

Subject	Year	Term
English	Year 13	Autumn
Topic		
Othello (Component 1: Drama)		
Content (Intent)		
<b>Prior Learning (Topic)</b>		
<p>Prior learning links to Shakespearian drama studied at GCSE. Progression of essays skills based on their GCSE Literature exams.</p>		
<p>Students will study aspects of the form of drama via two plays. The central focus of the drama study is the literary text. Students will need to explore the use of literary and dramatic devices and the shaping of meanings in their chosen plays. Students study a tragedy or comedy drama by Shakespeare and another tragedy or comedy drama. Teaching and wider reading should address the significance and influence of contextual factors and engage with different interpretations of the chosen Shakespeare play. Students' study of Shakespeare should be enhanced by engagement with critical writing. Teaching of this is supported by either Shakespeare: A Critical Anthology – Tragedy or Shakespeare: A Critical Anthology – Comedy, provided by Pearson free of charge. At the start of the unit, students will explore key contextual factors that relate to Othello before analysing the text closely whilst using critical interpretations to inform their understanding.</p>		
<b>Future Learning (Topic)</b>		
<p>Preparation for students planning to study literature at university alongside their analytical writing skills.</p>		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded? (Impact)	
<ul style="list-style-type: none"> <li>• Independent pre-reading of the texts and further reading</li> <li>• Discussion of the novels and key moments in class</li> <li>• Discussion of genre and context for both texts</li> <li>• Guided and independent annotation of texts</li> <li>• Completion of theme grids and character profiles</li> <li>• Group presentations of key ideas, context and moments</li> <li>• Discussion of model essays</li> <li>• Essay planning and writing</li> <li>• Watching and analysing productions of the play</li> </ul>	<p>Work will be assessed through the following:</p> <ul style="list-style-type: none"> <li>• Classwork and homework</li> <li>• Understanding of key concepts through class discussions</li> <li>• Informal assessment of essays where marks will be recorded centrally</li> <li>• Formal mock exam in the spring term</li> </ul>	
How can parents help at home?		
<p>Parents should encourage students to 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 students to revise throughout the year to consolidate their reading as well as ensure they are reading widely around the text.</p>		
<p>Invaluable resources include:</p>		
<ul style="list-style-type: none"> <li>• Drama Online</li> <li>• Massolit</li> <li>• Balcarras Firefly</li> </ul>		

## Helpful further reading/discussion

### Reading

Shakespeare: A Critical Anthology – Tragedy

York Notes A Level Study Guide: Othello

Hodder Education: Study Guide Othello

Honingmann, E.A.J. (1996) *Othello*, Arden Shakespeare

A.C. Bradley, *Shakespearean Tragedy*

F.R. Leavis, 'Diabolical Intellect and the Noble Hero', *The Common Pursuit*

<https://www.massolit.io/>

### Vocabulary Lists

Machiavellian

Tragedy

Anagnorisis

Catharsis

Hamartia

Hubris

Nemesis

Peripeteia

Soliloquy

Monologue

Antagonist

Dramatic irony

Duplicitous

Patriarchal

Tragic Hero

Denouement

Post-colonialism

Xenophobic

### Careers Links

Film Director

Journalist

Librarian

Teacher

Writer

Lawyer

Politician