



**Pathway 3
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, completing basic textual analysis of key scenes and begin to gain awareness of different genre. Students will also compare the treatment of the text in two contrasting productions. Through completing research, 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. How to work collaboratively with others in drama-related activities including developing a script. 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 asking questions to gain further information.

Knowledge:

Through engaging with a range of non-fiction texts the student will have built understanding of the context for the play before going on to study the tragedy *Macbeth*, making links to modern society. Students will have built understanding of key characters and events in the text through study of an abridged version of Macbeth, 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.

	<p>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 developed their ability to analyse and comment on the writer’s choices making links to audience as well as built confidence and understanding of how to write for a range of purposes.</p>
<p>Key Skills:</p>	<p>In completing this unit all students will</p> <p>Experience</p> <ul style="list-style-type: none"> • Working as part of a group to research information on life, beliefs, theatres and theatre practices in Shakespeare’s time. <i>[Contrast to be made between modern understanding of witches, royalty and theatre practices.]</i> • Taking part in textual analysis discussion of key sections of the original text i.e. Shakespeare’s language, sub-textual meaning. • Explore two newspaper articles on the same story, discussing the effectiveness of the headlines, identifying the format/style and comparing content. <p>Demonstrate the ability to</p> <ul style="list-style-type: none"> • Sequence key events and recall detailed information on main characters including a range of important quotes. • Complete at least two character studies (main characters) presenting this information to the group. • 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. • Write a newspaper article about 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. <p><u>Extension work:</u></p> <ul style="list-style-type: none"> • Write a job advert for the vacant post of King of Scotland OR apply for the job of King [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 small group to prepare, practise and then perform a section of the text. [This work will involved building social communication skills and taking responsibility for a task i.e. producing a poster to advertise the production, making props.] • Completing research on the British ‘line of Kings’ including Elizabeth II. This work could involve a trip to

Buckingham Palace or Windsor Castle.

Language and/or communication skills:

Key Words:

Shakespeare
soldier
loyal
king/Queen
royal
Lord [Thane]
rule
witch
ambition
prediction
empathy
appearance
personality
point of view
collaboration
Elizabethan era
Jacobean era

Technical Language:

play
theatre
actor
audience
groundlings
stage
pit/yard
galleries
roof/heavens
tiring house
costume
props
genre
hamartia [higher level term]
working in character [role]
script
first person [writing]
descriptive writing *including appropriate techniques e.g. adjective, verb, adverb, simile, onomatopoeia, alliteration.*
format [of a piece of writing e.g. diary, newspaper article, application form, script]

Curricular Links

Key Cross-curricular links: 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.