STOKE DAMEREL

Aspire Achieve Thrive

Cycle 4

DRAMA

Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	Bedrock Learning	Ebacc Option D	Option C	Modern Britain
Tuesday	English	Tassomai	Option B	Option A
Wednesday	Hegarty	Science	Modern Britain	Option C
Thursday	Ebacc Option D	Tassomai	Bedrock Learning	Option B
Friday	Hegarty	Science	English	Option A

Tassomai - 2 Daily Goals per week
Hegarty - 4 tasks of Hegarty per week

Block A	Block B	Block C	Block D
Art	Business Studies	Art	French
Dance	Child Development	Business Studies	Geography
Drama	Catering	Geography	History
Media Studies	Computer Science	Health & Social Care	
Music	Drama	History	
Photography	Health & Social Care	Catering	
	IT	Photography	
	Media Studies	Sport	
	Sociology	Travel & Tourism	
	Sport		

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GREENSHAW LEARNING TRUST

Drama Cycle 2 - Homework Plan

Week / Date	Homework task	Exam Question
Week 1 25th April	**Cornell Notes:** Plot of *Macbeth*	**Question 1** Describe the plot of William Shakespeare's Tragedy, *Macbeth*
Week 2 2nd May	**Cornell Notes:** Characters in *Macbeth*	**Question 2** Explain who the main characters are in *Macbeth*
Week 3 9th May	**Cornell Notes:** Themes in *Macbeth*	**Question 3** Explain the themes which feature in *Macbeth*
Week 4 16th May	**Cornell Notes:** Social, Cultural and Historical Context of *Macbeth*	**Question 4** Explain the social, Cultural and Historical Context of William Shakespeare's play *Macbeth*
Week 5 23rd May	**Cornell Notes:** Language Devices within *Macbeth*	**Question 5** Describe the Language Devices used by William Shakespeare within *Macbeth* and the impact it has on the characters
Week 6 6th June	**Cornell Notes:** Communication of character through language	**Question 6** Explain how William Shakespeare uses language to communicate your character in the play
Week 7 and 8 13th & 20th June	**Revision**: Cornell Notes / Line Learning	**Revision** Revise your lines ready for practical examination using metacognition line learning technique
Week 9 27th June	**Plug the gaps**	

DRAMA Year 10 *Devising Drama* C4

Themes and characters in *Macbeth*: Weeks 1 and 4

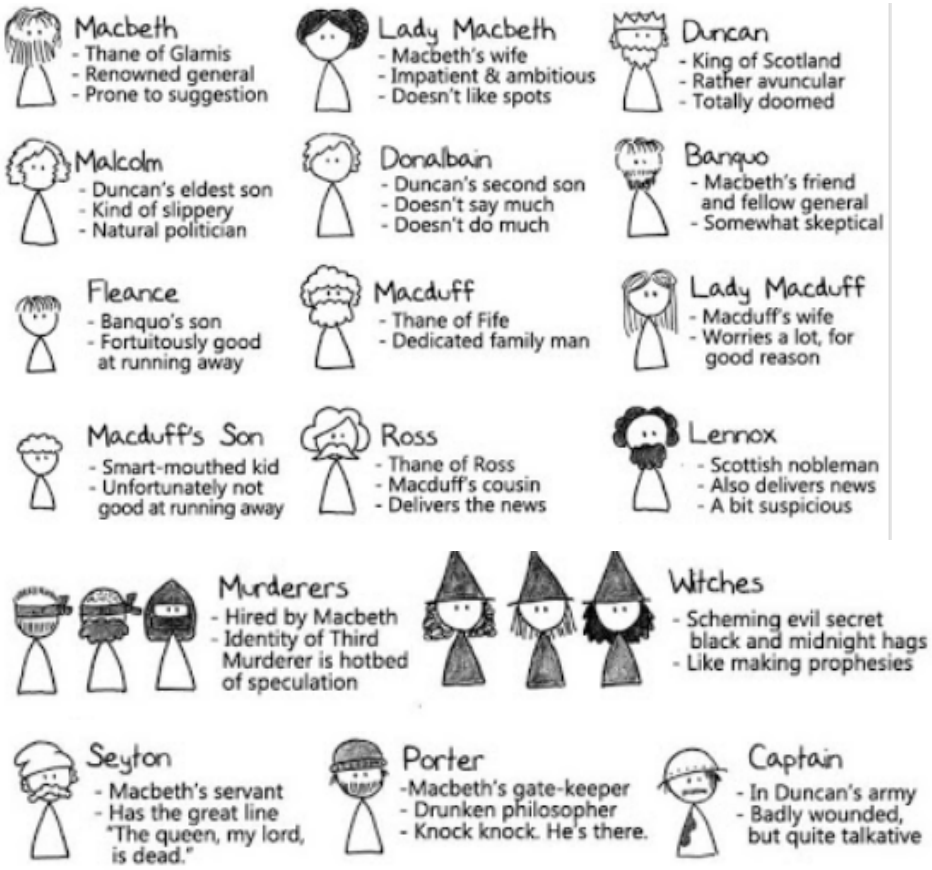
Ambition - The Macbeths are tempted by the idea that Macbeth will become king – Macbeth is not sure, but his wife is ruthless in getting what she wants.
Ambition leads to evil - it makes Macbeth stronger and more determined, but then destroys his wife - she goes mad. Eventually it kills Macbeth too.

Good versus Evil - Macbeth himself is not a totally evil man. There is much about him that is **good** and he experiences an on-going struggle with his conscience. Evil is seen in: the witches manipulations, calling on the devil; evil thoughts of characters (Lady M imagines knocking her child's brains out, M sees the dagger) and through the murderous evil deeds of the tragedy.

The Supernatural - the idea there are mysterious forces controlling what is happening in our lives. The very first characters we meet are the three witches, and their prophecies drive the story forward.

Appearance versus Reality - The contrast between what is real and how things appear. This is shown through references to thoughts, dreams and actions. Sleep is another area associated with reality, because characters view it as vital to life, but also like death or being in another world.

Loyalty and guilt - Duncan values **loyalty** – he has the first Thane of Cawdor executed and rewards Macbeth by making him the new Thane. Macbeth has an odd idea of loyalty – he knows he is doing the wrong thing, but he still goes ahead. Early on in the play perhaps it is his wife who is manipulating him, but later on it is Macbeth who makes the decisions. And later on he also starts to show he hates disloyalty, threatening his messengers and servants.
Macbeth also shows his **guilt** – he is unsure before the murder and regrets it immediately after. Lady Macbeth is the opposite – she seems to show no guilt at the time, but her increasing madness later on is a sign of her guilt and she imagines her hands to be stained with blood.



Social and historical context of the play: Weeks 2 and 5	**Language - Keywords and Imagery:** Weeks 3 and 6
Macbeth was written for **James I,** who believed strongly in witches (actually he wrote a book on witches!) James I was a descendant of Banquo and Fleance, so that's why Shakespeare showed them in good light (when in fact historically they helped to kill Duncan). The typical 17th century audience would have believed in witches and although the witches in the play are never addressed or called "witches" it would have been obvious to the audience as witch stereotypes at the time are used. The audience also would've been shocked by Lady Macbeth at the start of the play as she doesn't play a standard submissive wife role; of course, for a 21st Century audience you could argue we admire her strength and boldness. Written to support the monarchy view of the Divine Right of Kings - flattering James I in suggesting the terrible events that could happen if someone tried to murder the king or meddle with the throne. Many people wanted King James I dead because he was not a direct heir of Queen Elizabeth as she didn't have any children. James was her cousin. So people thought he was illegitimate and many nobles started claiming their right to the throne. A year before Macbeth was written the Gunpowder Plot (1605) occurred. Therefore, Macbeth was written as a cautionary tale for those thinking of committing regicide. You can link that to Shakespeare attacking their fear of the supernatural while also supporting James' beliefs of the supernatural.	**Keywords**: 1) **BLOOD** - Shakespeare's repetition of the word '*blood*', over 40 times, stresses to his readers the full horror of what is happening. The shedding of a king's blood would have been just about the worst crime that could be committed. 2) **NIGHT** - highlights the sense of darkness in the play and at the heart of some of the characters. It had another particularly practical use in Shakespeare's day. Plays were regularly performed out of doors and during daylight. Therefore it was important to keep reminding the audience that some of the play's most important scenes were actually meant to be taking place in the dark. 3) **TIME** - **as time passes in the play, events become more intense and consequences more significant**. Being able to see into the future, as Macbeth believes the Witches are able to do, gives a sense of power to his actions. Both he and his wife seem in a hurry to realise their ambitions before time catches up with them. **Imagery** - encourage us to form a mental picture in our mind about the way something or someone looks, sounds, behaves. Animal imagery recurring in *Macbeth* comes in two forms: 1) **Birds** (eg. the owl). Shakespeare uses this to link birds and their habits to the human characters and how they behave. 2)**Wild Animals** **They are savage and untameable and share certain characteristics with people in the play.** (Scorpions, Lion, Tiger).

Date…….

WEEK 1

Describe the plot of William Shakespeare's Tragedy, *Macbeth*

Answer:-

Date…….

WEEK 2

Explain who the main characters are in *Macbeth*

Answer:-

Date…….

WEEK 3

Explain the themes which feature in *Macbeth*

Answer:-

Date…….

WEEK 4

Explain the social, Cultural and Historical Context of William Shakespeare's play *Macbeth*

Answer:-

Date…….

WEEK 5

Describe the Language Devices used by William Shakespeare within *Macbeth* and the impact it has on the characters

Answer:-

Date…….

WEEK 6

Explain how William Shakespeare uses language to communicate your character in the play

Answer:-

STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:
- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

Why: Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

STEP 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams
and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:
- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

Why: Important ideas must be recorded in a way that is meaningful to you.

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.
What: At the end of the class lecture, discussion, or reading session.
How: In complete sentences, write down the conclusions that can be made from the information in your notes.
Why: Summarising the information after it's learned improves long-term retention.

Date / / Topic

WEEK 1

Questions	Notes

Summary

Date / / Topic

WEEK 2

Questions	Notes

Summary

Date / / Topic

WEEK 3

Questions	Notes

Summary

Date / / Topic

WEEK 4

Questions	Notes

Summary

Date / / Topic

WEEK 5

Questions	Notes

Summary

Date / / Topic

WEEK 6

Questions	Notes

Summary

Revision Page

Revision Page

Revision Page

Revision Page