

## Year 10 Unit 1 Overview: Modern Drama

Unit dates: w/c 6.9.21 - w/c 1.11.21      Test date: w/c 8.11.21

Target grade for tests:

You will learn how to:

- analyse character, setting and themes
- understand and respond to an extract and the whole play using textual references/quotations
- analyse how writers use language, structure and form to create meaning/effect
- show understanding of context/periods of time/genre and how this links to the text
- use accurate vocabulary, sentence structures, spelling and punctuation

An expert in English is:

Inquisitive and perceptive, an appreciative reader, who enjoys reading and responding analytically to a wide range of texts.

Confident and creative, a compelling writer, able to adapt their style to suit a range of audiences, forms and purposes.

Engaging and thoughtful, a fluent communicator, confident to articulate their own opinions and responds to others with sensitivity and skill.

<p><b>Unit Overview</b></p> <p>During this unit, you will focus on developing the following skills:</p> <ul style="list-style-type: none"> <li>• using a range of appropriate quotations to support opinions</li> <li>• analysing characters' relationships, attitudes and motives</li> <li>• analysing ideas, situations and themes</li> <li>• analysing the effects of writers' methods on audiences</li> <li>• providing a detailed analysis of the structure of a text and its effects</li> <li>• supporting ideas by using quotations/references to texts and explaining, in detail, the effect of words/phrases</li> <li>• analysing in detail some of the subtle purposes of a text and ways readers may respond</li> <li>• analysing, in detail, the main themes, characters, ideas and style across a whole text</li> <li>• analysing the context of texts in detail</li> </ul>	<p><b>Gold Key Words: Subject Terminology (AO2)</b></p> <p><b>dramatist/playwright:</b> a person who writes plays</p> <p><b>foreshadowing:</b> warnings or indication of a future event</p> <p><b>dramatic irony:</b> when the audience is aware of something that a character is not</p> <p><b>protagonist:</b> the main character</p> <p><b>cyclical structure:</b> where a chapter/story starts and ends with the same setting/idea/description</p> <p><b>framed narrative:</b> a story within a story</p> <p><b>narrative perspective:</b> the viewpoint from which a story is told</p> <p><b>context:</b> the circumstances that form the setting for an event, statement, or idea, so it can be fully understood</p> <p><b>stage lighting:</b> the craft of lighting to intensify mood</p> <p><b>stage directions:</b> written instruction in the script that give direction to actors or details about scenery</p> <p><b>linguistic devices:</b> features of language to create meaning</p> <p><b>structural devices:</b> features of structure to create meaning</p> <p><b>dramatic devices:</b> techniques used to build drama/engage</p> <p><b>prologue:</b> a separate introductory section of a text</p> <p><b>epilogue:</b> a section at the end of the play that concludes events</p> <p><b>mirroring:</b> two (or more) events that are reflected/repeated</p> <p><b>split scene:</b> two connected scenes going on at the same time</p> <p><b>antithesis:</b> direct opposite, contrast, comparison</p> <p><b>montage:</b> series of short poses or scenes put together</p> <p><b>motif:</b> a repeated image (e.g. guns)</p>		
<p><b>Cross curricular:</b></p> <p>SMSC: understand and appreciate the wide range of cultural influences and the various prejudices of society</p> <p>Literacy: re-drafting and proof-reading; reading for meaning</p> <p>Numeracy: using diagrams to plan writing</p>	<p><b>Purple Key Words: Ambitious Vocabulary</b></p>		
<p><b>Suggested reading or support available:</b></p> <ul style="list-style-type: none"> <li>• BBC Bitesize</li> <li>• Shmoop</li> <li>• Showbie</li> <li>• GCSE POD</li> <li>• CGP revision guides (for the text you are studying)</li> <li>• Past papers</li> <li>• Knowledge Organiser</li> </ul>	<p><u>Group 1</u></p> <p>nature nurture opportunity choice life chances sympathy empathy contrasts wealth parallel</p>	<p><u>Group 2</u></p> <p>inequality injustice callous corruption chasm unsympathetic dismissive prejudice privilege elevated position</p>	<p><u>Group 3</u></p> <p>omnipotent omniscient omnipresent genetic footprint social mobility social etiquette corrosive subservient oppressive juxtaposition</p>
<p><b>iPad opportunities:</b></p> <ul style="list-style-type: none"> <li>• Pic Collage (Storyboarding)</li> <li>• Book Creator</li> <li>• SimpleMinds (Mind mapping revision tool)</li> <li>• Quizlet</li> </ul>			