

Year 10 Term 3a

Shakespeare and Poetry- Curriculum related expectations.

Students can define the following terms:

Shakespeare

Tragedy	Anti-hero	Machiavellian	Prologue
Aristotelian unities	Hamartia	Fatal flaw	Chorus
Protagonist	Peripeteia	Catharsis	Exodus
Antagonist	Anagnorisis	Character arc	Symbolism
Tragic hero	Patriarchal	Machiavellian	Motif

Poetry

anaphora	consonance	In media res	connotations
metaphor	fricative	sibilance	
vehicle	auditory imagery	assonance	
tenor	semantic field	tone	
ground	form	perspective	

Students know:

- The social, cultural and historical context of the play
- The features of a patriarchal society
- The position of men and women in Shakespearean/Jacobean society
- The purpose of the Prologue
- The plot of Romeo and Juliet
- The main characters and their relationships with each other
- How Juliet's relationship with her parents evolves throughout the play
- How Juliet's relationship with the Nurse evolves throughout the play
- How familial love is shown in the play (Capulets and Montagues)
- How friendship is shown in Romeo and Juliet and how this evolves throughout the play (Mercutio and Romeo)
- How Shakespeare conveys the love between Romeo and Juliet
- How the poems are linked by theme and can explain the similarities and differences between the poems
- How to comment on form, structure and language and how these are used to explore the poet's ideas
- How to compare two poems for the anthology
- 4 Key quotes from each poem and can explain how these quotes convey the poet's ideas and perspectives
- How to analyse an unseen poem
- How to compare two unseen poems by understanding the need to compare the methods used by the poets to express their ideas

Students can:

- Analyse Shakespeare's language to explain how it conveys character, relationships and theme
- Explain how Shakespeare's plays reflect societal expectations
- Analyse the impact of poets' methods on the reader/listener
- Use tenor, vehicle and ground to analyse a range of metaphors
- Write a detailed analysis of a poem
- Write a comparison of two poems from the *Power and Conflict* anthology
- Produce a detailed analysis of an unseen poem commenting on structure, form and language
- Quote from the 5 poems studied and identify the poetic devices used

Six Pillars of Mastery:

Content	<p><u>Shakespeare</u></p> <p><i>Romeo and Juliet</i></p> <p><u>Poetry</u> (Power of and Conflict with nature)</p> <p><i>Kamikaze</i> by Beatrice Garland <i>The Prelude</i> by William Wordsworth <i>Exposure</i> by Wilfred Owen <i>Storm on the Island</i> by Seamus Heaney</p>
Context	<p>Elizabethan/Jacobean society-patriarch, role of men and women, family honour</p> <p>Christian values and how this affected the way people lived their lives</p> <p>Background to all 4 poets and the context for their poems</p>
Story	<p>Themes:</p> <ul style="list-style-type: none"> - Honour - Familial Love - Patriarchy - Friendship - Vengeance <p>Relationships</p> <ul style="list-style-type: none"> - Romeo and Juliet - Juliet and her parents - Juliet and the Nurse - Romeo and Mercutio - The Capulets - The Montagues
Figurative Language	<p>Symbolism: definition, identification and effect</p> <p>Motif: definition, identification and effect</p>
Argument	Who was responsible for the deaths in the play?
Structure	prologue, stanza, dramatic monologue
Grammar	<p>Semantics and pragmatics:</p> <ul style="list-style-type: none"> - Direct meaning vs intentions <p>Complexity:</p> <ul style="list-style-type: none"> - The deconstructed essay/structuring arguments <p>How language evolves over time</p>

Teaching sequence