

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"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Identifying and discussing themes and conventions in and across a wide range of writing • Learning a wider range of poetry by heart • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
| Key Vocabulary | beat, couplets, nouns, ingredients, percussion, perform, intonation, tone, volume, action, alliteration, rhyme, metaphors, personification, simile, repetition, rhythm. |
| 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? Have you heard it anywhere before?</i> - Tell them that today we will explore the features of this poem. - 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! - Explain that the spell is to see into the future. Work through the ingredients to explain any that they don't understand. - Ask the children if they can recall the key language features found in poetry - alliteration, rhyme, metaphors, personification, simile, repetition, rhythm. - Recap what each of the features look like. - Give the children 2 poems - The Song of the Witches and a poem of your choice (that illustrates some of the features listed above). - Ask the children to come up with a colour key so that they can highlight and identify different features of poetry in both poems. - What features can you see in the Song of the Witches? Rhyme, repetition, rhythm, alliteration. <p>- Show the children the following video up to 1:21 and don't go any further.</p> |

| | |
|---------------------------|---|
| | <p>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.</p> <ul style="list-style-type: none">- Ask the children to get into groups of 3. Give them a couple of copies of the poem per group (see resources). Ask the children to work in their groups to learn the poem by heart and perform the poem in any way that they like.- Give each group a couple of instruments that they could use when performing.- Encourage the children to think about intonation, tone, volume and actions when performing the poem.- When they have had long enough to practise, ask each group to perform to the rest of the class. |
| Notes for Teachers | <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 learn and perform the poem so that they are starting to learn the poem by heart.</p> |
| Resources | <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 |

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"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Assessing the effectiveness of their own and others' writing • Proofread for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear |
| Key Vocabulary | rhyme, couplet, gruesome, ingredients, cauldron, animals, body parts |
| Activities/ Lesson | <ul style="list-style-type: none"> - Start the lesson by asking the children how many of the gruesome 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, owlet's wing.</i> - 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. - Point out that the structure of the ingredients usually consists of body part + animal/ animal + body part e.g. eye of newt / lizard's leg. - Quickly make a list of different body parts and animals with the children. - Ask the children to use the list and talk to their partners to create some gruesome ingredients that 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. - Explain to the children that not all the ingredients have to rhyme in their poem- only the ones that are positioned at the end of each line of a rhyming couplet. Display the poem on the board to show them the positioning of the rhyming words. - Explain that today we have created some gruesome 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 for our poems. - 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 (see resources) spaced out on a |

| | |
|---------------------------|---|
| | <p>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. Encourage children to come up with their own words to add to the sheet.</p> <p>- Once the children have generated lots of ideas, ask the children to pick some of the words to write as many rhyming couplets as they can.</p> |
| Notes for Teachers | <p>The aim is to get the children generating ideas for ingredients that they can use in their poems. Some children will easily come up with rhyming couplets using rhyming words while others might need support. Support children to come up with rhyming couplets that don't necessarily follow the structure of the original poem. As long as it's a rhyming couplet, it works! e.g <i>Horn of rhino, pigeon's claw, Snail shells and quts galore</i>.</p> |
| Resources | <p>- To create a worksheet with the ingredient word (see resources) spaced out on the page so that children can generate rhyming words around each given word.</p> |

Week 4 - Lesson 3: Writing Poetry

| | |
|----------------------------|---|
| Learning Intention | To write a poem using rhyming couplets |
| Curriculum Coverage | <p>Writing</p> <ul style="list-style-type: none"> ● Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ● Noting and developing initial ideas, drawing on reading and research where necessary ● Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● Assessing the effectiveness of their own and others' writing ● Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● Proofread for spelling and punctuation errors ● Perform their own compositions, using appropriate intonation, volume, and movement so that 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 using the ideas that we generated yesterday.</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's heart and guts galore;</i></p> <p>- Once you have written 2 rhyming couplets with the children, ask them if they can come up</p> |

| | |
|---------------------------|--|
| | <p>with the next rhyming couplet to contain alliteration.</p> <ul style="list-style-type: none">- Explicitly model following the shape and structure of the original poem - missing a line between stanzas, capital letters at the beginning of each line and punctuation after every line- 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.- Explain that although the original poem only contains 3 rhyming couplets in the middle stanza, today they will be writing 6 rhyming couplets for the middle stanza.- Tell the children that they do not have to change the first and final stanza however they can if they want to give it a go.- Explain that there will be templates (see resources) on the table for those who need to refer to it to follow the structure.- 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 so that they can edit and improve.- 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 4: 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 couple 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). |

| | |
|---------------------------|--|
| | <p>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 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 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) |

Week 4 - Lesson 5: How to Make a Witch's Brew

| | |
|----------------------------|---|
| Learning Intention | To write an instructional text |
| Curriculum Coverage | <p>Writing</p> <ul style="list-style-type: none"> ● Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ● Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ● Assessing the effectiveness of their own and others' writing ● Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● Ensuring the consistent and correct use of tense throughout a piece of writing ● Proofread for spelling and punctuation errors |
| Key Vocabulary | instructions, non-fiction, introduction, ingredients, method, chronological order, features, imperative verbs, conjunctions, conclusion, organisation, layout, shape |
| Activities/ Lesson | <p>- Tell the children that today they are going to write an instructional text explaining how to make a witch's brew that has the ability to predict the future!</p> <p>- Tell the children that there will be 4 parts to their writing today.</p> <ol style="list-style-type: none"> 1) An introduction to explain what the end result will be (what the instructions will help the reader to do). 2) A list of gruesome ingredients that the reader will need. 3) An outline of the method needed to complete the task (in chronological order) 4) A Conclusion to sum up the task <p>- Revise the features of an instructional text:</p> <ul style="list-style-type: none"> ● Imperative verbs used within the method to 'boss' the reader around. |

| | |
|----------------------------------|--|
| | <ul style="list-style-type: none"> ● Conjunctions, prepositions and adverbs to show time, place and cause should be used throughout, e.g. <i>after that, inside the cauldron, as soon as it has melted</i>, etc. ● Extra tips and advice may be given to the reader for tricky parts of a task. ● Pictures or diagrams can be used to provide clarification, e.g. a picture of a tricky part of the process or a picture of each gruesome ingredient ● A conclusion to sum up the task and help the reader check that they have achieved the correct outcome. ● Organisational devices to structure your writing- title, headings, bullet points, numbered steps <p>- Show them examples of instructional texts that reflect the year group objectives and allow them time to read and discuss them at their tables. Ask them to look for the features mentioned above including the layout and organisation of the text.</p> <p>- Shared write the introduction with the children e.g. <i>Are you looking for a spell that can help you see into the future? If you're desperate to create a potion to give yourself psychic powers then you have come to the right place. This step-by-step guide will show you how to harness the power of ancient magic!</i></p> <p>- Allow the children to work in pairs to write their instructional texts.</p> <p>- Have a checklist of the features of an instruction text for children to use when writing.</p> <p>- When they have finished their writing, encourage the children to edit and improve generally but also against the features checklist.</p> |
| <p>Notes for Teachers</p> | <p>This aim of the lesson is to revise a genre of instructional writing in the context of the witch's spell/potion. It is likely that the children have written an instructional text before. Draw on the children's previous knowledge while directing them to include relevant year group objectives in their writing.</p> |
| <p>Resources</p> | <ul style="list-style-type: none"> - Find year group appropriate examples of instructional texts for children to read and analyse before writing. - Features of instructional writing checklist for children to use whilst writing. |

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 _____,

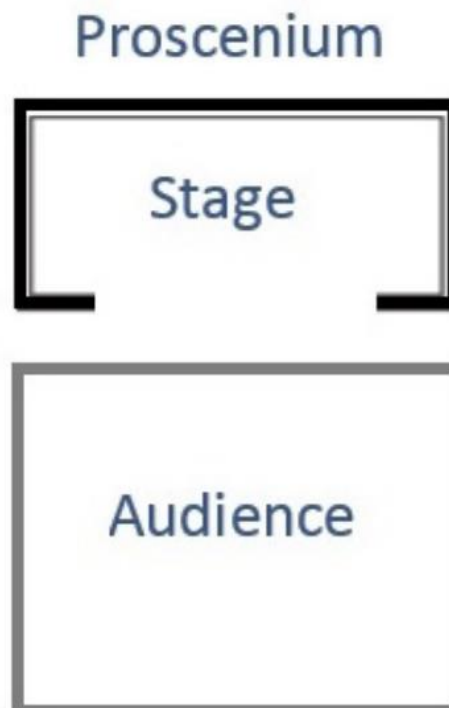
Beetle's _____ and lion's _____,

For a charm of powerful trouble,

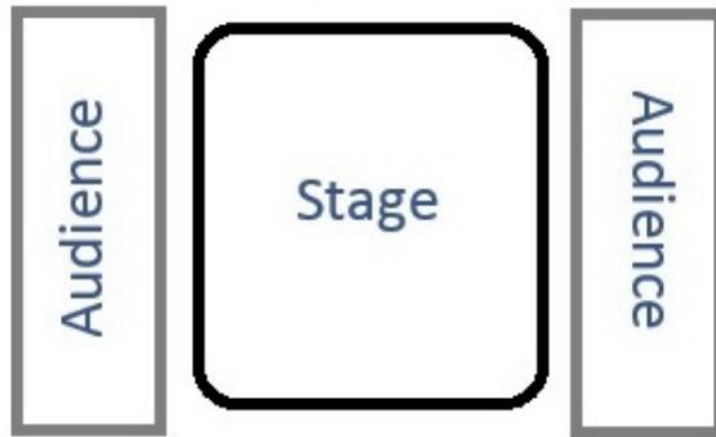
Like a hell-broth boil and bubble.

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

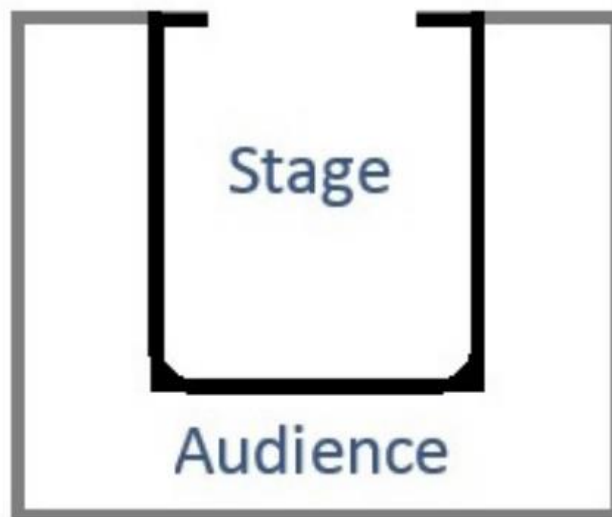
Lesson 5: Different Types of Stages



Traverse



Thrust



In the Round

