

Subject	Year	Term
English	12	Autumn
<b>Topic</b>		
A level component 1 - Drama		
<b>Content (Intent)</b>		
<b>Prior Learning (Topic)</b>		
<p>Prior learning links to drama texts studied at GCSE: modern drama ('An Inspector Calls' at Balcarras) and a Shakespeare tragedy ('Macbeth' at Balcarras). Balcarras students will have studied 'Romeo and Juliet' in year 9.</p>		
<p>In this unit students study Tennessee Williams' play 'A Streetcar Named Desire.' The topic begins with teaching of the key contextual information relating to America in the first half of the 20<sup>th</sup> Century and Williams' life. Students will then undertake a close study of the play, relating their analysis and readings of the play to the context. Students' study of the play will be enhanced by watching productions of the play (particularly the Young Vic production of 2014), and through reading articles and essays that will broaden their analysis and understanding.</p> <p>The unit ('Streetcar' and 'Othello') is worth 30% of the total qualification and is assessed in an external exam at the end of year 13.</p>		
<b>Future Learning (Topic)</b>		
Preparation for students planning to study Literature at university; analytical writing skills.		
<b>How will knowledge and skills will be taught? (Implementation)</b>	<b>How will your understanding be assessed &amp; recorded? (Impact)</b>	
<ul style="list-style-type: none"> <li>• Independent pre-reading of the text.</li> <li>• Group reading of the text in lessons.</li> <li>• Independent and guided annotation of the text.</li> <li>• Watching and analysing productions of the play.</li> <li>• Analysing model essays.</li> <li>• Discussion and research of context.</li> <li>• Theme and character grids and worksheets.</li> <li>• Close annotation of key scenes.</li> <li>• Group presentations.</li> <li>• Essay planning and writing.</li> </ul>	<p>Verbal feedback is an integral part of discussion in lessons.</p> <p>Classwork and homework.</p> <p>Paragraphs and essays are regularly set and written feedback given.</p> <p>Presentations to the class are given verbal feedback.</p> <p>Mock exam in February on 'Streetcar' – full feedback given.</p>	
<b>How can parents help at home?</b>		
<p>Parents should encourage students to read and re-read the set texts as well as reviewing the notes from lessons. Parents can also discuss the big ideas and themes with their child at home to further support their engagement and understanding. Where possible, it would be great for parents to also be aware of upcoming performances of the play that students can attend, as well as being aware of additional resources such as Drama Online that students can access. Parents should also actively encourage</p>		

students to revise throughout the year to consolidate their reading as well as ensure they are reading widely around the text, and encourage them to access the revision material through the school's VLE/Firefly and to lectures on the Massolit website.

### Helpful further reading/discussion

#### Reading

Hart Crane (context for the epigraph)  
 Williams' other plays ('Cat on a Hot Tin Roof,' 'The Glass Menagerie')  
 Southern Gothic texts (e.g. Poe)  
 York Notes and Hodder  
 Education revision guides  
 Massolit lectures

#### Vocabulary Lists

Conventions  
 Genre  
 Dramatic irony  
 Symbolism  
 Metaphor  
 Bestial  
 Fornication  
 Degenerate  
 Primal  
 Catharsis  
 Hamartia  
 Incongruous  
 Allusion  
 Tragedy  
 Southern Gothic

#### Careers Links

Film Director  
 Journalist  
 Librarian  
 Marketing Executive  
 Teacher  
 Writer  
 Lawyer  
 Politician