

Year 7 Unit 6 Overview: Modern Drama

Completion date: July 2022

Target grade for tests:

You will learn how to:

- analyse character, setting and themes of the play
- understand and respond to the play using textual references/quotations
- analyse how the writer uses language, structure and form to create meaning/effect and shape character
- show understanding of context/periods of time/genre and how this links to the text
- use accurate 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>Unit Overview During this unit, you will focus on developing the following skills:</p> <ul style="list-style-type: none"> • using quotations confidently to support ideas • analysing how the writer uses language and structural devices to develop their characterisation • using PEEL/ PEZZ or PEEWAC to structure your response • linking the context of the play to the themes/ ideas. • using accurate spelling and punctuation 	<p>Yellow Key Words: Subject terminology:</p> <p>context: what was the world like when the play was written and how does this link to the play?</p> <p>Stage direction: an instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting.</p> <p>embedded quote: the quote is short (6 words max) and is part of the sentence.</p> <p>language analysis: choose one or two words from your quote and say what they make you think/feel/imagine.</p> <p>structure: why the scenes are in a certain order, plot & dialogue analysis.</p> <p>connotation: an idea or feeling which we associate with a word – e.g. red = anger/passion/danger/love</p> <p>imperative: bossy verb/command</p> <p>rhetorical questions: questions that are asked to make a point rather than to be answered</p> <p>interrogative: question</p>																																			
<p>Cross curricular:</p> <p>SMSC: discussion of context of play and themes. E.g. Prohibition in America.</p> <p>Literacy: spelling of key words in analysis</p> <p>Numeracy: analysing structure of scenes and dialogue</p>	<p>Purple Key words: Ambitious vocabulary</p> <table border="1"> <thead> <tr> <th>Set 1</th> <th>Set 2</th> <th>Set 3</th> </tr> </thead> <tbody> <tr> <td>Accent</td> <td>Rival</td> <td>Evil</td> </tr> <tr> <td>Context</td> <td>Splurge Gun</td> <td>Scary</td> </tr> <tr> <td>Society</td> <td>Gangster</td> <td>Creepy</td> </tr> <tr> <td>Analysis</td> <td>Speakeasy</td> <td>Fumble</td> </tr> <tr> <td>Performance</td> <td>Warfare</td> <td>Fearful</td> </tr> <tr> <td>Interaction</td> <td>Arrogant</td> <td>Horror</td> </tr> <tr> <td>Protagonist</td> <td>Hoodlum</td> <td>Petrified</td> </tr> <tr> <td>Antagonist</td> <td>Imbecile</td> <td>Tension</td> </tr> <tr> <td>Description</td> <td>Pandemonium</td> <td>Dramatic</td> </tr> <tr> <td>Interpretation</td> <td>Colloquialism</td> <td>Atmosphere</td> </tr> </tbody> </table>			Set 1	Set 2	Set 3	Accent	Rival	Evil	Context	Splurge Gun	Scary	Society	Gangster	Creepy	Analysis	Speakeasy	Fumble	Performance	Warfare	Fearful	Interaction	Arrogant	Horror	Protagonist	Hoodlum	Petrified	Antagonist	Imbecile	Tension	Description	Pandemonium	Dramatic	Interpretation	Colloquialism	Atmosphere
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<p>Suggested reading or support available:</p> <ul style="list-style-type: none"> • BBC Bitesize 																																				
<p>iPad opportunities:</p> <ul style="list-style-type: none"> • Pic Collage to research context (S+L assessment) • Simple Mind (Mind mapping planning tool) • Sharing of PEEL paragraphs via Showbie 																																				

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