

Shocking Shakespeare – KS3

This course aims to develop students' knowledge, understanding and enjoyment of Shakespeare and to meet National Curriculum, Key Stage 3 Framework requirements.

It is designed to make students confident with Shakespeare's use of language and enthusiastic about characters, themes and plots of several plays.

The scheme not only requires students to study extracts of several plays and experiment with dramatic techniques but also requires them to produce an information leaflet for primary pupils about Shakespeare and a directorial question.

During this course students will look at extracts from *As You Like It*, *The Taming of the Shrew*, *Macbeth*, *Romeo and Juliet*.

10, 2 hour - lessons

Lesson 1	Who was William Shakespeare	Looking at who William Shakespeare was, his family, his life and what inspired him to write.
Lesson 2	Tudor Talk – The language of the Tudors. Shakespeare's English	Exploring the English Language at the time of Shakespeare. The origins of language.
Lesson 3	Shakespearean Comedy and Characters	Shakespeare mainly wrote comedies and tragedies. This lesson explores the characters in the Shakespeare's plays 'As You Like It', 'The Taming of the Shrew' and 'A Midsummer Night's Dream'.
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Lesson 5	Shakespeare's Tragic Characters	This lesson explores some of the tragedy plays and characters. We

		will be looking at 'Macbeth' and 'Romeo and Juliet', and key characters in the plays.
Lesson 6	Shakespeare's Tragic Characters	This lesson explores some of the tragedy plays and characters. We will be looking at 'Macbeth' and 'Romeo and Juliet', and key characters in the plays.
Lesson 7	Themes of Love in Shakespeare's Plays	Exploring themes of love in 'Romeo and Juliet'.
Lesson 8	Themes of Love in Shakespeare's Plays	Exploring themes of love in 'The Taming of the Shrew'.
Lesson 9	Speaking Shakespeare	In the last two lessons we will look at 'speaking Shakespeare'. We will read some of the plays aloud in the original language and analyze the text to gain an understanding of the meaning and how we could write the same passage today in modern English.
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