

GCE English Literature 2015: Shakespeare scheme of work

A level Component 1A

Introduction

The scheme below reflects one half term block of teaching. This scheme is appropriate for A level component 1: Drama (Section A Shakespeare).

For students who will not enter for the AS examination you may choose to teach the 'Other' drama and Shakespeare texts in parallel, with two teachers consecutively (please see the 'Other' drama Scheme of Work).

For students who are entering the AS examination, or a co-taught AS and A level first year, students will cover the 'Other' drama text in year 12, and then A level students only will continue to the Shakespeare text in year 13.

Drama: Shakespeare (A level candidates only)

Wk	Teaching focus	Learning outcomes	Content	Exemplar resources
1	'Ways into the text' Introducing Shakespeare, his literary output, patronage, source texts and staging. Considering key questions about tragedy/comedy Reading the opening scene(s) Understanding the place of Shakespeare's drama in the wider literary canon and established traditions of comedy or tragedy	Students will establish knowledge of: <ul style="list-style-type: none"> • the setting, period and staging of the text with relevant historical/geographical/sociological details (establishing and building on what they already know from Key Stages 3 and 4) • the positioning of their play in Shakespeare's output • the nature of tragedy/comedy, to enable students to consider their set text within these conventions as they read • any relevant source texts and their relationship to their studied Shakespeare text • any relevant literary traditions, e.g. Elizabethan Revenge 	<ul style="list-style-type: none"> • Issue pairs of students with two research questions on particular aspects of context: literary, historical, geographical, sociological or biographical details, as relevant. Students should present their findings to the rest of the class. • Conduct a class reading of the opening scene and discussion of key aspects in terms of characterisation, language, thematic concerns, dramaturgy. • Allocate one key issue for debate on the play per individual/pairs in preparation for a seminar they should lead much later in their study of the play. These may draw on topics addressed in the <i>Critical Anthology</i>. Students should begin to keep notes on their issue in preparation for when they lead a debate on this later in the term. • Students to consider a short text/series of extracts from a literary source of the set text. 	<ul style="list-style-type: none"> • Video, text or online material about the historical and literary context • Extracts from relevant source texts • <i>Shakespeare: A Critical Anthology (Tragedy or Comedy, as appropriate)</i>

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		<p>Tragedy</p> <ul style="list-style-type: none">particular aspects of written style and dramatic method, as established in the opening scenes of the play.		

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2-6	Reading the Shakespeare text	<p>Students will understand:</p> <ul style="list-style-type: none"> • the ways in which themes, characters and relationships develop as the drama progresses • the dramatic structure and impact of the text on the audience • the importance of context to inform understanding of the text. • Shakespeare's style and language choices • relevant literary terminology and the conventions of the literary essay • how to form and express personal response to literary text • different interpretations of their studied Shakespeare play • the Assessment Objectives against which examination responses for component 1B will be judged (AO1, AO2, AO3 and AO5) 	<p>Students should read the entire text and consider the text as a drama. Some of the following activities might be useful in achieving a good understanding of the text:</p> <ul style="list-style-type: none"> • keeping a reading log/mindmap, completed at least at the end of every Act. Either might include a summary of events and quotations about characters, plus notes on use of language, thematic development, dramatic effect, etc. • consideration of film/theatre versions of key moments in the play and comparison of more than one interpretation • analysis of key moments in the play in relation to critical viewpoints put forward in the <i>Shakespeare Critical Anthology</i> about the set play, as well as close analysis of Shakespeare's text in relation to critical reading • discussion of the relevance of the historical, social, literary and cultural background in understanding specific aspects of the text • presentations by individuals or pairs of students on central debates about the play, requiring seminar-style discussion from all students, key questions and consideration of contrasting viewpoints. This may draw on materials from the <i>Shakespeare Critical Anthology</i>. • consideration of play reviews on specific performances of the chosen Shakespeare play • consideration of the generic features of tragedy/comedy and the relative usefulness of such definitions. 	<ul style="list-style-type: none"> • Further reading list with specific links to the play and the playwright • Film versions: the play as film or one of more filmed theatre versions • Reviews of the play in performance • Video, text or online material about the historical and literary context • Film or text interviews with relevant actors/directors • Relevant critical extracts to support development of personal responses to the text including the <i>Shakespeare Critical Anthology</i> • Trip to see live performance of the play where possible.

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			<ul style="list-style-type: none"> • themes, and relationships between characters. <p>Students should be guided through the relevant generic essays on tragedy/comedy from their <i>Critical Anthology</i> at appropriate points in their learning to consider:</p> <ul style="list-style-type: none"> • establishing understanding of the main arguments put forward • key useful quotations • aspects of critical viewpoints that they concur with in relation to their drama text • aspects of critical viewpoints that they disagree with • selecting relevant supporting evidence from their drama text • critical viewpoints that they would wish to qualify and refine • aspects of academic written style <p>Students should:</p> <p>write short essays at key points in their reading, with focus on relevant literary aspects of the text such as the opening of the play, development of themes, and relationships between characters.</p> <ul style="list-style-type: none"> • They should model essays/extracts on sample questions. <p>In pairs, students consider effective written style, literary analysis and personal response</p>	

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7 (+)	Examination preparation, feedback and target setting	<p>Students will improve their competence in:</p> <ul style="list-style-type: none"> • meeting the Assessment Objectives against which examination responses for Component 1A will be judged • considering the play as a whole via literary essay writing: close analysis of the play alongside the wider methods and concerns of the playwright • understanding their personal strengths and weaknesses in skills and knowledge, in order to identify areas for improvement. 	<p>Students mark a model answer, then identify success criteria and targets.</p> <p>Students practise writing a timed response to a sample question on their Shakespeare text.</p>	Edexcel Sample Assessment Materials for Component 1A Drama p.6