

## Year 10 Unit 4 Overview: Shakespeare

Unit dates: w/c 28.3.22 - w/c 27.6.22      Test date: w/c 4.7.22

Target grade for tests:

You will learn how to:

- analyse character, setting and themes
- understand and respond to an extract and the whole play, using textual references/quotations
- analyse how Shakespeare uses language, structure and form to create meaning/effect
- show understanding of context/periods of time/genre and how this links to the text
- use accurate vocabulary, sentence structures, spelling and punctuation

### An expert in English is:

Inquisitive and perceptive, an appreciative reader, who enjoys reading and responding analytically to a wide range of texts.

Confident and creative, a compelling writer, able to adapt their style to suit a range of audiences, forms and purposes.

Engaging and thoughtful, a fluent communicator, confident to articulate their own opinions and responds to others with sensitivity and skill.

<p><b>Unit Overview</b> During this unit, you will focus on developing the following skills:</p> <ul style="list-style-type: none"> <li>• analysing an extract from the play in close detail</li> <li>• using quotations confidently to support ideas</li> <li>• analysing Shakespeare’s choice of language and structure</li> <li>• using PEEL to structure your response</li> <li>• referring to the possible responses of different audiences: modern, medieval, Elizabethan, Jacobean, Shakespearean</li> <li>• linking the context of the play to the themes and ideas</li> <li>• using accurate spelling and punctuations</li> </ul>	<p><b>Gold Key Words: Subject Terminology (AO2)</b></p> <p><b>context:</b> what was the world like when the play was written and how does this link to the play?</p> <p><b>soliloquy:</b> a speech that a character makes to the audience – other characters can’t hear it</p> <p><b>embedded quote:</b> the quote is short and is part of the sentence</p> <p><b>language analysis:</b> choose one or two words from your quote and say what they make you think/feel/imagine</p> <p><b>structure:</b> why the scenes are in a certain order, plot &amp; dialogue analysis</p> <p><b>foreshadowing:</b> When we are given clues about bad events to come in the play.</p> <p><b>dramatic irony:</b> When the audience know more than the characters on stage</p> <p><b>meter:</b> The basic rhythmic structure of a verse or lines in a verse.</p> <p><b>iambic pentameter:</b> a line of verse with five metrical feet (ten beats per line: Two households, both alike in dignity)</p> <p><b>blank verse:</b> Verse without rhyme, all in the same meter usually iambic pentameter.</p> <p><b>prose:</b> Written or spoken language in its ordinary form without metrical structure.</p> <p><b>aside:</b> A remark in a play that is intended to be heard by the audience but unheard by the other characters in the play.</p> <p><b>dramatic irony :</b> When the audience is informed of events before the characters are aware of the implications.</p>					
<p><b>Cross curricular:</b></p> <p>SMSC: discussion of context of play and themes and identifying links with relevant issues/situations today</p> <p>Literacy: use of PEEL and PEZZE structures for extended writing; spelling of key words</p> <p>Numeracy: use of tension graphs</p>	<p><b>Purple Key Words: Ambitious Vocabulary</b></p> <table border="1" data-bbox="810 1597 1503 2085"> <tr> <td data-bbox="810 1597 1042 2085"> <p><b>Macbeth:</b> Jacobean Thane Betrayal Manipulative Tyrant Prophetic Fatal Flaw The Great Chain of Being Protagonist Antagonist Regicide Divine</p> </td> <td data-bbox="1042 1597 1273 2085"> <p>Patriarchal Treason Motif Disingenuous Duplicitous Machiavellian Hamartia Juxtaposition <u>Romeo and Juliet:</u> Elizabethan Patriarchal Misogynist Naivety Feud</p> </td> <td data-bbox="1273 1597 1503 2085"> <p>Motif Hierarchy Betrayal Infatuation Predicament Fate Lament Prejudice Juxtaposition Contrast Apothecary Kinsman Petrarchan lover</p> </td> </tr> </table>			<p><b>Macbeth:</b> Jacobean Thane Betrayal Manipulative Tyrant Prophetic Fatal Flaw The Great Chain of Being Protagonist Antagonist Regicide Divine</p>	<p>Patriarchal Treason Motif Disingenuous Duplicitous Machiavellian Hamartia Juxtaposition <u>Romeo and Juliet:</u> Elizabethan Patriarchal Misogynist Naivety Feud</p>	<p>Motif Hierarchy Betrayal Infatuation Predicament Fate Lament Prejudice Juxtaposition Contrast Apothecary Kinsman Petrarchan lover</p>
<p><b>Macbeth:</b> Jacobean Thane Betrayal Manipulative Tyrant Prophetic Fatal Flaw The Great Chain of Being Protagonist Antagonist Regicide Divine</p>	<p>Patriarchal Treason Motif Disingenuous Duplicitous Machiavellian Hamartia Juxtaposition <u>Romeo and Juliet:</u> Elizabethan Patriarchal Misogynist Naivety Feud</p>	<p>Motif Hierarchy Betrayal Infatuation Predicament Fate Lament Prejudice Juxtaposition Contrast Apothecary Kinsman Petrarchan lover</p>				
<p><b>Suggested reading or support available:</b> websites on Shakespeare, witchcraft and The Globe Theatre</p> <ul style="list-style-type: none"> <li>• <a href="http://www.shakespearesglobe.com">www.shakespearesglobe.com</a></li> <li>• Showbie</li> <li>• BBC Bitesize</li> <li>• Schmoop</li> <li>• GCSE POD</li> <li>• Past papers</li> <li>• Revision guides (for the play you are studying)</li> </ul>						
<p><b>iPad opportunities:</b></p> <ul style="list-style-type: none"> <li>• Pic Collage to research context (S+L assessment)</li> <li>• SimpleMind (Mind mapping planning tool)</li> <li>• sharing of PEEL paragraphs via Smartboard</li> </ul>						