



7:5 Shakespearean Villains

The Golden Idea

In this unit students will study extracts from a range of Shakespeare plays, focussing on his creation of Villainous character and their soliloquys. Students will therefore be building on their language and character analysis from all of the previous units in year 7, as well as developing their creative writing skills and speaking and listening skills.

Our Golden Threads

Planning	<ul style="list-style-type: none"> Organised ideas following a consistent character thread. Shifts or changes in character carefully planned for effect.
Control of paragraph organisation	<ul style="list-style-type: none"> Use of introductory and concluding paragraphs. Clear use of controlled paragraphs for different topics. Clear use of discourse markers to identify time, place and events being referred to.
Vocabulary	<ul style="list-style-type: none"> Be able to use a variety of creative phrasing (some lifted from Shakespeare's plays) and engaging, emotive vocabulary.
Control of purpose and tone in writing	<ul style="list-style-type: none"> Consistent creation of character through tone of voice that is appropriate to the character. Use of Shakespearean terminology where possible.

Homework	Seneca
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Wider Weblinks	BBC Bitesize - Bitesize Daily: 13-14 Year Olds, Week 8, Villains in Shakespeare
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The Golden Product

Students are working towards writing and presenting their own speech (soliloquy).

EITHER as a Villainous character, in which they will reflect on and justify their actions, OR as one of the victims of Shakespeare's villains exploring their thoughts and feelings.

Start with a rhetorical question

Should I wither away in self-pity or should I enact the most gory, vile and heinous revenge on that devil?

Create a meter/rhyme scheme

If foul is fair and fair is foul, then with shrieks of pain will I hear him howl.

Use allusions/references to other works of literature (like Macbeth does when he says he is 'Tarquin')

My woman's body may not have the power of Hercules, but Eve persuaded Adam and my tongue is sharper still than hers.

Be bold, emotive and use shocking terminology (not rude but shocking).

Have you not the courage to be bold. bloody and resolute? Art thou more cowardly than a newborn babe?

Use a cyclical structure

That devil shall be revenged and his head will be paraded upon a spike. All who look upon it shall see it in it's gory glory as a warning to all who dare seek out the devil's aid in life.

Change tone/character suddenly.

Dost thou think I am that weak and pitiful? Fie upon you!

End with a bold, emotive statement

All hell will freeze over and all of heaven will burn, before I shall visit either.

7.5 Knowledge Organiser – Shakespearean Villains



William Shakespeare:

An English playwright, poet and actor who is widely regarded as the world's greatest dramatist. Often called the 'Bard of Avon' (or simply "the Bard") he wrote 39 plays, 154 sonnets and 3 long narrative poems. His plays have been translated into every major living language and are performed more than those of any other playwright in history.

Shakespearean Villains:

The villains are evil, manipulative, cruel, power-hungry and ruthless. They are also complex and sympathetic characters—driven by motives that any audience member could understand, if not identify with.

Soliloquy:

Speaking one's thoughts aloud when by oneself, especially by characters in a play. This allows the audience to understand the characters thoughts, feelings, plans and motivations.

Key Terminology:

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|--|---|
| <input type="checkbox"/> Soliloquy | <input type="checkbox"/> Elizabethan |
| <input type="checkbox"/> Character | <input type="checkbox"/> Jacobean |
| <input type="checkbox"/> Villain | <input type="checkbox"/> Shakespeare |
| <input type="checkbox"/> Hero | <input type="checkbox"/> Connotations |
| <input type="checkbox"/> Protagonist | <input type="checkbox"/> Audience |
| <input type="checkbox"/> Antagonist | <input type="checkbox"/> Direct Address |
| <input type="checkbox"/> Rhetorical Question | <input type="checkbox"/> Metaphor |
| <input type="checkbox"/> Conflict | <input type="checkbox"/> Dramatic Irony |

Shakespearean Idioms:

- To come full circle
- In one fell swoop
- The world's your oyster
- To wear my heart upon my sleeve
- The be all and end all
- Heart of gold
- Love is blind
- All the world's a stage
- Something wicked this way comes
- What's done is done



Adjective Searing, shocking, boiling pain flooded his mouth!

Simile Like a volcano, the pain erupted.

Preposition In his mouth, the chillies danced.

ing verb Cursing and wailing, he dived for a glass of water.

Connective But there was hope!

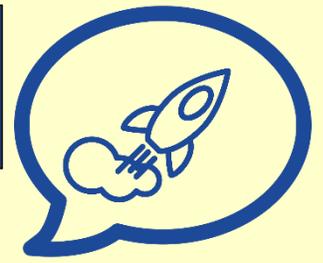
ed verb Relieved, he drank the water.



Clever structures or interesting approaches for your soliloquy:

- Start with a rhetorical question
- Create a meter/rhyme scheme
- Use allusions/references to other works of literature (like Macbeth does when he says he is 'Tarquin')
- Be bold, emotive and use shocking terminology (not rude but shocking).
- Use a cyclical structure
- Change tone/character suddenly.
- End with a bold, emotive statement.

7.5 Vocabulary Boost



Abhor Verb To regard with disgust and hatred. I abhor broccoli.	Condemn Verb Express your disapproval or desire to censure something or someone. I wished to condemn him to a life of misery for the hurt he had caused me.	Conscience Noun A person's sense of right and wrong. It played on my conscience all day, as I felt such guilt for what we had done. My sister, however, didn't give it another thought.
Heinous Adjective Utterly odious or wicked (often either a person or a crime). Her haircut was heinous, but I didn't have the heart to tell her.	Knavery Verb Action or practice of a knave (an unprincipled, untrustworthy or dishonest dealing person). My cat lived a life on unrelenting knavery, stealing, cheating and fighting with every other cat in the street.	Mortal Adjective Someone/Something which is living and able to die. I was a mere mortal, Hercules was a demi-god. I stood no change against him.
Pitiful Adjective To be pitied OR lacking in effort. The attempt at her homework was pitiful.	Resolute Adjective Determined and unwavering in their purpose. Desperately, I tried to convince her not to join the army. But she was resolute in her decision.	Serpentine Adjective Looking like or behaving like a snake. The serpentine river wound through the valleys and round the mountains.

Start your thinking...

I felt...

They were the perfect example of...

My enemy was...

I looked up at the sky and...