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| **Title of Unit: The Not Quite Shakespeare Company presents….** |
| **Year 8**  |
| **Objectives****Reading*** Group Reading
* Identify main ideas and themes (Nature/power/role of women)
* Explore Characterisation

**Writing*** Creative Writing in role
* Reflective writing log

**Speaking & Listening*** Clarify thinking through discussion
* Portray a role in a script
* Social Context - exploration of the role of women
* To be able to measure the behaviour of a woman against the social context
* To be able to explore the concept of conscience
* To be able to use language for effect
* To explore the concept of justice
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| **Teaching Sequence**KS3 SMSC lessons based on Macbeth to raise awareness of themesIntroduce the idea of pathetic fallacy and nature being affected by the ‘polluted characters’Act 5 scene 1 Sleepwalking to raise discussion on conscienceThe Price is Paid (Drama sketch on the crucifixion)**Artsmark**Curriculum Design: The arts curriculum is used to help young people explore or make connections in other subjects: Cross-curricular, linking Drama, Literature and Religious Studies.Partnerships: The educational material is provided by an Artsmark Partner.**SMSC**Conscience, guilt and the role and expectations of women in this social context**Religious Studies**Proverbs 35 - Who can find a good wife?Romans 5 – Not under the law but under grace.Matthew 27 - Crucifixion**British Values**Knowing right from wrong. Obeying the law of the land.Toleration. We should be able to respect people who hold different beliefs/opinions to ourselves, and regard people of all faiths with respect and tolerance.**Quality Principles**QP5 Actively involving young people through participation in Drama activities, discussion and a creative writing response, writing in role.QP3 Engaging. Using Drama to explore and explain spiritual concepts will help to engage pupils who could otherwise actively choose to disengage from the subject due to the strength of their own beliefs.**Arts Award**The Creative Writing could be used for Bronze Part A.**Attitude and Behaviour**Drama requires team-work and develops social skills of co-operation and negotiation. Teachers could observe individual pupils for their leadership skills, ability to co-operate, acceptance of pupils of all abilities and developing a sense of *belonging* to every member of their group.Assessment could be on team-leading, listening, concentrating, sharing, co-operating, empathising**Extension Work**This could link to A Poison Tree by William Blake for English Literature and the exploration of *attitudes* that led to the destructive *behaviour*. |