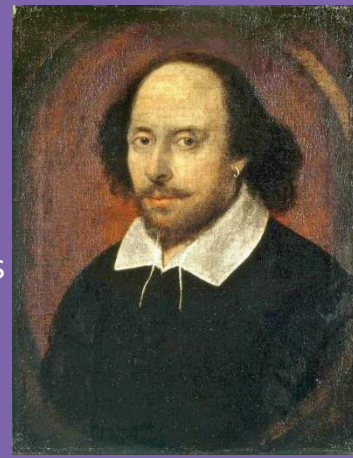




Changing life stories

Mark The Bard!

Literacy across the curriculum resource for pupils aged 11-14 to celebrate Shakespeare’s enduring legacy



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Introduction

Lots of exciting festivities are taking place in the UK during 2016 to celebrate the 400th anniversary of Shakespeare's death and his enduring impact on literature, theatre and the English language. The National Literacy Trust has devised a cross-curricular Shakespeare resource to mark this occasion for the subjects of literacy/drama, history, science, art and design, citizenship and social, moral, spiritual, cultural development (SMSC). The aim of the resource is to spark opportunities for literacy and learning and to fire up students' life-long interest in the Bard. The pack can be used at any point in the academic year and can be included in the following curriculums in the UK for students aged 11 - 14:

Years 7-9 Key Stage 3 in England and Wales

Year 8-10 in Northern Ireland

S1-S3 in Scotland

Literacy coordinators, heads of department and classroom teachers can choose from a range of lessons celebrating two of Shakespeare's most popular plays, *The Tempest* and *Macbeth*. Each lesson focuses on core literacy skills from debating, making speeches, text in performance, role play, investigations, questioning and research. The pack includes:

- Ideas for running a Mark The Bard! day to celebrate Shakespeare's life and works
- Warm up activities for having fun with Shakespeare and some of his most memorable lines of poetry
- Five one-hour lessons for both *Macbeth* and *The Tempest* covering literacy/drama, history, science, art and design, citizenship and SMSC
- Each lesson has a synopsis of a key scene, a related extract from *Macbeth* or *The Tempest*, a learning objective and outcome, assignments to support literacy across the curriculum, scaffolding and extension tasks, and suggestions for engaging students with a Mark The Bard! day.
- A summary of the plot of *Macbeth*
- A summary of the plot of *The Tempest*

The following table is an overview and taster of the 10 lessons featured in this pack. Each lesson has been designed to run for 60 minutes. However there is flexibility to run activities across more lessons if teachers choose to employ the extension activities.

Art and Design: Dunnest smoke of hell

Extract and related resources	<p>Summary of story (see the synopsis of the play at the end of this resource)</p> <p>Lady Macbeth’s speech from Act 1 Scene 5 (see below)</p> <p>You will need to find:</p> <p>Posters of theatre productions and films of Macbeth</p>
Learning objective	To design a poster that attracts a younger audience to see a new adaptation of the play Macbeth in London’s West End.
Learning outcome	I can design a theatre poster which targets a younger audience by using a memorable tagline and dramatic images.
Timings	The lesson has been designed to run for 60 minutes. However, there is flexibility to run activities across more lessons if you choose to employ the extension activities.
Sparking Shakespeare: Sequence for learning	<p>Warm up activity: what makes a great poster for a theatre production or film?</p> <ul style="list-style-type: none"> - Creating a reason or incentive for someone to watch a play or film - ‘Showing’ not ‘telling’ by giving clues about plot and genre - The imagery of the poster ties in with the genre of the film or play - A memorable or punchy tagline <p>Give examples of taglines from popular films. Ask students to rank these taglines from I HAVE TO SEE THIS FILM! - I MAY GO AND SEE IT! – FORGET IT!. Ask students to explain what makes the taglines successful or unsuccessful.</p> <p>I am Legend – The Last Man On Earth Is Not Alone</p> <p>Shaun of the Dead – A Romantic Comedy With Zombies</p> <p>Jaws 2 – Just when you thought it was safe to go back in the water</p> <p>Pan – Every legend has a beginning</p> <p>Jurassic Park – An Adventure 65 million years in the making</p> <p>The Hobbit – The Defining Chapter</p> <p>Offer students a synopsis of the story Macbeth. What initial images come into students’ minds about characters, settings, costumes and props, sounds?</p>

	<p>Put students into partners. Ask students what images they would put in a theatre poster of Macbeth to bring the following themes to life: ambition, betrayal, witchcraft, monarchy, corruption and fortune telling?</p> <p>Give students time to discuss what these themes mean.</p> <p>Imagine that you work for an advertising company in the design department. Your boss has asked you to carry out research on posters of film and theatre adaptations of Macbeth. Your job is to design a new poster for a new West End theatre production of Macbeth. The director of the production is keen that the poster has images of Lady Macbeth's soliloquy, 'unsex me here, And fill me from the crown to the toe top-full of direst cruelty!'</p> <p>Ask students to look at three posters (find images of these):</p> <ul style="list-style-type: none"> • 2015 film adaptation of Macbeth starring Michael Fassbender and directed by Justin Kurzel • Stage play of Macbeth starring James McAvoy • The Royal Shakespeare Company's 50th anniversary production of Macbeth <p>Encourage students to discuss:</p> <p>Which poster would engage a younger audience and why?</p> <p>Give students Lady Macbeth's speech 'unsex me here, And fill me from the crown to the toe top-full of direst cruelty!' What images are the most dramatic and powerful? How could they be dramatically shown in the poster?</p> <p>Once the first draft for the poster has been completed ask students to critique each other's work against the success criteria of 'what makes a great poster.'</p>
Scaffolding Shakespeare	<p>To bring Lady's Macbeth's dark character to life, show students an excerpt of a film or theatre production of Act 1 Scene 5.</p> <p>Discuss how Lady Macbeth made the students feel and why? Pick out key words from Lady Macbeth's speech and show students related pictures, like a raven or battlements, that build a better understanding of the soliloquy (monologue).</p>
Stretching students further	<p>Design a poster for the Mark The Bard! celebratory event promoting all of the exciting activities happening around the school.</p>
Mark The Bard! celebratory week or day.	<p>Organise an exhibition of the posters for the big day.</p>

'My Shakespeare':
exploring more of the
Bard's plays.

Watch film adaptations of Macbeth:

by Justin Kurzel: <http://www.imdb.com/title/tt2884018/>

by Roman Polanski: http://www.imdb.com/title/tt0067372/?ref =nv_sr_6

OR Shakespeare - The Animated Tales

Read a Manga adaptation of the play:

<http://www.mangashakespeare.com/titles/macbeth.html>

Scene 1 Act 5. Inverness. Macbeth's castle.

LADY MACBETH

The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
And fill me from the crown to the toe top-full
Of direst cruelty! make thick my blood;
Stop up the access and passage to remorse,
That no compunctious visitings of nature
Shake my fell purpose, nor keep peace between
The effect and it! Come to my woman's breasts,
And take my milk for gall, you murdering ministers,
Wherever in your sightless substances
You wait on nature's mischief! Come, thick night,
And pall thee in the dunnest smoke of hell,
That my keen knife see not the wound it makes,
Nor heaven peep through the blanket of the dark,
To cry 'Hold, hold!'

GLOSSARY

UNSEX ME: take away any of my gentle feelings

COMPUNCTIOUS: compassionate

GALL: poison

PALL: wrap

DUNNEST: darkest

Art and Design: Tricky spirit

Character summary	Described as ‘an airy spirit’ Ariel is Prospero’s loyal and hardworking servant who has many special talents. Ariel has the power to fly, dive into fire, and go deep into the earth. Ariel can turn into a nymph from the sea, appear as fire and can even become invisible.
Related resources	Quotes from and about Ariel (see below) You will need to find: Pictures of Ariel from different theatre productions of The Tempest
Learning objective	To produce a mood board showing Ariel’s character with images from magazines, textured material, patterns and lettering. To use the mood board for the design of a 3D key ring of Ariel.
Learning outcome	I can find lots of visual reference materials for a mood board and explain the ideas being communicated in my work.
Timings	The lesson has been designed to run for 60 minutes. However, there is flexibility to run activities across more lessons if you choose to employ the extension activities.
Sparking Shakespeare: Sequence for learning	Preparation for lesson: Refer to the full summary of the play The Tempest and the synopsis of the key scene. Explain that your school’s headteacher is interested in bringing pupils, teachers and parents together to celebrate the 400-year legacy of Shakespeare since his death. The day will be called Mark the Bard! and will focus on one of the world’s most famous playwrights. Art and design students have been tasked with designing a 3D key ring of the ‘tricky spirit’ called Ariel from the play The Tempest. All of the key ring designs and the final products will be exhibited to parents and visitors during the Mark the Bard! celebrations. The headteacher is keen that the key ring is : <ul style="list-style-type: none"> - innovative - colourful - uses an interesting choice of material, texture and design Students will produce a mood board as the starting point for brainstorming ideas about Ariel.

	<p>Warm up activity: Show students pictures of Ariel from productions of The Tempest. Get students to discuss in pairs what the images say about Ariel's behaviour, voice, movement, and expression.</p> <p>Discuss how Ariel might speak.</p> <p>Ask students to read out loud his speeches that are part of this lesson: in whispers, excitedly, quickly, childishly, playfully.</p> <p>Get students to select a line/speech that they think sums up Ariel. What metaphors would they use to represent Ariel in their mood board or key ring?</p> <p>Vapour trail?</p> <p>Comet?</p> <p>Tornado?</p> <p>Give students time to plan a mood board of Ariel and access to different media to flesh out their ideas.</p> <p>Students will then critique their idea to the class before they go on to plan and make a 3D key ring of Ariel.</p>
Scaffolding Shakespeare	<p>Show a range of mood boards from Pinterest. Ask students which mood board is their favourite and why?</p> <p>Devise a checklist of what makes a great mood board:</p> <ul style="list-style-type: none"> - Powerful images - A clear concept or theme - Inspiring ideas, thoughts and impressions - Creating an emotional response
Stretching students further	Repeat the design task but this time with the earthy character, Caliban.
Mark The Bard celebratory events	<ul style="list-style-type: none"> • Students will display their mood boards and 3D product designs in a space where all students, visitors and teachers can see their work • With permission of the school, students could make a batch of their key ring design and sell them to teachers, parents and students at the Mark The Bard! event. The proceeds could be spent on a trip to the Globe.
'My Shakespeare'	<p>Watch film adaptations of The Tempest:</p> <p>by Julie Taymore: http://www.imdb.com/title/tt1274300/</p> <p>by Peter Greenaway: http://www.imdb.com/title/tt0102722/</p> <p>by Derek Jarman: http://www.imdb.com/title/tt0081613/</p>

OR Shakespeare - The Animated Tales

Read a Manga adaptation of the play:

http://www.mangashakespeare.com/titles/the_tempest.html

Quotes from and about Ariel

ARIEL

All hail, great master! grave sir, hail! I come
To answer thy best pleasure; be't to fly,
To swim, to dive into the fire, to ride
On the curl'd clouds, to thy strong bidding task
Ariel and all his quality.

ARIEL

I boarded the king's ship; now on the beak,
Now in the waist, the deck, in every cabin,
I flamed amazement: sometime I'd divide,
And burn in many places.

ARIEL

Remember I have done thee worthy service;
Told thee no lies, made thee no mistakings, served
Without or grudge or grumbling...

PROSPERO

Thou dost, and think'st it much to tread the ooze
Of the salt deep,
To run upon the sharp wind of the north,
To do me business in the veins o' the earth
When it is baked with frost.

PROSPERO

Go make thyself like a nymph o' the sea: be subject
To no sight but thine and mine, invisible
To every eyeball else. Go take this shape
And hither come in't: go, hence with diligence!

PROSPERO:

Fine apparition! My quaint Ariel...

PROSPERO

My tricky spirit!

ARIEL

Where the bee sucks, there suck I:
In a cowslip's bell I lie;
There I couch when owls do cry.
On the bat's back I do fly
After summer merrily.
Merrily, merrily shall I live now
Under the blossom that hangs on the bough.

ARIEL

I drink the air before me, and return
Or ere your pulse twice beat.