

LESSON 1	Banquo and Macbeth meet the Witches
<p><b>Drama</b></p> <p><b>Performance &amp; Hot-seating</b></p>	<p><b>Warm up</b>  Children walk around the space, making sure they don't walk too closely to anyone else. The teacher calls a number and the children must dash to get into a group of that number. Repeat with different numbers. Finish with number five. Staying in these groups, and in silence, on the beat of a drum, children to form different structures e.g. castle, dagger, crown. Encourage children to work together creating their shapes, using a range of height levels and bodily movements.</p> <p>The class will now be divided into groups of five. Double up groups so there are three groups of ten (approximately). Within each group of ten, five children will take on the 'actor' roles of Macbeth, Banquo and the three witches. The other five children will be the 'whisperers' i.e. they will feed the lines to the actors from behind by speaking them very quietly.</p> <p>By having their lines provided for them, the actors can concentrate on tone, volume, positioning and facial expressions.</p> <p><b>Macbeth</b>  I have not seen such a foul and fair day</p> <p><b>Banquo</b>  What are these, so withered and wild in their attire?</p> <p><b>Macbeth</b>  Speak if you can: what are you?</p> <p><b>Witch 1</b>  All hail Macbeth, hail to thee, Thane of Glamis.</p> <p><b>Witch 2</b>  All hail Macbeth, hail to thee, Thane of Cawdor.</p> <p><b>Witch 3</b>  All hail Macbeth, that shalt be King hereafter.</p> <p><b>Banquo</b>  Good sir, why do you start and seem to fear  Things that do sound so fair? To me you speak not.  If you can look into the seeds of time  Speak then to me!</p> <p><b>Witch 1</b>  Hail.</p> <p><b>Witch 2</b>  Hail.</p>

**Witch 3**

Hail.

**Witch 1**

Lesser than Macbeth, and greater.

**Witch 2**

Not so happy, yet much happier.

**Witch 3**

Thou shalt get kings, though thou be none.

So all hail Macbeth and Banquo.

**Witch 1**

Banquo and Macbeth, all hail.

*Witches vanish*

**Banquo**

Whither are they vanished?

**Macbeth**

Into the air, melted, as breath into the wind. Would they had stayed?

At specific points it is important that the teacher 'pauses' the performance to assess the children's understanding of what Macbeth and Banquo are thinking and feeling at specific points. It may help scribing ideas on large pieces of card and display around the scene. These ideas will feed into the subsequent writing activity.

At the end, the teacher will then step into 'role' as Macbeth. The children hot seat Macbeth, asking a range of questions. The teacher will focus on Macbeth's repulsion of the witches, yet his need for them to stay so he could hear more; his confusion at their prophecies and the thought that maybe he had been dreaming.

The teacher can then invite a child to take on the role of Banquo, and be hot-seated by the class. In this scene Banquo expresses a desire to be treated on equal terms as his friend; what does his future hold? How does he react to the prophecy that he will not be king, but his descendants will be?

**Descriptive  
Settings  
&  
Narrative**

**Writing**

The drama will prepare the children for a lesson on narrative story writing. They will start their story with a vivid description of the natural landscape which surrounds Banquo and Macbeth as they ride to Forres. Pupils will then narrate the action between the witches and the two soldiers.

The focus for this writing exercise will be the use of descriptive language, as well as 'Show not Tell' techniques to develop effective characterisation. Ensure children are aware that they can use their imaginations to think of additional descriptive details.

Start with sensory details to 'set the scene'. Explore ideas using a table to separate the different senses. Introduce a colour thesaurus (search on Google images) to extend pupils to select more ambitious colour references beyond the standard black', 'green' etc.

Model the first paragraph to the pupils. Then pupils compose their own section. Next move onto 'Show not Tell' techniques. Thinking back to the previous drama lesson, what thoughts and feelings were running through Macbeth and Banquo's minds? Model how to 'improve' sentences:

e.g. *'Macbeth was cold'*.

Rather than 'telling' the reader that Macbeth was feeling cold, 'show' the reader by describing a behaviour, or action:

e.g. *'His lips tinged blue, Macbeth shivered as the moor's icy air whipped around his frozen face'*.

Use the following examples with the children and discuss. Why are the 'showing' sentences more effective than the 'telling'?

**SHOCK**

*Macbeth was surprised.*

*Macbeth caught his breath, and the blood drained from his cheeks.*

**SUSPICION**

*Banquo was suspicious.*

*Banquo's eyes locked onto Macbeth's.*

**DETERMINATION**

*Macbeth was determined.*

*He shook his head, gritted his teeth, and returned to his horse.*

**TERROR**

*Macbeth was scared.*

*He swallowed hard, his heart hammering in his chest.*

**FEAR/WORRY**

*Banquo was worried.*

*Banquo looked over his shoulder; were they being followed?*

<b>SIGHTS</b>	<b>SOUNDS</b>	<b>SMELL</b>	<b>FEEL/TOUCH</b>
<i>The shimmering lightning split the gloomy sky like a crack in a shattered plate.</i>	<i>A distant cackle shot through Macbeth's mind.</i>	<i>The smell of death hung in the air like a coat of stench.</i>	<i>His feet sank into the soft earth as if some poor souls from Hell were dragging him to the underworld.</i>
<i>A wisp of mist engulfed the twilight moor, devouring the day's last rays.</i>	<i>Treading softly on the mossy moor, an owl hooted in the bare trees above.</i>	<i>As the witches spat their vile words, a stale vapour erupted from their sore encrusted lips.</i>	
<i>The dying sun lit the ashen clouds with amber fire.</i>			

grey	shadow	graphite	iron
pewter	cloud	silver	smoke
slate	anchor	ash	porpoise
dove	fog	flint	charcoal
pebble	lead	coin	fossil
green	chartreuse	juniper	sage
lime	fern	olive	emerald
pear	moss	shamrock	seafoam
pine	parakeet	mint	seaweed
pickle	pistachio	basil	crocodile

blue	slate	sky	navy
indigo	cobalt	teal	ocean
peacock	azure	cerulean	lapis
spruce	stone	aegean	berry
denim	admiral	sapphire	arctic
orange	tangerine	merigold	cider
rust	ginger	tiger	fire
bronze	cantaloupe	apricot	clay
honey	carrot	squash	spice
marmalade	amber	sandstone	yam