



Year 8 – ‘Much Ado About Nothing’

L1: What I will know and understand (revising/revisiting from Y7):

- Key contextual information about **how** plays were performed in Shakespeare's time such as:
 - The **Globe** was an **open-air** theatre.
 - **Rich** members of the audience would sit in the **gallery**.
 - **Poor** members of the audience would stand in the **pit** and were known as '**Groundlings**.'
 - Plays took place during the **daytime only**.
 - Boys played female roles.
 - Unlike 'The Tempest', 'MAAN' is an **Elizabethan** play and the audience referred to as Elizabethans.
- Terms – **protagonist, antagonist, comedic characters** and **stock characters**.
- Who **Hero, Beatrice, Claudio, Benedick, Leonato, Don Pedro, Don John, Verges** and **Dogberry** are their roles within the play.

I will be able to:

- Show what I remember from studying Shakespeare in Y7 through an **exploratory talk** and quiz.
- Answer questions about who the main characters are and whether they are a protagonist, antagonist, comedic character or stock character.

L2: What I will know and understand about the context:

- **Features** of Shakespearean **comedy** such as: **mistaken identity, love, happy ending, disguises** and **marriage**.
- How Shakespearean comedies are similar or different to modern romantic comedies.
- The importance of **reputation** and **gender** to the Elizabethan audience.
- What '**cuckold**' means and how this was linked to gender roles and reputation.
- What the title of the play means.

I will be able to:

- Work with peers to compare **comedy** of **Elizabethan era** and now through an exploratory talk.
- Answer 10 questions explaining the significance of comedic convention, the title of the play and additional contextual information taught – reputation, gender, cuckold.

L3: What I will know and understand about structure:

- The key terms **Structure, Act, Scene, Mood, Evoke, Juxtapose** and **Juxtaposition**.
- How and why Shakespeare juxtaposes scenes in his plays through looking at stills from 'Macbeth.'
- What **themes** emerge and **relationships** develop in the play.
- The **structure** of the play and why scenes with a different **tone** have been placed next to each other.

I will be able to:

- Use the 'Summary of Scenes' sheet to colour-code the scenes according to what mood Shakespeare evokes.
- Explain the juxtaposition of different scenes through answering the following question: How does Shakespeare combine tension, humour and romance to entertain the audience?

L4 & 5: What I will know and understand about Act 1 Scene 1 of the play:

- The **significance** in the **differences** and **similarities** between **Benedick** and **Beatrice** established in their '**merry war**.'
- The **key event** (the 'merry war') and **big ideas** explored in the scene. _____
- Know relevant **context** about the scene. *Kindness, Aspiration, Perseverance*



I will be able to:

- Note quotations that show both the characters similarities and differences.
- Work with peers to create planning to support analytical writing.
- Plan analytical writing on ideas about **how Benedick and Beatrice have been characterised in the play and** which big ideas I will discuss and the quotations I will use.
- **Annotate** the scene, commenting on methods Shakespeare used.
- Explore one of the planned big ideas to write the answer to the following question: '**How are Beatrice and Benedick presented in this scene?**'

L6: What I will know and understand about Don John in Act 1 Scene 2 & 3 of the play:

- Elizabethan ideas about **illegitimacy** and how this would have affected Don John.
- How Shakespeare **characterises** Don John in this scene.
- Why Shakespeare introduces a **villain** here.
- What different quotations tell the **audience** about Don John and his feelings.

I will be able to:

- Analyse selected quotations about Don John and his feelings.
- Answer the question: How does Shakespeare present Don John as an evil character?

L7: What I will know and understand about Beatrice in Act 2 Scene 1 of the play:

- What it means to **subvert**.
- How Shakespeare **subverts expectations and roles of women** in his plays.
- What the expectations of women were and how Shakespeare characterises **Beatrice** to subvert these expectations

I will be able to:

- Note quotations that show how Shakespeare presents Beatrice in this scene.
- Work with peers to create planning to support analytical writing of how Shakespeare subverts the role of women in this scene.
- Plan analytical writing on ideas about **how Beatrice has been characterised in the play and** which big ideas I will discuss and the quotations I will use.
- **Annotate** the scene, commenting where Shakespeare **subverts character and/or expectations**.
- Explore one of the planned big ideas to write the answer to the following question: '**How is Beatrice presented in this scene?**'

L8: What I will know and understand about Benedick in Act 2 Scene 3 of the play:

- What **misogyny** means and if we see it in this scene.
- The presentation of Benedick in this scene.
- How Shakespeare uses language to show **Benedick's change of heart** in this scene.

I will be able to:

- Note quotations that show how Shakespeare presents Benedick's change of heart in this scene.
- Work with peers to **evaluate** whether Shakespeare presents Benedick's change of heart as **believable**.
- Plan analytical writing on ideas about **how Benedick's has been presented in this scene and** which big ideas I will discuss and the quotations I will use.
- Analyse given quotations from the play so far, commenting on Benedick and how Shakespeare presents his feelings.

Kindness, Aspiration, Perseverance



- Explore one of the planned big ideas to write the answer to the following question: **A student said that Benedick's change of heart does not seem genuine. To what extent do you agree?**

L9/10: Assessment: How does Shakespeare present the relationship between Beatrice and Benedick in this extract

I will be able to:

- Plan and write an essay that includes an **introduction, conclusion** and **two paragraphs using the features of the Purbeck School analytical writing mat.**

L13: What I will know and understand further about the conventions of comedy in the play:

- What **stock characters** are and why Shakespeare uses them.
- How **Dogberry** and **Verges** contribute to the chosen structure of the play.

I will be able to:

- Explain how the stock characters contribute to the plot of the play and the extent to which they fit with the convention of Shakespearean comedy.
- **Annotate** the scene, commenting on the comedic elements of Dogberry and Verges.
- Write the answer to the following question: **'How are Dogberry and Verges typical of Shakespearean comedies.'**

L14: What I will know and understand about the wedding scene and how to write about it:

- **The wedding scene** and its significance in the plot.
- The treatment of **Hero** as a result of **Don John** and **Boracio's** misogyny.
- The misogyny of **Claudio's** and **Leonato's** behaviour.
- Different **sentence forms** and how they can be used to aid our writing about the play.

I will be able to:

- Use the different sentence types on the Purbeck writing mat to **explain** the scene and the behaviour of the different characters in the style of a newspaper article.

L15: What I will know and understand about Newspaper article writing:

- The **features** of a **newspaper** including: **Caption, Headline, Columns, Opening Paragraph, Name of Newspaper, Image** and **Sub-heading.**
- The '5Ws' of the wedding scene. (Who, What, Where, When, Why.)
- What the **inverted pyramid** structure is and where the events of the wedding scene would fit on this structure.

I will be able to:

- Label a newspaper **article** to show the correct the structure.
- Use the **inverted pyramid** structure to write the **lead** only.
- Show knowledge of the plot and structure in my writing.
- Work with peers to identify the '5Ws' of the wedding scene through an exploratory talk. (Who, What, Where, When, Why.)

L16: What I will know and understand about Newspaper article writing:

- What **lead, body** and **tail** of the **inverted pyramid** are.
- What a **headline** and **subheading** are and why they are used.
- What **eyewitness statements** are and how they would be used.



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I will be able to:

- Plan a newspaper **article** about the wedding scene.
- Use the **inverted pyramid** structure to plan the lead, body and tail.
- To write an appropriate **headline** and **subheading**.
- Show knowledge of the plot, structure and character feelings in my planning.

L17 & 18: Assessment: Write a newspaper article about the wedding scene.

I will be able to:

- Write a newspaper **article** about the wedding scene.
- Use the **inverted pyramid** structure to plan lead, body and tail.
- To write an appropriate **headline** and **subheading**.
- Show knowledge of the plot, structure and character feelings in the article.
- Use a variety of sentence types from the Purbeck writing mat.

L21: What I will know and understand about the ending of the play:

- The events of the end of the play.
- How Shakespeare brings about the **solution** to the problem.
- How Shakespeare uses typical comedic convention at the end.
- Why and how **justice** will be served to Don John.
- Why this **justice** is not shown on stage and the characters delay it.

I will be able to:

- Work with peers to explain how Shakespeare creates a typically comedic end to the play through an exploratory talk.
- Write the answer to the following question: '**How does Shakespeare successfully create a typically comedic end to the play?**'