

Power and Ambition (Macbeth)

Summative Assessment - Performance and Reflection

The Task

You will **perform** (Criterion C - Producing text) a scene from *Macbeth*, and then **justify** your approach (Criterion A - Analysing and B - Organizing).

Through your performance you will demonstrate your understanding and exploration of the key concepts (characterization, theme, literary aspects) of the scene.

Reflection

Answer the following prompts. A complete response would be roughly 500-1,000 words.

Deadlines:

Performance - Monday, 19th March

Reflection - Wednesday, 21st March

Prompts:

- **Significance of the scene:**
 - Explain the importance of the scene you performed in the play as a whole- is it a climactic moment? Does it create more tension? introduce concepts? Etc...
 - Explain your choice of setting. What aspects of this setting, such as place, time period, political, social, or historical events complement or help highlight the themes and character traits in focus in this scene?
- **Characterisation:**
 - What characters are the most prominent in the scene and what did you do to draw the audience's attention to their key motivations, thoughts and emotions?
 - If any of the characters are in conflict, such as with themselves or with others, how was this conveyed?
- **Themes:** What themes are explored in this scene and how are these highlighted?
 - What issues or thoughts does Shakespeare intend the audience to reflect on, and what did you do to bring these to the audience's attention?
- **Mood/Tone:** What mood is prevalent in the scene?
 - Did you use a particular tone for a character, and for what purpose?
 - Does the mood change in this scene, and if so, how did you convey this.
- **Dramatic and literary Features:** **Comment on a minimum of 3 literary features.** These could be irony- verbal, situational or dramatic irony, contrasts, or language techniques, such as sibilance, juxtaposition, an image pattern (eg. clothing motif, blood). How did you ensure that these would be evident and have an effect on your audience?
- **Setting and props:** If you used aspects of setting and props to create effects and highlight meaning, indicate how and why these were used.
- **Evaluation of your production:** what aspects of your production went well and why? What would you reconsider or do differently next time?

Paragraph structure - Be sure to follow the structure of a paragraph:

- make a point / statement
- explain to provide enough information
- give examples and evaluate/analyse the effect/impact.

Cast

<p>ACT II Scene iii- (post-murder) 5 actors (Boris P, Boris M, Sara, Aram, Xinru) M</p> <p>[Porter]: _____ Macduff: _____ Macbeth: _____ Lady Macbeth: _____ Donaldbain: _____ Lennox: _____</p>	<p>ACT III Scene i (Macbeth King, plots B's death) 5 actors (Aleksa O, Masa, Pavle, Vishesh, Luka T) A</p> <p>Macbeth: Aleksa O Lady Macbeth: _____ Banquo: _____ 1st murderer: _____ 2nd murderer: _____ [servant]: _____</p>	<p>ACT III Scene ii (Macbeth and LM reflecting) 3 actors (Tea, Matija, Hanna) A</p> <p>[Servant]: _____ Macbeth: _____ Lady Macbeth: _____</p>
<p>ACT III Scene iv (The banquet B's ghost) 5 actors (Eliot, Adam, Lena, Carla, Vuk T) M</p> <p>Macbeth: Adam Lady Macbeth: Carla 1st murderer: Eliot Lennox: Vuk Ross: Lena</p>	<p>Act IV Scene i (M revisits witches) 5 actors (Sonia, Bor, Theo, Dziugas, Elena) A</p> <p>Witch 1: _____ Witch 2: _____ Witch 3: _____ [Hecate]: _____ Macbeth: _____ Apparition 1: _____ [Apparition 2]: _____ [Apparition 3]: _____ Lennox: _____</p>	<p>Act V Scene i (LM-sleepwalking) 3 actors (Aleksa, Boris B, Ana) M</p> <p>Lady Macbeth: _____ Doctor: Boris B Gentlewoman: Aleksa D</p>
<p>Act V Scene iii & Act V Scene v (LM's death- M's reaction) 4 actors (Alex N, Alex F, Ines, Ema) A</p> <p>Macbeth: _____ Servant: _____ Seyton: _____ Doctor: _____</p> <p>Macbeth: _____ Seyton: _____ Messenger: _____</p>	<p>Act V Scene vii & Act V Scene viii (The end (5 actors)) (Emma, Marko, Ivana, Vuk R, Rin) M</p> <p>Macbeth: Marko Young Siward: Ivana Macduff: Vuk R Siward: Emma Malcom: Rin</p>	

Summaries:

Act II Scene iii

Macduff discovers that the king was murdered. Lady Macbeth expresses horror that the murder took place under her roof. Macbeth kills the guards "in his rage". Macduff is suspicious and Lady Macbeth faints. Malcolm and Donalbain whisper to each other that they are not safe, since whoever killed their father will probably try to kill them next. They run to England and Ireland respectively.

Act III Scene i

Banquo paces and thinks about the coronation of Macbeth and the prophecies of the weird sisters. Macbeth and Lady Macbeth enter as king and queen, and invite Banquo to a feast. In a soliloquy, Macbeth reflects that Banquo is the only man in Scotland he fears. Macbeth hires murderers to kill Banquo and Fleance.

Act III Scene iv

The feast. A murderer informs Macbeth that Banquo is dead but that Fleance escaped. Banquo's ghost appears in Macbeth's chair. Macbeth speaks to the ghost, which is invisible to the rest of the company. Lady Macbeth makes excuses for her husband. Macbeth says he will visit the witches again as he intends to do whatever is necessary to keep the throne.

Act IV Scene i

Macbeth visits the witches and is presented with apparitions that he interprets as predictions. These are to 'beware Macduff, fear "none of woman born and " fear nothing until Birnam wood come to Dunsinane. Macbeth feels encouraged and asks whether Banquo's children will be kings, to which he is told he should ask no more questions. He insists and is shown an image of Banquo leading a line of kings, and the witches dance and vanish. Lennox then informs Macbeth that Macduff has fled to England and Macbeth responds with the order that Macduff's wife and children are to be killed.

Act V Scene i

A doctor and nurse observe Lady Macbeth sleepwalking. She appears to be reliving the murder. Her actions of washing her hands and references to not being able to remove the stain or smell of blood, as well as, her statement, "Who would have thought the old man to have so much blood in him" (5.1.35-40), reveal her guilty conscience. Lady Macbeth imagines she hears a noise and returns to her bed. The doctor advises the nurse that he cannot help Lady Macbeth, as it is her soul that is troubled and that they should not repeat what they have seen or heard.

Act V Scene iii & Act V Scene v

Macbeth learns that more of his own soldiers have joined the English forces against him, but comforts himself with the thought that he is safe until Birnam Wood comes to Dunsinane and he will not be beaten by a man born of woman. He prepares for battle and consults the doctor concerning Lady Macbeth who replies that she is troubled by visions. Macbeth scorns this and dresses in armour. After he leaves, the doctor says he would like to be away from Dunsinane.

-scene v- Macbeth prepares the castle for battle and notes when he hears a woman's scream that he no longer fears such noises and how much he has changed. Seyton informs him that Lady Macbeth has died. He appears almost unaffected, and contemplates life and its lack of meaning. His speech that begins with, "Tomorrow, tomorrow, tomorrow..." (5.5.19-28), is one of the most famous in the play.

Act V Scene vii & Act V Scene viii

-scene vii- The forces against Macbeth march towards Birnam Wood, which is in front of Macbeth's castle. - scene viii- Macduff enters the castle and challenges Macbeth to avenge the death of his family. Macbeth learns the nature of Macduff's birth and realises the witches' prophecies were equivocations. They fight and Macduff concludes the tragedy by decapitating Macbeth. Malcolm is declared king and the natural order is restored.

Approaches To Learning

Communication:

** read critically and for comprehension * write for purposes*

Collaboration - working effectively with others:

** make fair and equitable decisions * exercise leadership and take on a variety of roles within groups.*

MYP English Language and Literature rubrics (Year 5)

	Criterion A: Analysing <i>At the end of year 5, students should be able to:</i> <ol style="list-style-type: none"> analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts analyse the effects of the creator's choices on an audience justify opinions and ideas, using examples, explanations and terminology evaluate similarities and differences by connecting features across and within genres and texts. 	Criterion C: Producing text <i>At the end of year 5, students should be able to:</i> <ol style="list-style-type: none"> produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience select relevant details and examples to develop ideas.
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts provides limited analysis of the effects of the creator's choices on an audience rarely justifies opinions and ideas with examples or explanations; uses little or no terminology evaluates few similarities and differences by making minimal connections in features across and within genres and texts. 	<ol style="list-style-type: none"> produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience selects few relevant details and examples to develop ideas
3-4	<ol style="list-style-type: none"> Provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts provides adequate analysis of the effects of the creator's choices on an audience justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology evaluates some similarities and differences by making adequate connections in features across and within genres and texts. 	<ol style="list-style-type: none"> produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination or sensitivity and some exploration of and critical reflection on new perspectives and ideas makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience selects some relevant details and examples to develop ideas.

<p>5-6</p>	<p>i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts</p> <p>ii. competently analyses the effects of the creator's choices on an audience</p> <p>iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology</p> <p>iv. evaluates similarities and differences by making substantial connections in features across and within genres and texts.</p>	<p>i. Produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on new perspectives and ideas</p> <p>ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>iii. selects sufficient relevant details and examples to develop ideas.</p>
<p>7-8</p>	<p>i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts</p> <p>ii. perceptively analyses the effects of the creator's choices on an audience</p> <p>iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology</p> <p>iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts</p>	<p>i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas</p> <p>ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>iii. selects extensive relevant details and examples to develop ideas with precision.</p>

Performance - Task-specific criteria for success (Criterion C: Producing text)

- AUDIENCE AWARENESS: Evoke emotions in audience and forward storytelling ability
- MOVEMENT: Blocking decisions are apparent & well rehearsed
- THEMES: Decisions reflect awareness of the nature & context of scene
- CHARACTERIZATION (acting): Decisions show character development through the scene
- CHARACTERIZATION (voice): Characters are verbally distinctive & reflective of character development & practice
- COSTUMES/PROPS: Reflects understanding of scene, character identification

Useful link: <http://cueprompter.com>