas down will help them clarify and develop their thoughts.

Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

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S8 Crafting the Sword & Merlin's Hat Activity



Set the Stage: [Tech Day](#) video: 1:33 to 2:48

**Note: Depending on time and interest, students may want to split the activities between castmates. For example, while one pair does Activity 1, the other pair could do Activity 2.



Activity 1: Make the Sword

Procedure:

- Students will need cardboard, scissors, duct tape, and aluminum foil.
- Gather with your castmates.
- Watch from 2:49 to 6:03, working together and following along with the tutorial step by step.
- Pause and replay as necessary.

Activity 2: Make a Wizard Hat

Procedure:

- Students will need construction paper, scotch tape/glue, markers, and scissors.
- Gather with your castmates.
- Watch from 9:23 to 15:12, working together following along with the tutorial step by step.
- Pause and replay as necessary.



Materials:

- Cardboard
- Scissors
- Duct Tape
- Aluminum Foil
- *Sword in the Stone* Script
- Pencil
- Paper



What's Next?

The Tech Day video includes instruction on various other tech elements, such as makeup and sound. Students may want to explore the rest of the video and craft additional tech for their performances. Students can also reference the prop list and costuming guides in the script to know what items they can bring from home, or make in the classroom. Tech Day is the beginning of this process, but outside work on the props and costumes will enrich the show. Groups can discuss who will provide what, and make a plan to be ready for dress rehearsal. Don't forget to work on lines too, as these should be completely memorized for the dress rehearsal.

Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

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S9 Dress Rehearsal



Activity: Performing Your Dress Rehearsal

Procedure:

- Now that students are ready with the Character Hats and Fans, they can gather other technical elements and put on a dress rehearsal.
- Outside of the Tech Day items, students can find and gather any props or costume pieces that they would like included in the show.
- In their performance groups, students should organize all **Props**, items used by characters in the play near the stage or place where they will be performing.
- Students should organize their costumes, or put them on, and get ready to perform.
- To prepare to perform, students should follow along with the "Theatre Warmups" video: 5 minutes, 48 seconds.
- Once warmed up, students can begin the run of their play.
- The goal of the dress rehearsal is to perform the play all the way through without stopping, with accurate lines and fluid blocking.
- If students run into problems, they can address them as a group and keep working on their play. Because it is a short play, it is okay to run the piece 3 or 4 times in your final dress rehearsal.

Note: After they have done a dress rehearsal they are happy with, students can decide whether they'd like to continue practicing, and if not, they are ready to perform for an audience. Break a leg!



Materials:

Costumes:

- Wizard Hat, etc.

Props: Swords, etc.

Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.



**HOMEGROWN
THEATRE
CAMP**

The Sword in the Stone

In a new version by Anthony Delaney

3 or 4 Performer Edition

CAST

Arthur: A youthful squire
Merlin: A mysterious magician
Ankou: A nefarious god
Kay: A haughty knight

3 Person Cast - **Performer 1 plays Arthur.**
 Performer 2 plays Merlin.
 Performer 3 plays Ankou /Kay

4 Person Cast - **Each performer plays 1 part**

ACT 1 Scene 1

SETTING: MERLIN's cottage, One table with a journal and a writing utensil (Preferably a feather but anything will do) and a chair located downstage center. MERLIN is sitting in the chair. A single light (similar to a candle) can be seen in front of MERLIN illuminating MERLIN's face.

(MERLIN begins reading from his journal.)

MERLIN: A long time ago there was once a land called Albion. This was a land of magic and monsters, of wise kings and queens and brave knights. The King of Albion Uther Pendragon waged a war against those who practiced magic and hunted the great creatures of the land. At the final battle of the war Uther was mortally wounded by a magical creature of the underworld called Ankou yet Uther's knights won the day defeating the forces of magic and monsters. Despite his victory Uther Pendragon later died of his wounds. None of Uther's knights could decide who was to be the next ruler and so the throne has sat empty for many long years. Albion fell into an endless civil war and became a land without law or order. The strong prey upon the weak in this dark age.

(The light grows, illuminating the rest of the room. MERLIN begins writing in the journal. MERLIN speaks as he writes.)

MERLIN: Yet there is hope for Albion. Legend speaks of the Sword in the Stone. There rests upon a hill a stone and deep within this stone was thrust a marvelous sword. Upon the sword's hilt is written "Whoso pulleth the sword from the stone is deemed worthy of

the throne and crown of Albion.” When the time is right the prophecy shall be fulfilled. “Guided by magic’s hand shall the grand sword be drawn and with dawn’s light will the night of Ankou be gone.” But beware, for foul forces would seek to stop any true ruler from uniting the knights of the land. For many evil things have grown in this dark age.

(We see MERLIN set his writing utensil on the table and draws from beneath his robes a magic wand. With a flourish of his wand MERLIN speaks a spell.)

MERLIN: Hoc textu abscondam!

(MERLIN then carefully closes the journal.)

ACT 1 Scene 2

SETTING: Forest, small tree trunk or just an obstacle located downstage right. Inside the obstacle or tree trunk is hidden MERLIN’s journal. A fake rabbit and several small rocks.

(We see ARTHUR and KAY walking into the forest from upstage left, frustrated, searching for something. After some silent searching ARTHUR stumbles upon a dead rabbit.)

ARTHUR: Oh my, poor thing.

KAY: Leave him be, it's dead Arthur.

(ARTHUR gingerly examines the rabbit.)

ARTHUR: It looks like wolves got to it, but why would they leave it behind? Why not eat it? What was the point? Maybe you shot it Kay, but then where's the arrow?

KAY: Stop talking and keep looking.

ARTHUR: Ever since father told you about his days as one of the King’s legendary knights, you think you need to shoot every last animal in the forest to impress him.

(ARTHUR finds a stick on the ground and begins swinging it around.)

KAY: At least I can draw a bow Arthur, you can barely find an arrow in this forsaken forest.

ARTHUR: Someday they'll tell legends about me! And I'll put an end to this war, a knight of Albion! Just like Dad.

(ARTHUR smiles as they raise their stick high in triumph. Then they look back down at the rabbit and frowns. ARTHUR reveals a cloth and wraps the rabbit in it. ARTHUR gathers some nearby rocks and builds a small cairn, ARTHUR places the rabbit inside the cairn. Continues looking for the arrow.)

KAY: You will never be a knight if you don't stop daydreaming you fool. Find my arrow before nightfall. I'm heading back to the castle. *(KAY exits)*

ARTHUR: Stupid Kay and his stupid archery. It's not my fault he can't shoot an arrow straight! He sends me out wandering in the forest at night. If I didn't know better I'd think he wants the wolves to eat me!

(ARTHUR looks offstage, scared as they stare at what they can only assume is wolves. ARTHUR stops dead in their tracks and gulps.)

ARTHUR: *(pointing offstage)* WOLVES! M-Maybe they've already eaten today?

(ARTHUR looks down at the cairn.)

ARTHUR: H-H-Hello? Wolves? Are you out there? I'm-I'm just here for my Brother's arrow... I'll be on my way once I find it thank you very much.

(ARTHUR lets out a yelp and runs behind the cover of the tree trunk or obstacle located downstage left.)

ARTHUR: *(panting)* Please! I'll leave as soon as I find Kay's arrow I swear it!

(ARTHUR puts their hands over their head and hides behind the tree trunk or obstacle. MERLIN's voice is heard yelling a spell.)

MERLIN: Vade Lupus Bestia!

(ARTHUR slowly lowers their hands and raises their head above their hiding spot searching for the wolves. They are nowhere to be found. Curious, ARTHUR reaches inside the tree trunk or obstacle pulling the journal out.)

ARTHUR: That couldn't be... magic? Father said it was forbidden. But I'm glad someone still knows it... whoever that was. *(Looking at Journal)* Maybe you've got some answers for me.

KAY: *(From offstage)* Arthur! Have you found my arrow? It's time to return home!

ARTHUR: Coming! I should go before the wolve's return anyway.

ACT 1 Scene 3

SETTING: *ARTHUR's room, one table, chair, and a small blanket*

(ARTHUR enters their room from upstage left rubbing the back of their head.)

ARTHUR: I know I came home late but I'm not sure I deserved that whacking. Ah well, at least I can start reading now.

(ARTHUR reveals the journal they found in the woods.)

ARTHUR: There is no name or signature of any kind here. Or even here, how odd. What-the pages are empty. Why in the world would somebody go out of their way to reveal to me an empty book?

(ARTHUR slams the book down onto their table, frustrated.)

ARTHUR: Perhaps this is a problem for tomorrow, I've got enough chores to do as it is. Goodnight mysterious book.

(ARTHUR picks up the book and lays under their small blanket with it. Closing their eyes ARTHUR falls asleep.)

ACT 2 Scene 1

SETTING: *MERLIN's cottage, a pot or cauldron sits on center stage and a table with several bottles of ingredients sits close by.*

(MERLIN is seen gathering bottles of ingredients for a potion. He announces the ingredients as he deposits them into the pot/cauldron.)

MERLIN: A dash of coltsfoot, a sprinkle of cinnamon, with a smidge of mugwort, a dose of vervain, and to top it all off, sage! Now then.

(MERLIN reveals his wand and utters a spell as he stirs the contents of the cauldron with his wand.)

MERLIN: *(as he stirs)* Ostende Mihi Faciem...Ostende Mihi Faciem... Ostende Mihi Faciem!

(With the final utterance of the spell MERLIN draws his wand out of the cauldron and stares inside.)

MERLIN: Ah yes, now I can see you clearly. Chores is it? No no no that wont do at all the child must learn from the journal they cannot spend their time on such mundane tasks. Arthur must find the sword. Before the dead walk this land. Arthur... your destiny is great and yet your curiosity has not been sated by the book? Odd. Let's take a look shall we?

(MERLIN waves his hand over the cauldron to reveal the journal and ARTHUR's room.)

MERLIN: What's this? The pages are blank? Confound it all! That invisibility charm should have worn off by now.

(MERLIN raises his wand aiming into the cauldron.)

MERLIN: Verba Revelare! That's better, now your learning may begin Arthur.

ACT 2 Scene 2

SETTING: ARTHUR's room. Set up just as before.

(ARTHUR is reading the journal intently pacing in their room.)

ARTHUR: "Ankou is an ancient magical god of the underworld, and as such he possesses powers over death. Ankou plays an important part in an ancient prophecy. Upon All Hallows Eve shall the veil between the land of the living and the land of the dead be at its thinnest, herein shall Ankou raise his army, and conquer all the world."

(Reading the last three words slowly as they realize what this means ARTHUR gulps.)

ARTHUR: Is this- No this can't be right. Ankou, All Hallows Eve, army of the dead, these are all fairytales, nightmares! No one could possibly think these things will actually happen right? Right??

(ARTHUR slumps into their chair.)

ARTHUR: This cannot be why I was saved in the forest. What am I supposed to do? Fight off an undead army with a stick?! Only the Knights of the land, united once again could stop this from happening and that will never happen until a new ruler has been chosen. All Hallows Eve is just a day away. A new ruler can't be found or decided before that. I- I guess it is up to me. This is ridiculous I am a simple squire, my destiny is to be a knight in training, perhaps someday I will earn the right to a knighthood but nothing more than that. I'm not strong enough to face magical monsters. Perhaps answers lie in the book? I haven't liked what I've read so far but it can't all be gloom and doom.

(ARTHUR picks up the journal and resumes reading once again. After a few pages have been read ARTHUR speaks up.)

ARTHUR: "Only one worthy enough to pull the sword from the stone may stop Ankou, for it is only with the power of the sword and the one true ruler, that such an ancient and evil magic can be halted." Well then, I have my answer now, if only I knew where to find the sword.

(ARTHUR keeps flipping through its pages looking for anything about the sword's location.)

ARTHUR: Nothing!

(ARTHUR throws the book onto the ground in anger.)

ARTHUR: See? Nothing, I don't know why you think I'm capable of saving the world but I'm telling you, you've got the wrong person. I'm not even a knight yet! This couldn't have waited a few more years?

(ARTHUR looks back down at the blank last page of the book and now sees a map.)

ARTHUR: What? A map? To the sword! How did you- right, magic, of course. This is fantastic! Okay, it must be... this way!

ACT 3 Scene 1

SETTING: *Ankou's cave, it is a dark cave. There is a cauldron/pot similar to Merlin's centerstage. There lay some bones, cobwebs, and a fake spider on the ground next to the cauldron.*

ANKOU: Only mere moments until All Hallows Eve. Be not afraid my soldiers, friends of old. We will taste victory yet still for the land of Albion has grown weak and defenseless in the years since our great defeat. The knights are scattered, divided, and leaderless. Nothing can stand in our way now. NOTHING!... The time is upon us now.

(ANKOU picks up a bone and snaps it in half as he throws it into the cauldron.)

ANKOU: Immortuae!

(ANKOU picks up the cobweb and throws it into the cauldron.)

ANKOU: Exercitus!

(ANKOU grabs the spider and throws it into the cauldron.)

ANKOU: Natus!

(ANKOU extends one of his fingers pointing down at the cauldron and begins waving it as if to magically stir the cauldron's contents.)

ANKOU: Immortuae Exercitus Natus! Ahhhhh yesss it is done rise! Rise and bring your wrath upon this world! To victory and the destruction of Albion!

ACT 3 Scene 2

SETTING: MERLIN's cottage, Cauldron centerstage, table with teapot on it.

(MERLIN is sitting and staring into his cauldron as he sips his tea.)

MERLIN: No no no you silly child! You were meant to go straight to the sword not your father's castle Kay can't help you. It is so difficult to find reliable chosen one's these days. At least he is honest. What's this? What in the blazes- don't throw the book into the fire!

(MERLIN jumps up in disbelief at what he is seeing almost dropping his tea cup.)

MERLIN: Do you fools know how long it takes to create a magically tethered, writing hiding, grimoire lexicon of the complete magical and mythological history of ALBION?! With maps no less, hmph. In my 400 years of wizardry I have never seen such disrespect for the arts!

(As MERLIN stares into the cauldron he grows angrier.)

MERLIN: Yes yes of course, typical of mortals. Toss the child into their room and lock the door you ignoramus! This is ridiculous, I guide their one and only hope for victory towards the ultimate destiny and it seems like they do everything they can to stop the child. Well we will see about that! No measly lock and wooden door can stop Merlin the magnificent!

(MERLIN raises his wand high and utters a spell.)

MERLIN: Basem Datorum! There, that should do it. Well go on boy get to the sword! Oh silly me I almost forgot.

(MERLIN begins rummaging around inside his robes turning them inside out as he does so until he finds a single piece of paper with a map on it.)

MERLIN: Here we are. Never forget to make a copy of your documents.

(MERLIN drops the map into the cauldron and he waves his wand above the cauldron as if stirring it.)

MERLIN: The rest is up to you now young one, good luck.

ARTHUR: *(offstage)* Come on Kay! I need your help.

ACT 3 Scene 3

SETTING: *The Sword in the Stone. There stands a stone with a sword stuck inside of it, center stage.*

(ARTHUR and KAY come in and see the sword.)

KAY: You better know where you are going Arthur. If this ends up being some kind of wild goose chase it'll be you who pays for it. I'll make sure of that.

ARTHUR: There it is! The sword in the stone. Maybe you will finally grant me my knighthood Kay, what a glorious day that will be!

KAY: *(in awe of the sword)* In your dreams maybe Arthur, but who knows, when I am King things will start changing around here.

(KAY approaches the stone with their chest puffed out. They put their hand on the hilt and they try to pull. The sword doesn't budge. KAY puts both their hands on the hilt and tries to pull. The sword does not move.)

KAY: Oh come on.

(KAY keeps both hands on the hilt and puts both feet up against the rock and tries to pull again. Nothing happens.)

KAY: You idiot! I never should have followed you all the way out here! Father was right about this, and you. *(KAY exits)*

ARTHUR: But Kay wait! This is the only way we have to get the sword!

(KAY is already gone)

ARTHUR: Kay! KAY! No, this can't be happening. I've come all this way.

(ARTHUR begins pulling and pulling furiously until they are a mess kneeling before the stone punching it.)

ARTHUR: Stupid hunk of rock! I'll never be worthy of the sword, or the glory.

(ARTHUR perks up as if they can hear the dead army and looks past the sword.)

ARTHUR: That's- That's the army of the dead. They're already here.

(ARTHUR slumps down, defeated.)

ARTHUR: It's all my fault, I wasn't strong enough, I wasn't brave enough. I'm not a knight, or wizard, or a king. I'm nobody.

(A few beats of silence ensue during which ARTHUR slowly rises from their defeated slumped position. Determined.)

ARTHUR: I have to try, not for my sake.

(ARTHUR puts both hands on the hilt of the sword again, this time calmly, and slowly. They pull gently but firmly and the sword begins to slide out of the stone until the blade is raised high above ARTHUR's head.)

ARTHUR: I did it! I can't believe I did it!

(Ankou's army begins to fall and return to the underworld. ARTHUR looks in the direction offstage of Ankou's army.)

ARTHUR: The army of the dead is falling, they've been defeated and they return to the underworld banished from this land, the power of Ankou is gone!
We've won!

(Looking off to another direction. Arthur is startled.)

ARTHUR: *(Pointing sword)* Who are you? Stay Back!

(MERLIN enters)

MERLIN: I suppose I never properly introduced myself, my sincerest apologies, my young friend. I am the author of the journal you found. My name is Merlin, and it has been the greatest honor to guide the new ruler of Albion. If you like, I'll continue to advise your side as you address your people and take the throne. Now we must go, your citizens and knights await your presence, your majesty. *(MERLIN Exits)*

ARTHUR: My citizens... *(Exiting in the same direction as MERLIN)* Merlin! Wait for me! And thank you!

End of Play

Production Specifications

*Signifies an item covered in the Tech Day Video on Thursday.

Costumes

- Merlin:** a robe and / or a wizard hat*
- Arthur:** A small cloak or Tunic
- Ankou:** A mask or hood
- Kay:** A belt and sleeveless shirt

Props

- Sword*
- Cauldron/pot
- Blank Journal / Journal with Writing & Map (These can be the same journal, just flip to different pages when necessary in script.)
- Magic wand
- Five empty small bottles with various ingredients
- A stick
- Fake rabbit (Could be a stuffed toy.)
- Several small rocks
- Fake bone
- Fake cobweb
- Fake spider (could be a toy.)

(These last three props can easily be exchanged for other evil potion-y like items.)

Set

- Stone*
- Tree Trunk / Forest Set (This can be made with what you have available, it just needs to give Arthur something to hide behind, and a place to find the book. A bush for example would also work.)
- Chair
- Desk / Table

Sound

Music is not necessary or required, but if you'd like to include it, here are a few options.

- Dance of the Knights - Sergei Profokiev
- Symphony no. 25 in G Minor - Wolfgang Amadeus Mozart
- Gotterdammerung(Twilight of the Gods) Prologue: Siegfrieds Rheinfahrt - Richard Wagner
- Siegfried Idyll - Richard Wagner
- Fantasia in D minor K.397 - Wolfgang Amadeus Mozart
- The Sword in the Stone Suite - Benjamin Britten