

ACT 4: Poetry

Summary

- **Macbeth Visits the Witches:** Macbeth goes to see the witches who deliver three more prophecies: Macbeth should fear Macduff; Macbeth cannot be harmed by anyone who is woman-born; and that he will not be defeated until Birnam Wood moves to Dunsinane. After hearing the prophecies, Macbeth feels reassured. To take care of the first prophecy, he gives orders to murder Macduff and his family.
- **Macduff's Family are Murdered:** Murderers kill Macduff's wife and children at Macduff's castle in Fife. It just so happens that Macduff was not at the castle.
- **Macduff and Malcolm Join Forces:** Macduff is in England with Malcolm. He persuades Malcolm to join forces with him to fight against Macbeth. During this time Macduff finds out that his family were brutally murdered and vow to kill Macbeth for what he has done.

Week 4 - Lesson 1: The Song of the Witches

Learning Intention	To understand the structure and features of a poem
Curriculum Coverage	<p>Speaking and Listening</p> <ul style="list-style-type: none"> ● Listen and respond appropriately to adults and their peers ● Articulate and justify answers, arguments and opinions ● Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ● Speak audibly and fluently with an increasing command of Standard English ● Participate in discussions, presentations, performances, role play/improvisations and debates <p>Reading</p> <ul style="list-style-type: none"> ● Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● Increasing their familiarity with a wide range of books ● Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ● Discussing words and phrases that capture the reader's interest and imagination
Key Vocabulary	rhyme, rhythm, beat, rhyming, couplets, alliteration, nouns, ingredients, percussion, perform, intonation, tone, volume, action
Activities/ Lesson	<ul style="list-style-type: none"> - Watch Part 6 of the BBC Teach version of Macbeth: https://www.bbc.co.uk/teach/class-clips-video/english-ks2-macbeth-ep6/zvjrgp3 - introduce the children to the song of the witches which takes place in Act 4 of the play when Macbeth visits the witches again. The poem/song is a spell that the witches are concocting in their cauldron. - Read it aloud to the children and ask them what they think of the poem. <i>What do you like about the poem? What do you notice about the poem? What ingredients do the witches throw into their cauldron?</i> - Tell them that today we will explore the structure of this poem by learning and performing it. - Show the poem to the children on the IWB. Explain that this song/poem is so famous, that lots of them may have heard the first line 'Double double, toil and trouble'. - Ask the children '<i>What makes this a poem?</i>' A lot of them will say that they can hear rhyming. Make it clear that rhyme is a giveaway feature of a poem however many poems do not rhyme and that some of the best poems do not rhyme! <u>Rhythm</u> - Show the children the following video up to 1:21 and don't go any further. https://www.youtube.com/watch?v=XUFHmE-h3Ew&t=110s Ask them what they notice about how the poem is performed in this clip. Draw the children's attention to the drums and the use of rhythm and beat. - Bring out a drum and play the beat and get the children to say the poem on the board to the beat of your drum. Encourage children to nod/sway to the beat if it helps them to keep the rhythm when reading. Do this a couple of times. <u>Rhyme</u> - Ask the children to work in pairs to identify all the words that rhyme together in the poem. - Ask the children to help you underline all the rhyming words in blue. <i>Where do they usually appear? Point out the rhyming in this poem is usually of the words at the end of each line.</i>

	<ul style="list-style-type: none"> - Once you have highlighted the words that rhyme, tell the children that we are going to perform the poem together and this time we will clap when we say the words that rhyme. <u>Alliteration</u> - Explain to the children that alliteration is also a device that writers use to make their writing more powerful. Give them the examples of <i>Double, double <u>toil</u> and <u>trouble</u>; Fire <u>burn</u>, and cauldron <u>bubble</u>.</i> - Give the children time to spot the alliteration in the poem and highlight them on the board in orange. - Once all the alliteration has been highlighted in one colour on the board, tell the children that we are going to perform the poem together and clap on our thighs when we say the alliterative words we've highlighted. You might have to lead the children to perform slowly so that they can keep up. - Summarise by reminding the children that we have identified the rhythm, rhyme and alliteration in this poem by clapping/body percussion. - Ask the children to get into groups of 4 or 5. Give them a couple of copies of the poem per group (see resources). Ask the children to work in their groups to learn and perform the poem. - Give each group a couple of instruments that they could use during their performance. They can use it to keep rhythm when they perform/ to highlight alliteration or rhyme/ everytime they say an ingredient. They get to choose how they use their instruments and bodies. - Encourage the children to think about intonation, tone, volume and action when performing the poem. - when children have had long enough to practise, ask each group to perform to the rest of the class. It might be that the children just use the instruments to keep the rhythm. This is fine, as long as the children are learning the poem through saying it.
<p>Notes for Teachers</p>	<p>The aim of the lesson is for children to familiarise themselves with the poem and its structure and features. The most important thing is for the children to say and perform the poem aloud as many times as possible so that they are familiar enough to eventually write their own version.</p>
<p>Resources</p>	<ul style="list-style-type: none"> - https://www.bbc.co.uk/teach/class-clips-video/english-ks2-macbeth-ep6/zvjrqp3 - https://www.youtube.com/watch?v=XUFHmE-h3Ew&t=110s - Copies of the poem (see resources) - Musical instruments so that there are at least 2 per group

Week 4 - Lesson 2: Planning the Ingredients

Learning Intention	To generate ideas for a poem
Curriculum Coverage	<p>Writing</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas • Composing and rehearsing sentences orally • Evaluate and edit by: • Proofread for spelling and punctuation errors
Key Vocabulary	rhyme, couplet, ingredients, cauldron, animals, parts
Activities/ Lesson	<ul style="list-style-type: none"> - Start the lesson by asking the children how many ingredients they can remember from the poem. <i>Fillet of a fenny snake, eye of newt, toe of frog, wool of bat, tongue of dog, adder's fork, blind-worm's sting, lizard's leg, owl's wing.</i> - Spend a couple of minutes chanting the poem together with the poem visible on the board. Ask the children to chant while clapping the rhythm and then ask them to chant the poem imitating a witch's voice. - Show the poem on the board and point out that every 2 lines is a rhyming couplet - a rhyming pair of lines next to each other. - Tell the children that today we will be preparing to write our own versions of the poem by coming up with gruesome ingredients to put into our cauldrons. - To make our poem follow a similar structure, we are going to come up with some ingredients today that rhyme so that we can create rhyming couplets in our poem. - Show the children an outline of a cauldron on the IWB. Tell the children to talk to their partners about what kind of gruesome ingredients they'd like to put into their poem. Tell them to forget about rhyming for the time being. - Once children have had a couple of minutes to discuss, ask for their ideas and jot down some of the ideas into the cauldron. - Next work with them to create 2 lists: 1) Body parts 2) Animals - Once you have created the lists next to each other, children can have a go at making up ingredients e.g <i>toe of monkey, eye of cow</i> - Explain to the children that not all the ingredients will have to rhyme in their poem- only the ones that are positioned at the end of each line. Display the poem on the board to show the positioning of the rhyming words in the couplets. - Explain that we have come up with some ingredients already by listing animals and body parts. Now we are going to come up with words that rhyme so that we can use them to help us write our rhyming couplets. - Display a list of words linked to ingredients (see resources) on the IWB. The children can use these words but also add their own. Ask them to think of 2 words that rhyme with each of the words. Tell them that the words that rhyme with them don't necessarily need to be ingredients as the task is also to get them to practise generating rhyming words in general. - Give each child a sheet of A4 paper with the ingredients words (see resources) spaced out on a piece of paper. Ask the children to work in pairs to generate one or two words that rhyme with each word. Some children will need adult support with this. - Once children have come up with a couple of rhyming words for each word. get them to think of other words that they could include in their poem and words that rhyme with them e.g. eye, fly, cry - snot, rot. grot - phlegm, gem, stem - blood, mud, spud etc.

Notes for Teachers	The aim is to get the children generating ideas for ingredients that they can use but also get them thinking generally about words that rhyme. When they come to write their own versions, they can come back to look for rhyming words.
Resources	- To create a cauldron worksheet with the ingredient word (see resources) spaced out on the page so that children can generate rhyming words around each given word.

Week 4 - Lesson 3: Writing Poetry

Learning Intention	To write a poem using a given template
Curriculum Coverage	<p>Writing</p> <ul style="list-style-type: none"> ● Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ● Discussing and recording ideas ● Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures ● Assessing the effectiveness of their own and others' writing and suggesting improvements ● Proofread for spelling and punctuation errors ● Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Key Vocabulary	template, verse, stanza, structure, shape, rhyme, couplets
Activities/ Lesson	<ul style="list-style-type: none"> - Start the lesson by chanting the poem together with the poem visible on the board. Underline the words that rhyme and ask the children to chant in an audible whisper and when they come to an underlined rhyming word they say it in a louder voice. - Ask the children for an expression in which they can read the poem and chant the poem again in the chosen expression. - Explain to the children that today we will write our own poem following the structure of Song of the Witches. - Tell them that we are going to draw on the ideas that we came up with in the last lesson. - Quickly ask the children to recall some of the rhyming words that they generated yesterday. - Explain that today we will use a template to help us write a couple of versions of the poem. - - The template follows the structure of the original poem but with some different ideas put in already. Once we have had a go with the template and get the idea of the structure, then tomorrow we will move on to write our own poem from scratch. - Display the template on the board (see resources). Tell the children that we are going to keep the first and last verse /stanza the same today and that we are only going to change the 3 rhyming couplets in the middle verse. - Using three colours, ask the children to point out where the first 2 rhyming words should be. Underline it in one colour. Ask the children for the next 2 and underline the remaining 2 in the last 2 colours. - Now that the template is colour-coded to prompt the children where they need to rhyme, work with the children to complete the poem. Have their ideas from the last lesson to hand. - Tell the children that once they have created their versions of the poem, they have to write it up into their book. - Model to the children how they have to follow the structure and shape of the template. There should be 3 clear stanzas. - Give each child a couple of templates each and ask them to use their ideas from yesterday to write the 3 rhyming couples. Some children will have time to write 2 versions and they can pick their favourite one to write up. - Once they have a complete poem, children can write up their poems in their books. - Encourage children to think of an appropriate title for their poem

Notes for Teachers	Teacher to gather good rhyming words from last lesson's work so that you can use it during this lesson.
Resources	- Poem template - Ideas from last lesson

Week 4 - Lesson 4: Writing Poetry

Learning Intention	To write a poem using rhyming couplets
Curriculum Coverage	<p>Writing</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency • Proofread for spelling and punctuation errors • Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
	verse, stanza, structure, shape, rhyme, couplets alliteration
Activities/ Lesson	<p>- Start the lesson by chanting the poem together with the poem visible on the board. Underline the alliterative words and ask the children to chant the poem with any expression they like but that they have to emphasise the alliterative words.</p> <p>- Tell the children that today they will write a version of the poem without the template.</p> <p>- Model writing the first stanza on the board and explain to the children that we are going to keep the first stanza the same.</p> <p><u>Shared Write</u></p> <p>- Write the middle stanza with the children. Some children will want to stick with the template from yesterday e.g 'Slime of _____ and _____ of _____,' however model using the ideas that were generated two lessons ago to innovate. Showing that the structure can be changed slightly as long as they are rhyming couplets e.g.</p> <p><i>Horn of rhino, pigeon's claw, Snail shells and guts galore;</i></p> <p>- Model to the children that you are following the same structure and using a capital letter at the beginning of every line and the same punctuation as the original poem.</p> <p>- Tell the children that you would like to see at least one alliterative pair in their poem today and model this in the shared write.</p> <p>- Explicitly model missing a line between stanzas, capital letters at the beginning of each line and punctuation after every line.</p> <p>- Tell the children that they do not have to change the final stanza.</p> <p>- Explaining that there will be blank templates on the table for those who need to refer to it to</p>

	<p>follow the structure.</p> <ul style="list-style-type: none"> - Tell the children to write their poems using their ideas from the other lessons. - Children check and read their poems out loud to their partners when they have finished. - Can anyone learn their poem by heart and perform it to the class?
Notes for Teachers	<p>The aim of the lesson is to allow children to write following the structure and shape of the poem. The children are focusing on writing rhyming couplets and including alliteration. It is helpful to have written a model before the lesson.</p>
Resources	<ul style="list-style-type: none"> - Poem template (see resources) on the table for the children to refer to.

Week 4 - Lesson 5: Drama- Performing

Learning Intention	To use consider elements of performance when performing poetry
Curriculum Coverage	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Articulate and justify answers, arguments and opinions • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play/improvisations and debates
Key Vocabulary	perform, voice, volume, actions, position, intonation, expression, rhythm, beat, instrument, body percussion, emphasis, speed, repetition
Activities/ Lesson	<ul style="list-style-type: none"> - Tell the children that today they will perform their poems as the 3 witches! - Ask them to get into groups of 3 with the poems that they wrote last lesson. Tell each of them to pick a rhyming couplet from their own poem. - Some children might want to pick 2 rhyming couplets from their poem if they can memorise it. - Ask the children to quickly rewrite their joint version of the poem so that the first and final stanzas stay the same but the middle stanza is now made of the rhyming couplets that they have picked. - Watch the following video by Michael Rosen on how to perform poems and stories: https://www.puffinschools.co.uk/resources/ks2-video-how-to-perform-poems-with-michael-rosen-6-mins/ - Discuss the video and how the children can incorporate some of the techniques into their poetry performance today. - Watch the following 2 videos to remind children on how the poem can be performed. <p>Watch from 0:33 to 1:17 only https://www.youtube.com/watch?v=VY0Hyza6C-U</p> <p>Watch up to 1:21 https://www.youtube.com/watch?v=XUFHmE-h3Ew&t=110s</p> <ul style="list-style-type: none"> -Introduce the idea that stages aren't always positioned in the same way (see resources). Talk through the different types of stages with the children and tell them that they can decide on the type of stage that they want to use. Explain how this will dictate how they position

	<p>themselves when they perform their poems.</p> <ul style="list-style-type: none">- Have instruments, props and simple cloaks/ costumes available for the children to use.- Children work in their groups to put together their poetry performance.- Adults support children with volume, intonation, actions, positioning and use of instruments.- When the children are ready, allow each group to perform. Position the audience according to the type of stage that the group has decided to use.- Adult to record performances so that children can watch them at a later date.
Notes for Teachers	<p>The aim of this lesson is for children to experiment with the different elements of performing poetry. Adults should model performing parts of the poem while changing voice, volume, expression, rhythm, emphasis, speed, repetition etc.</p>
Resources	<ul style="list-style-type: none">- https://www.puffinschools.co.uk/resources/ks2-video-how-to-perform-poems-with-michael-rosen-6-mins/- Watch from 0:33 to 1:17 only- https://www.youtube.com/watch?v=VY0Hyza6C-U- Watch up to 1:21- https://www.youtube.com/watch?v=XUFHmE-h3Ew&t=110s- Different Types of Stages (see resources)

Resources

Lesson 1: The Song of the Witches

Double, double toil and trouble;
Fire burn, and cauldron bubble.

Fillet of a fenny snake,
In the cauldron boil and bake;
Eye of newt and toe of frog,
Wool of bat and tongue of dog,
Adder's fork and blind-worm's sting,
Lizard's leg and owlet's wing,

For a charm of powerful trouble,

Like a hell-broth boil and bubble.

Double, double toil and trouble; Fire burn, and
cauldron bubble.

Lesson 2: Ingredients

beak

slug

breath

grill

roar

toe

cow

claw

ear

snail

snake

worm

Lesson 3: Poem Template

Double, double toil and trouble;

Fire burn, and cauldron bubble.

Body of blue bottle fly,

In the cauldron _____ and _____;

Slime of _____ and _____ of _____,

Hair of _____ and _____ of _____,

Dragon's _____ and weasel's _____,

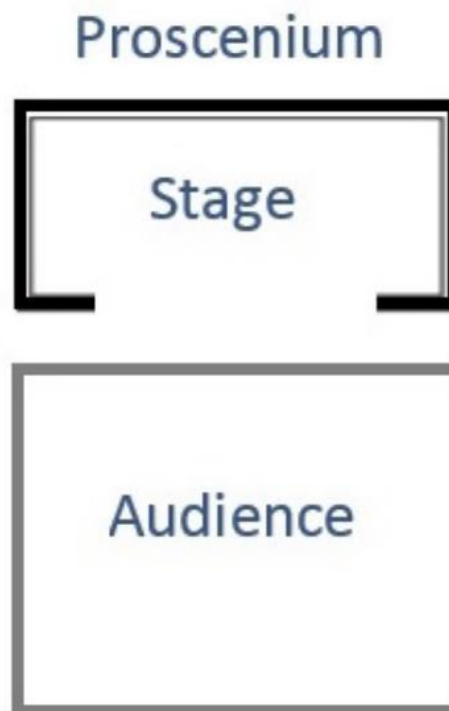
Beetle's _____ and lion's _____,

For a charm of powerful trouble,

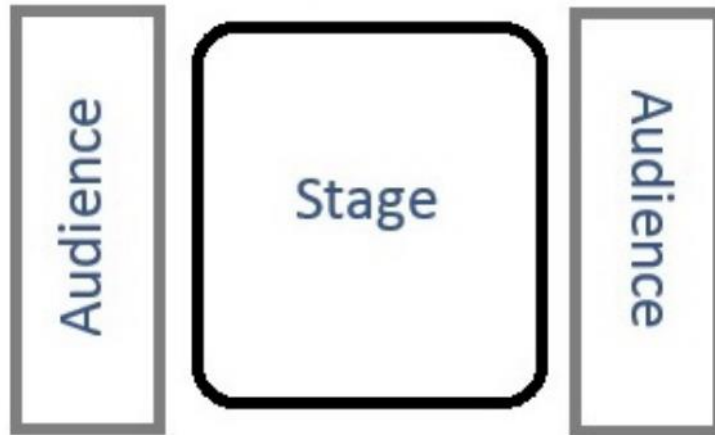
Like a hell-broth boil and bubble.

Double, double toil and trouble; Fire burn, and cauldron bubble.

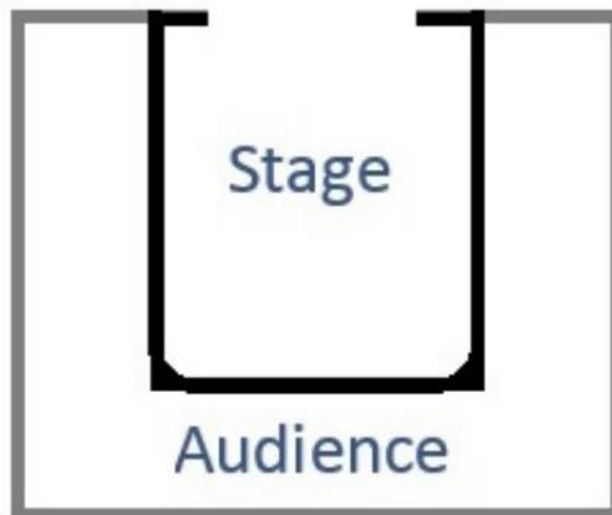
Lesson 5: Different Types of Stages



Traverse



Thrust



In the Round

