

# English Unit Overview

Subject: English

Year: 10

Term: 2

Weeks: 1 - 10

Unit Title:

***Blood on the Boards: A study of dramatic tragedy***

Aim:

Students will build on their prior knowledge of the style and structure of dramatic texts (plays) by studying a Shakespearean tragedy. They will also expand their understanding of the tragedy genre by reading, watching and analysing key scenes from the play. Classes will explore important ideas/themes in the play (e.g. revenge, betrayal, love, fate etc.) and create a visual representation (poster or digital presentation) that shows how a theme of their choice is explored in the play.

What students will do:

## Unit Outline

- Be introduced to list of essential vocabulary and learn to use these words when responding to and composing dramatic texts.
- Learn about the conventions and structure of dramatic texts and how to read and understand these.
- Read and view a Shakespearean tragedy (play).
- Explore the themes present within the play and how these relate to the tragedy genre.
- Compose their texts that incorporate dramatic structure and elements of the tragedy genre.
- Represent their understanding of the play and its themes visually.
- Write, prepare and present a speech that explains their visual representation and the way a theme of their choice is explored in the play they have studied.

What students will learn:

## Key Learning Outcomes

### ***Students will learn to:***

- Read, understand and discuss the structure of a dramatic text (play script).
- Confidently use metalanguage/topic vocabulary in discussion of drama and performance.
- Identify and describe the characteristics of the tragedy genre.
- Identify, locate evidence to support and describe themes within the play studied.
- Represent their ideas and understanding using visual techniques and multimedia technology.
- Prepare and deliver an informative and engaging speech to an audience.

What students will be assessed on:

## Evidence of Learning

- In class learning activities will vary between classes, however all students will be informally assessed on their ability to: demonstrate understanding of the structure and style of dramatic texts, engage with the drama studied, identify and explore the characteristics of tragedy within the play.
- Students will complete four comprehension quizzes and four writing tasks in the course of study for this unit.
- **Formal assessment task:** Creative **visual representation** task that explores a theme of students' choice and how it is seen in the drama they have studied, and delivery of a **speech** to explain their visual representation and describe the theme that they have explored.
- The **half yearly examination** will require students to complete a piece of **creative writing** that represents the tragedy genre.

Essential Words:

|             |               |                      |                     |                      |                   |                |           |
|-------------|---------------|----------------------|---------------------|----------------------|-------------------|----------------|-----------|
| Drama Theme | Tragedy Genre | Protagonist Betrayal | Antagonist Jealousy | Playwright Monologue | Hamartia Dialogue | Flaw Soliloquy | Hero Fate |
|-------------|---------------|----------------------|---------------------|----------------------|-------------------|----------------|-----------|

Homework:

Homework will be assigned on a class-by-class basis, however all English students are encouraged to read widely at home and practice creative and persuasive writing, as well as revising knowledge and skills learned in class.

## Grade Descriptors

Students will be graded on an A to E scale, as shown on formal assessment tasks and semester reports.

## Work Samples

Formal assessment task – Visual representation & half yearly exam.