



## Forest Discovery Day - Macbeth Madness

**Year Group(s)** KS3

**Venue** Gorcott Hill

<p><b>Objectives:</b></p>	<ul style="list-style-type: none"> <li>• To reinforce the story of Macbeth through drama techniques.</li> <li>• To begin to study the language of Shakespeare.</li> <li>• To look at themes that emerge within the tale of Macbeth.</li> </ul>
<p><b>Links to National Curriculum Programme(s) of Study:</b></p>	<p><u>English</u></p> <ul style="list-style-type: none"> <li>*Read a wide range of fiction including Shakespeare</li> <li>*Learn new vocabulary</li> <li>*Know audience for text and the context</li> <li>*Use a range of poetic conventions</li> <li>*Understand how the work of dramatists is communicated effectively through performance.</li> <li>*Perform playscripts evoking mood and meaning, using different techniques</li> </ul>
<p><b>Key Questions/ points:</b></p>	<ol style="list-style-type: none"> <li>1. I can retell the main point points of the story of Macbeth including recognising the themes of the supernatural and ambition.</li> <li>2. I am able to work with a group to produce a drama, whereby my performance includes the use of tone, intonation and volume to display a character and their motives.</li> <li>3. I can think about what some Shakespearean words may mean today and can use prepositions to create sentences.</li> <li>4. I can analyse different forms of rhyme and create my own using these structures.</li> <li>5.</li> </ol>
<p><b>Programme of Activities:</b>  <b>These will be the types of activities on offer. However, they may be subject to change depending on timings and the age/ experience of the children.</b></p> <p><b>Acquaintance with the story</b>          *Whoosh drama around the fire circle- everyone takes part in the drama, entering the fire circle when they are pointed at. They will act out the words and say any words in bold. Whoosh clears the fire circle ready for the next scene.          Check that they have understood the story.</p> <p>The next activities pull out key scenes from the story.</p> <p><b>Battle Soundscape</b></p>	



This activity will use both sound and freeze-framing techniques. In freeze frames the positioning of the body and facial expression is really important to convey feelings and intention as there is no movement or speech:

\*ready for battle: in pairs the children decide on a freeze frame that the soldiers will be in as the two armies face each other awaiting the signal.

\*3 battle sounds: think about the sounds that you might hear on a medieval battle field and create them with bodies, sticks etc

\*greet each other tired but victorious- in pairs imagine they are Macbeth and Banquo. They create a freeze frame as if they are greeting each other at the end of the battle.

\*see something weird- freeze frame of their reactions when they see the three sisters.

\*three sisters: create a pose and move for the witches as they chant, 'All hail Macbeth and Banquo!'

### Language and character study

Look at Lady Macbeth and how she insults Macbeth in trying to convince him to murder King Duncan. Look at several key words from the passage. What do they mean?

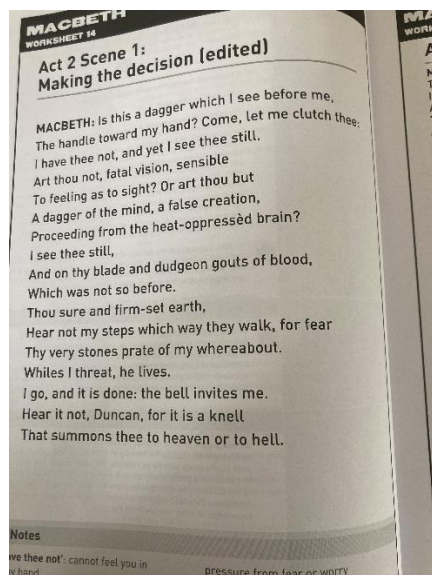
GOLDEN OPINIONS	A FEARED	PEACE!
SCREW YOUR COURAGE TO THE STICKING PLACE	THIS TERRIBLE FEAT	FALSE FACE MUST HIDE WHAT THE FALSE HEART MUST KNOW

What is Macbeth like at this moment in time? Why has he been so easily persuaded by Lady Macbeth? Talk about the theme of ambition corrupting a good man. This is Macbeth's fatal flaw that leads to his downfall.

Create a soundscape with pairs reading the two parts- walk through the woods saying the words in character.

### The Dagger Scene

Discuss the fact that Macbeth was still undecided to his actions when he sees the ghostly dagger. Why would that have been?





- \*Give out the dagger scene for pupils to have a go at reading.
- \*Discuss words that appear regularly: thou etc
- \*Have a go at rewriting the scene in modern English and then dramatizing it.

Play conscience alley, where one side tries to convince Macbeth to murder, while the others tell him not to. However, they must do this in Shakespearean language- 'Thou art...' 'Hear not..'

Why is he eventually intent on murder? Refer back again to the theme of ambition.

### Banquet Scene

Look at the scene where Macbeth sees Banquo after he has murdered him. This is another apparition scene following on from the dagger, then we have Lady Macbeth's hands later when she feels guilt and is trying to wash the blood off: 'Out damned spot'. The supernatural is another theme within Macbeth. This is due to people's belief in it at the time and the fact that King James 1 even wrote a book about witchcraft called Demonology. Witches were believed to cause all the bad luck- many women were tried for being witches. This links to the disruption of nature- 'Great chain of being' and 'Divine right of Kings'. Macbeth disrupts that and storms follow.

Create drama for the banquet in groups using the forest for props. How would stage managers create a ghost?

### A witchy crew!

Compare the witchy rap with the original text. Count the syllables in each line of them to look at the beat of the verse.

\*In the original it has the couplet (8 syllables) and then the spell ingredients are 7. The rap has 10 followed by 6. 10 is blank verse or iambic pentameter. Shakespeare used it a lot of it. It mirrors the way we speak and follows the rhythm de-DUM.

Learn the rap song for the sisters. Add in beats from forest.

Make own verse to add on and perform. Can either follow the structure of the rap or the original.

[song\\_05.pdf \(bbci.co.uk\)](#)

### The fall of Macbeth

Compare the words for Macbeth at the start and the end of the play.

Create two pictures out of natural materials on the ground: one Macbeth at the start; second Macbeth at the end. Think about body position, facial expression.

### Birnam Woods comes to Dunsinane

We are going to delve further into Shakespearean language through looking at his prepositions and old-fashioned words for woods.

**Glade:** An open space in a wood or forest

**Thicket:** A dense group of bushes or trees

**Spinney:** A small area of trees or bushes

**Coppice:** A small group of trees

**Grove:** A small wood

**Mound:** A small raised piece of ground

**Brake:** A thick patch of bushes or trees

**Briers:** A number of prickly bushes (singular: briar)

**Hollow:** A small sheltered valley

**Dell:** A small valley among trees

#### Old Fashioned Prepositions:

within, without, atop, betwixt, about

We are going to use these to describe some positions within our woods, as well as other words of your choice. We will have to guess where you were talking about from your Shakespearean description. For example:



Shakespeare Style Woodland Place Descriptions:

Within the spinney at the foot of the twisted hazel.  
Without the circle of rough sawn logs.  
Deep in the nettle bed at the margins of the brake.  
Atop the mound, off the winding path, within the grove.  
Within the sun-bathed verdant dell.  
About the branches of the fallen ash.  
Beneath shady boughs within the mist shrouded hollow.

*Having looked at activities to recreate the main scenes and get into the language of Macbeth, we will now look at some different science activities.*

### **Witches' potions**

Create various potions: fizzing, slime, colour change. (baking soda and vinegar, chia seeds, red cabbage water) Talk about the reactions taking place in the potions to link in to Science.

[Witches Potions for Halloween \(science-sparks.com\)](http://science-sparks.com)  
[Potions Class Experiments.pdf](#)

### **Firework wand**

Get different coloured fire by making firework wands with different chemicals.

[Discover the Flaming Colors of Fireworks | STEM Activity \(sciencebuddies.org\)](http://sciencebuddies.org)

### **Bloody daggers and hands!**

Make fake blood. Use this to put on hand cut-outs for Lady Macbeth's 'out wicked spot'. Whittle a dagger to add the blood too as well!

[9 Easy Fake Blood Recipes \(thesprucecrafts.com\)](http://thesprucecrafts.com)