



**Pathway 2+
Year 9**

ENGLISH: *Macbeth* by William Shakespeare

Term Summer 1 + 2

Learning Intention: The aim of this unit is for students to have the opportunity to explore the theme of actions and consequences and the importance of independent decision-making through study of the play 'Macbeth'. This module will allow students to explore in role as well as relate the experience of character/s to situations in their own lives. Students will have the opportunity to engage with a Shakespearean text, building inference and deductive skills through studying key scenes in greater depth [with support] and begin to gain awareness of different genre. Students will also compare the treatment of the text in two contrasting productions of a key scene. Through completing research [with support], students will have the opportunity to gain knowledge of theatres and theatre practices as well as life and beliefs 400 years ago contrasted with modern thinking. Throughout this unit, students will be supported to reflect on themes important for their development into young adults, the world beyond school and the transition to Key Stage 4.

Key themes:

- Taking personal responsibility - actions and consequences
- Broadening vocabulary and developing understanding of reading sub-textual meaning.
- Context – life in Shakespearian times including beliefs and theatre practices

Key knowledge that should be learned during this SoW

Concept:

Develop key skills, understanding and independence in preparation for starting the Step Up To English examination course in Key Stage 4. Gain knowledge on the importance of understanding of the concept of taking personal responsibility and actions linked to consequences. Making links between the Art of the writer and entertaining an audience [with support]. How to work collaboratively with others in drama-related activities including developing a script [with support]. Gain confidence and independence expressing a personal opinion in discussion work, validating their opinion using evidence from the text or their own experience and listening with respect to others; accepting opposing points of view and responding to a range of questions.

Knowledge:

Through engaging with selected non-fiction texts the student will have built a basic understanding of the context for the play before going on to study the tragedy *Macbeth*, making links to modern society [with support]. Students will have built understanding of key characters and events in the text through study of an abridged version of Macbeth, short extracts from the original text and a range of performances including Shakespeare4kidz. Through discussion and a range of drama tasks, students will have developed their ideas about the main themes, characters, structure and

genre. Particular focus will have been given to discussion of key PSHE themes appropriate to the students in preparation for the transition to Key Stage 4. In preparation for examination work in Key Stage 4, students will have built understanding of choices writer linked to audience as well as built confidence and understanding of how to write for a range of purposes using a range of writing frames.

Key Skills:

In completing this unit all students will

Experience

- Working as part of a group to identify key information in selected non-fiction texts on life, beliefs, theatres and theatre practices in Shakespeare's time. [*Contrast to be made between modern understanding of witches, royalty and theatre practices with support.*]
- Taking part in a discussion of short extracts of the original text focusing on Shakespeare's language and building skills making an inference or deduction.
- Explore two newspaper articles on the same story, discussing the effectiveness of the headlines.

Demonstrate the ability to

- Sequence key events and recall information on at least two main characters including a key quote.
- Complete two character studies (main characters) presenting this information to the group [with support].
- Write in character retelling a key moment in the story. Focus: First person writing; seeing events from different character(s) point of view.
- Write a newspaper headline for a major event in the story.
- Take part in a discussion of key themes e.g. the impact of the witches predictions on Macbeth and Banquo.
- Take part in a range of drama activities related to the text e.g. working in character, hot-seating, interviewing.
- Re-write a section of Shakespeare's script in modern language for a teenage audience [with support]

Extension work:

- Complete a job application for the job of King of Scotland or modern day monarch [link to the World of Work]
- Read and discuss modern predictions (horoscopes) before writing two contrasting horoscope predictions.
- Write a modern rhyming 'witches spell'. [Can be delivered in a more modern format e.g. rap]
- Work as part of a group to prepare, practise and then perform a section of the text. [This work will involve building social communication skills and taking responsibility for a task i.e. producing a poster to advertise the production, making props.]
- Complete research on the British 'line of Kings' including Elizabeth II [with support/paired task]. This work could involve a trip to Buckingham Palace or Windsor Castle.

<p>Language and/or communication skills:</p>	<p><u>Key Words:</u> Shakespeare soldier loyal king/Queen royal Lord [Thane] rule witch ambition prediction appearance personality point of view team work Elizabethan era Jacobean era</p>	<p><u>Technical Language:</u></p> <p>play theatre actor audience groundlings stage pit/yard galleries roof/heavens tiring house costume props genre working in character [role] script first person [writing] descriptive writing <i>including appropriate techniques e.g. adjective, verb, simile, onomatopoeia.</i> format [of a piece of writing e.g. diary, newspaper headline, application form, script]</p>
<p>Curricular Links</p>	<p><u>Key Cross-curricular links:</u> Maths - addition, chronology of time. History - life 400 years ago inc. theatres and theatre practices. Modern History - Kings & Queens, P.S.H.E. - decision making; actions and consequences. R.E.: Beliefs linked to society 400 years ago [royalty, witches] and modern times. Geography: Scotland, local area + London - visit to The Globe contrasted with visit to local modern theatre. Drama – working in character, scripting process, staging a scene – the impact of movement, proximity, body language and tone of voice on the meaning of words. World of Work: Range of jobs in the theatre; jobs running a royal household/hospitality sector.</p>	