

Year 7 The Tempest

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|--|--|---|---|---|--|--|---|--|---|--|--|--|--|---------------|-------------|-----------------|----------|------------|------------|-------------|--------------|-------------|
| Intent | <p>Wider Learning:</p> <ul style="list-style-type: none"> • Knowledge of Shakespeare • To develop language analysis skills • To be able to identify the conventions of a playscript • To practice speaking and listening key skills • To explore the feature of Elizabethan/Jacobean heater. • To develop an understanding of Colonialism and link this to real life issues. • To develop an understanding of some of Shakespeare's key themes such as gender disguise | <p>Key vocab:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1. Shakespeare</td> <td style="width: 33%;">11. Revenge</td> </tr> <tr> <td>2. Shipwreck</td> <td>12. Harpy</td> </tr> <tr> <td>3. Soliloquy</td> <td>13. Forgiveness</td> </tr> <tr> <td>4. Magic</td> <td>14. Deformed</td> </tr> <tr> <td>5. Usurp</td> <td>15. Power</td> </tr> <tr> <td>6. Monster</td> <td>16. knowledge</td> </tr> <tr> <td>7. Audience</td> <td>17. enslavement</td> </tr> <tr> <td>8. Aside</td> <td>18. nature</td> </tr> <tr> <td>9. Justice</td> <td>19. nurture</td> </tr> <tr> <td>10. Betrayal</td> <td>20. Empathy</td> </tr> </table> | 1. Shakespeare | 11. Revenge | 2. Shipwreck | 12. Harpy | 3. Soliloquy | 13. Forgiveness | 4. Magic | 14. Deformed | 5. Usurp | 15. Power | 6. Monster | 16. knowledge | 7. Audience | 17. enslavement | 8. Aside | 18. nature | 9. Justice | 19. nurture | 10. Betrayal | 20. Empathy |
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| <p>The Big Questions</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. What attitudes did a Shakespearean audience have towards magic?</td> <td style="width: 50%;">7. How does Shakespeare present his characters?</td> </tr> <tr> <td>2. What are the conventions of a playscript?</td> <td>8. Do you believe the island rightfully belongs to Caliban or Prospero? Why?</td> </tr> <tr> <td>3. How are dramatic techniques for effect in Shakespearean theatre?</td> <td>9. What is Colonialism and how does this link to the play?</td> </tr> <tr> <td>4. What is pathetic fallacy and what is its effect in the play?</td> <td>10. How can I deliver an effective speech?</td> </tr> <tr> <td>5. How is betrayal shown in the play and what is the importance of it?</td> <td>11. How does Shakespeare present ideas about discrimination and prejudice?</td> </tr> <tr> <td>6. What does Shakespeare show us about the relationship between a father and daughter?</td> <td></td> </tr> </table> | | | 1. What attitudes did a Shakespearean audience have towards magic? | 7. How does Shakespeare present his characters? | 2. What are the conventions of a playscript? | 8. Do you believe the island rightfully belongs to Caliban or Prospero? Why? | 3. How are dramatic techniques for effect in Shakespearean theatre? | 9. What is Colonialism and how does this link to the play? | 4. What is pathetic fallacy and what is its effect in the play? | 10. How can I deliver an effective speech? | 5. How is betrayal shown in the play and what is the importance of it? | 11. How does Shakespeare present ideas about discrimination and prejudice? | 6. What does Shakespeare show us about the relationship between a father and daughter? | | | | | | | | | |
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| Implement | <p>Order of learning</p> <ol style="list-style-type: none"> 1. Research of life in Shakespeare's Era. In particular what was it like to go to the theatre in Tudor England? 2. Introduce Plot and characters of The Tempest. Overview of plot, watch animated tales, storyboarding. 3. Shakespeare's language, insults, introduce ideas of verse and prose. 4. Start reading Act 1 of the play, focusing on character relationships – Prospero and Miranda, Caliban and Prospero. Prospero's betrayal. Write a newspaper article about the shipwreck/ write a diary entry as Miranda (practising having a viewpoint on issues within the play. <i>Opportunity for self/peer assessment and purple pen improvements.</i> 5. Analyse Caliban's character. Introduction to Colonialism. 6. Analyse language in Act 2, Scene 1. Continue reading through Act 2 development of plot and character from Act 1 7. Spoken language prep and assessment- "Whose island is it anyway? (Caliban or Prospero). What makes a good speaking and listening? Using persuasive techniques. Opportunities for peer/self-assessment and purple pen as students write their speeches. WCF Opportunity for purple pen improving parts of speeches. 8. Begin reading Act 3. Language/structure analysis of key scenes and quotes from characters. Miranda and Ferdinand love, Caliban plot to kill Prospero. Magic and Ariel banquet. <i>Lots of opportunities for peer/self-assessment and purple pen improvements with these paragraphs.</i> 9. Reading through Act 4, Language analysis: Does Prospero treat Caliban badly? Also: Ariel is treated badly by Prospero, to what extent do you agree? Ideas of enslavement and captivity. <i>Opportunities for peer/self-assessment and purple pen improvements.</i> 10. Act 5 – Ariel and Prospero, relationships at the end of the play - language analysis self/peer assess and model answers. Write a review of the play so far with a Q4 focus "A student said this play has no place in the modern world. To what extent do you agree?" <i>Opportunity for WCF/purple pen improvements to prepare students for summative assessment.</i> 11. Summative assessment: A student said "Caliban is a monster" To what extent do you agree? AO1, 2, 3. 12. Team-building activities around the idea of being stranded on a desert island. Quiz to finish. | <p>Differentiation:</p> <p>G&T/stretch:</p> <ul style="list-style-type: none"> • Additional research on other topics/articles • Model answer at grade 3+. <p>Disadvantaged in mind:</p> <ul style="list-style-type: none"> • Structure and support for written and speaking tasks • Using clips and recordings of performances. • Glossaries of key words • No Fear Shakespeare translations • Animated Tales <p>SEND:</p> <ol style="list-style-type: none"> 1. Structure strips 2. Sentence starters 3. Use of images to support understanding of characterisation 4. Differentiated vocabulary list | | | | | | | | | | | | | | | | | | | | |
| | Impact | <p>Assessment and homework</p> <ul style="list-style-type: none"> • Self and peer assessment opportunities throughout using success criteria. • Homework focusing on vocabulary which can be used in summative assessment, other activities focusing on characters and viewpoint, and prep for speaking and listening assessment. • Whose island is it anyway? Speaking and listening assessment. • Summative assessment: A student said "Caliban is a monster" To what extent do you agree? AO1, 2, 3. (context) | <p>Feedback</p> <p>Self/peer assessment. Verbal feedback in lessons. Whole class feedback sheets. Close marking of summative assessment.</p> | | | | | | | | | | | | | | | | | | | |