Autumn	Content, Skills &	T&L resources & Key Words	Marking & Feedback:	CEIAG opps	Standardisation/
<u>1 & 2</u>	<u>Objectives</u>	(vocabulary focus for NHTW)	Assessment & Homework	including roles and	<u>Moderation</u>
	•			competencies	
	Paper 1 (Drama)	T&L resources:	Assessment: Full mock	Careers – job roles:	Common
	Section A: Othello by William	 PowerPoint resources available on 	examination for Paper 1 and 2	Actor / Actress	misconceptions:
	Shakespeare (Teacher A)	shared area covering summaries,	(November).	Archivist	Analysis of form and
		commentaries, analysis and		Artistic director	structure, confusion
	NEA Component:	evaluation of key scenes and	Section A:	Casting director	between the two.
	Coursework unit, comparison	appropriate activities for lessons.		Digital copywriter	
	of two texts of students'	 Interactive resources available for 	EITHER	Director	Exploring
	choice (for smaller classes)	teaching of social and historical		Editorial assistant	alternative
	Taught text for larger classes	context surrounding texts: memory	7 Explore Shakespeare's	Education consultant	interpretations /
	with choice of comparison	recall map.	presentation of the relationship	Librarian	different views of
	(Teacher B)	 Philip Allan Literature Guide 	between Othello and lago in	Magazine journalist	character and
		publications on Othello and A	Othello. You must relate your	Marketing executive	theme.
	Students are required to:	Streetcar Named Desire.	discussion to relevant contextual	Media researcher	
		 York Notes Advanced publications on 	factors and ideas from your	Newspaper journalist	Errors in application
	 show knowledge and 	Othello and A Streetcar Named Desire.	critical reading.	Playwright	of social and
	understanding of how	 DVD: Othello (Kenneth Branagh, 		Producer	historical context
	playwrights use dramatic	Laurence Fishburne, 1995); A	OR	Public relations officer	e.g. bolted on
	forms to shape meaning in	Streetcar Named Desire (Marlon		Publishing copyeditor	context rather than
	drama texts and evoke	Brando, Vivien Leigh, 1951).	8 Explore how Shakespeare	Teacher	relevant and
	responses in audiences		treats the theme of love in	Web content manager	appropriate
	a abassa karassala dara anad	Key words:	Othello. You must relate your	Writer	contextual
	• show knowledge and	Other literary terms to be covered during the	discussion to relevant contextual		information which
	understanding of the	teaching of Othello and A Streetcar Named	factors and ideas from your	Careers – employability	is integrated into
	contexts in which texts have been produced and received	Desire, but the following to provide a focus:	critical reading.	links:	analytical writing.
	and understanding of how		Cartion B.	Aiming high	Como confusion
	these contexts influence	Allegory	Section B: EITHER	Literacy Creativity	Some confusion between similarly
	meaning	Antagonist	EIINEK	Numeracy	minor characters in
	meaning	 Authorial voice 	23 Explore the presentation of	Leadership	A Streetcar Named
	 show knowledge and 	 Coup de théâtre 	desire in A Streetcar Named	Independence	Desire e.g. Steve
	understanding of a range of	 Expressionist 	Desire. You must relate your	Listening	and Pablo.
	literary texts and make	 Foreshadowing 	discussion to relevant contextual	Communication	and Fabio.
	connections and explore the	Hubris	factors.	Presenting	Omission of
	relationships between texts	 Melodrama 	140013	Teamwork	consideration of
		Metaphor		reaniwork	consideration of

- show knowledge and understanding of a range of ways to read and experience texts, responding critically and creatively
- respond to and evaluate texts, drawing on their understanding of interpretations by different readers such as literary critics
- identify and explore how attitudes and values are expressed in texts
- communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts
- use literary critical concepts and terminology with understanding and discrimination
- make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources.

- Motif
- Pathos
- Protagonist
- Symbolism
- Tableau vivant
- Tragedy

Further key vocabulary: http://holytrinity.academy/wpcontent/uploads/2017/04/Literary-Terminology.pdf

OR

24 Explore the ways in which Williams presents masculinity in A Streetcar Named Desire. You must relate your discussion to relevant contextual factors.

Homework: Teachers are encouraged to set a variety of tasks, including:

- Independent research tasks linked to context e.g. Jacobean England for Othello; 1940s American society for A Streetcar Named Desire.
- Collaborative planning tasks: students working in small groups to plan a response to an examstyle question.
- Further reading relevant to the study of tragedies and their relevance to theatre today.

Completion of NEA

Problem solving Staying positive

Online revision lectures: MASSOLIT and PTI playwright's intentions and motives when analysing techniques / methods.

Misuse and poor application of critical theory from anthology when analysing Othello.

Standardisation of mocks in dept.

<u>Spring</u> 1 & 2	Content, Skills & Objectives	T&L resources & Key Words (vocabulary focus for NHTW)	Marking & Feedback: Assessment & Homework	CEIAG opps including roles and competencies	Standardisation/ Moderation
	Paper 1 (Drama)	T&L resources:	Assessment: Full Paper 1 and	Careers – job roles:	Common
	Completion of Section A: Othello by William Shakespeare Begin teaching Paper 3 Section B (Poetry): Romantic Poetry (Teacher A) NEA Component: Coursework unit, comparison of two texts of students' choice (for smaller classes) Taught text for larger classes with choice of comparison, some teaching of Paper 3 Section B (Poetry): Romantic Poetry (Teacher B) Students are required to: • show knowledge and understanding of how playwrights use dramatic forms to shape meaning in drama texts and evoke responses in audiences	PowerPoint resources available on shared area covering summaries, commentaries, analysis and evaluation of key poems and appropriate activities for lessons. Interactive resources available for teaching of social and historical context surrounding texts: memory recall map. All of the following poems must be taught alongside unseen poetry skills. Students will be expected to compare one of the named poems to another from the collection: William Blake Songs of Innocence: Holy Thursday Songs of Experience: The Sick Rose Songs of Experience: The Tyger Songs of Experience: London William Wordsworth Lines Written in Early Spring Lines composed a Few Miles above Tintern Abbey Ode: Intimations of Immortality George Gordon, Lord Byron	Assessment: Full Paper 1 and Paper 3 Paper TBD Completion of NEA	Careers – job roles: Actor / Actress Archivist Artistic director Casting director Digital copywriter Director Editorial assistant Education consultant Librarian Magazine journalist Marketing executive Media researcher Newspaper journalist Playwright Producer Public relations officer Publishing copyeditor Teacher Web content manager Writer Careers – employability links: Aiming high Literacy Creativity Numeracy	misconceptions: Analysis of form and structure, confusion between the two. Exploring alternative interpretations / different views of character and theme. Errors in application of social and historical context e.g. bolted on context rather than relevant and appropriate contextual information which is integrated into analytical writing. Some confusion between similarly minor characters in
	 show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how 	 Lines Inscribes upon a Cup Formed from a Skull So We'll Go no more A Roving 		Leadership Independence Listening Communication Presenting	A Streetcar Named Desire e.g. Steve and Pablo.

these contexts influence meaning

- show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts
- show knowledge and understanding of a range of ways to read and experience texts, responding critically and creatively
- respond to and evaluate texts, drawing on their understanding of interpretations by different readers such as literary critics
- identify and explore how attitudes and values are expressed in texts
- communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts
- use literary critical concepts and terminology with understanding and discrimination

• On This Day I Complete My Thirty-Sixth Year

Percy Bysshe Shelley

- 'The cold earth slept below'
- Stanzas written in Dejection, near Naples
- Ode to the West Wind
- The Question

John Keats

- Ode to a Nightingale
- Ode on a Grecian Urn
- Ode on Melancholy
- Sonnet on the Sea

Teamwork

Problem solving Staying positive

Online revision lectures: MASSOLIT and PTI Omission of consideration of playwright's intentions and motives when analysing techniques / methods.

Misuse and poor application of critical theory from anthology when analysing Othello.

Standardisation of mocks in dept.

<u>Summer</u> 1 & 2	 make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources. Content, Skills & Objectives 	T&L resources & Key Words (vocabulary focus for NHTW)	Marking & Feedback: Assessment & Homework	CEIAG opps including roles and competencies	Standardisation/ Moderation
	Revision of all key content as required.	PowerPoint resources available on shared area covering summaries, commentaries, analysis and evaluation of key texts and appropriate activities for lessons. Interactive resources available for teaching of social and historical context surrounding texts: memory recall map. Revision guides and notes as outlined throughout course	Full Paper 3 and Others as required	Careers – job roles: Actor / Actress Archivist Artistic director Casting director Digital copywriter Director Editorial assistant Education consultant Librarian Magazine journalist Marketing executive Media researcher Newspaper journalist Playwright Producer Public relations officer Publishing copyeditor Teacher Web content manager Writer Careers – employability links: Aiming high Literacy Creativity Numeracy	Standardisation of mocks in dept.

	<mark>Leadership</mark>	
	<u>Independence</u>	
	<u>Listening</u>	
	Communication	
	Presenting	
	<mark>Teamwork</mark>	
	Problem solving	
	Staying positive	
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