

## Year 5 – ‘Macbeth’

### Learning Programme

Topic/Content	Objectives/Skills	Homework	Assessment	Success Criteria Based on levels ( <u>not numerical grades</u> )  Essay response marked on 30	Stretch & Challenge (Thirst for Learning)
The narrative	To consolidate understanding of the plot and characters	Complete the cloze activity, focused on the general narrative	How is Lady Macbeth presented in this extract? (marked for A02 only)	<u>Level 6 (26-30 marks)</u> <ul style="list-style-type: none"> <li>•Critical, exploratory, conceptualised response to task and whole text</li> <li>•Judicious use of precise references to support interpretation(s)</li> <li>•Analysis of writer’s methods with subject terminology used judiciously</li> <li>•Exploration of effects of writer’s methods on reader</li> <li>•Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task</li> </ul>	Watch different productions of ‘Macbeth’ and consider the impact of the director’s choices  Read another Shakespeare play (e.g. ‘Hamlet’)
The context of the play	To explore Shakespeare’s presentation of the witches in Act 1, Scene 1 and to consider the ways different audiences might respond to them To understand the importance of ‘The Great Chain of Being’ and ‘The Divine Right of Kings in ‘Macbeth’		Whole text essay response (question to be given the day before assessment). Question will be focused on character or theme.		
Character	To consider Shakespeare’s presentation of Macbeth in Act 1, Scenes 2 and 3 To explore our first impressions of Lady Macbeth To explore a character’s thoughts and feelings through the writer’s language choices	How is Macbeth presented in this Act 3, sc 4?	<u>Level 5 (21-25)</u> <ul style="list-style-type: none"> <li>•Thoughtful, developed response to task and whole text</li> <li>•Apt references integrated into interpretation(s)</li> <li>•Examination of writer’s methods with subject terminology used effectively to support consideration of methods</li> </ul>		

	<p>To identify and comment on the changes within Macbeth's character</p> <p>To explore the changing relationship between Macbeth and Lady Macbeth through close analysis of language</p> <p>To consider the importance and impact of minor characters</p> <p>To be able to track and explore changes within characters</p>	<p>How have the characters changed since the start of the play? Write two detailed paragraphs about each character</p>	<p>Mock exam- unseen question</p>	<p>Examination of effects of writer's methods on reader</p> <ul style="list-style-type: none"> <li>• Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task</li> </ul> <p><u>Level 4 (16-20 marks)</u></p> <ul style="list-style-type: none"> <li>• Clear, explained response to task and whole text</li> <li>• Effective use of references to support explanation</li> <li>• Clear explanation of writer's methods with appropriate use of relevant subject terminology</li> <li>• Understanding of effects of writer's methods on reader</li> <li>• Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task</li> </ul> <p><u>Level 3 (11-15 marks)</u></p> <ul style="list-style-type: none"> <li>• Some explained response to task and whole text</li> <li>• References used to support a range of relevant comments</li> <li>• Explained/relevant comments on writer's methods with some relevant use of subject terminology</li> <li>• Identification of effects of writer's methods on reader</li> </ul>	<p>style questions, based on other key extracts of the text</p> <p>Visit the theatre to watch a production of 'Macbeth'</p>
Writer's Technique	<p>e.g. To explore Shakespeare's use of imagery to convey the horror of Duncan's murder</p>				
Examination Technique	<p>To respond to an extract in a thoughtful and linguistic way</p> <p>To confidently select relevant content from elsewhere in the play</p> <p>To select evidence judiciously</p> <p>To comment on the effects of language in a precise and analytical way</p> <p>To respond to the text in an analytical and convincing way</p> <p>To structure a response cohesively</p>	<p>In what ways is Act2, sc 1 a dramatically engaging scene?</p>			
Structure	<p>To understand and be able to comment on the importance of an individual scene within the context of the whole play</p> <p>To consider the ending of the play</p>	<p>In what ways is this soliloquy a dramatically important one?</p>			

				<ul style="list-style-type: none"><li>•Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task</li></ul>	
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