**GULF ENGLISH SCHOOL**



**YEAR 10 IGCSE English Literature**

|  |
| --- |
| PAPER: Drama |

**Half Term OVERVIEW**

|  |  |
| --- | --- |
| UNIT: Explore the play 'Macbeth' by William Shakespeare | Level: Year 10 |
| Objectives:  1. I will demonstrate knowledge of drama as a genre and be able to compare/contrast it with poetry and prose.  2. I will demonstrate detailed knowledge of the content of the play 'Macbeth' by William Shakespeare, supported by reference to the text.  3. I will understand the meaning of the text, its historical and cultural context and explore beyond surface meanings to show deeper awareness of ideas and attitudes.  4. I will recognise and appreciate the ways in which the writer uses language, structure and form to create and shape meanings and effects.  5. I will communicate a sensitive, effective and personal response to the dramatic play studied. | |

|  |  |  |
| --- | --- | --- |
| **Focus Questions/Essential Ideas** | **Key Concepts and Vocabulary** | |
| 1. **Explore the tragedy 'Macbeth' by William Shakespeare**   **a) context**   * What is the historical and cultural context of the play? Who was Macbeth? * What is the feudalism system in the 11th century Scotland? * What relations can be identified between the 11th century Scotland and the Shakespearean 16th century England?   **b) plot development**   * How is the plot unfolding? What are the main events? * How is each act/scene leading to the next one?   **c) dramatic effect**   * What is the supernatural element in the play? In what way the supernatural element contributes to the dramatic effect of the play? * What are other dramatic effects that create tension? * What is the dramatic effect created by soliloquies?   **d) characterisation**   * How are the main characters explored in the play? * What is the relationship between characters and plot? How does the characters' development contribute to the dramatic effect of the play? * Is Macbeth a tragic hero? Why? Why not?   **e) themes**   * What are the major themes explored in the play? * How do the themes reveal the characters better? * How do the themes develop as the play progresses?   **f) language**   * What is iambic pentameter? * How does Shakespeare use language to create and shape meanings and effects? * How do characters manipulate language to influence other characters' decisions? * How does the Shakespearean form, structure and language create tension and pace within the drama?     **Assessments:**  **Formative Assessments (ongoing)**   * quizzes on each act/scene * analysis of most important soliloquies * quizzes on quotes   **Summative Assessments (formal examination)**   * essay question on a general topic * passage-based question on a famous soliloquy   **Text: William Shakespeare - Macbeth (original text)**  **Internet resources: video clips from movie adaptations/ various educational videos** | • historical context  • cultural context  • Queen Elizabeth I  • King James I  • feudalism  • thane  • succession to the throne  • 11th century Scotland  • royal authority  • Christian faith  • genre  • drama and drama script  • playwright  • Elizabethan theatre  • Elizabethan and  Jacobean age  • Globe Theatre  • actor/stage/set/costume  • audience  • character  • dramatis personae  • protagonist  • antagonist  • tragic hero  • tragedy/Aristotle  • fatal flaw  • dramatic interpretation  • act/scene  • soliloquy  • blank verse/prose  • iambic pentameter  • stage directions  • quote  • theme  • commentary  • characterisation  • character analysis  • figures of speech  • literary devices  • antithesis  • dramatic irony  • metonymy  • synecdoche  • paradox  • foreshadowing  • imagery  • tone/mood | **Shakespearean Words Preview**   |  | | --- | | **thou** = you  (as subject of the sentence) | | **thee** = you  (as object of the sentence) | | **thy** = your (possessive)  (used before a consonant) | | **thine** = your (possessive)  (used before a vowel) | | **ye** = you (plural)  (used before addressing a group) |   • art = are  • wast = were  • hast = have (2nd pers.)  • hath = has (3rd pers.)  • hadst = had  • dost = do  • doth = does  • didst = did  • canst = can  • shalt = shall  • shouldst = should  • wilt = will  • adieu = farewell  • anon = soon  • aye = yes  • counsel = advice  • ere = before  • fain = gladly  • hark = listen!  • hence = away  • hie = go!  • hither = here  • mark = pay attention |