

AS Component 1A and A level Component 3A

Introduction to Poetry and *Poems of the Decade*

This Scheme of Work includes a week's Introduction to contemporary (post 2000 poetry) and a focus on 6 weeks of poetry in the Autumn Term 2015, followed by a lesson in poetry during the 2nd half of the Autumn term and 1st half of the Spring term.

The aim of the Scheme of Work is to introduce the students to contemporary poetry:

- highlighting various aspects of the genre
- including biographical information on the poet
- comparative study
- context
- skills and approaches for the analysis of contemporary poetry

AS and A level assessment

- For the assessment, AS Level candidates will be required to compare two of their studied poems from the prescribed anthology *Poems of the Decade*
- A level candidates will be required to compare one of their studied poems from that collection with a linked *unseen* poem written this century.

Unseen Poetry

- For **A level students**, this work can be incorporated throughout the teaching of the *Poems of the Decade*, allocating a range of the set poems for unseen analysis and practice.

GCE and A Level English Literature EDEXCEL Scheme of Work

Assessment Objectives and Weightings

Assessment Objectives	Weightings at GCE: A level (in percentage)
AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression	27.6%
AO2 Analyse ways in which meanings are shaped in literary texts	27.6%
AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received	21%
AO4 Explore connections across literary texts	14%
AO5 Explore literary texts informed by different interpretations	10%
Total	100%

NB: some figures have been rounded either up or down.

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AS Component 1A

Week	Content	Teaching and Learning Methods (including learning styles, strategies and differentiation)	Resources	Assessment Opportunities	Home Work
1	<p>Introduction to the key concerns of the 21st century, using a range of materials and media.</p> <p>a) Provide a brief overview for students of the expectations of AS/A level examination for contemporary poetry response.</p> <p>b) Differentiate between poetry and other writing forms.</p> <p>c) Encourage students to use guidance on approaching contemporary poetry provided in Edexcel's <i>Unseen Poetry Preparation Anthology</i> resource. Students to make an appropriate summary of the key points of advice, eg in a flow diagram, mind map or list.</p> <p>d) Teacher to suggest students keep notes/log of key poetic terms and where these are exemplified in poems studied during the course, together with any questions they have about poems they read independently.</p> <p>e) Look at the basic elements of poetry and direct students towards glossary of literary terms in the QEII <i>Student Booklet</i>.</p> <p>f) Marking of essay and feedback</p>	<p>1. Students will establish knowledge of:</p> <ul style="list-style-type: none"> the definition and development of poetry in English literature literary terminology related to poetry analysis and how to use it effectively appropriate further reading. <p>2. Looking at "Ways into the text"</p> <ul style="list-style-type: none"> Initial reading and responding to representative literature – poetry Analysis of Poetry using the elements of poetry and technical terms <p>3. Research into context and poetic background</p> <p>4. Recall Analysis of Poetry from GCSE</p> <p>Some of the following activities may be used:</p> <ul style="list-style-type: none"> keeping a poetry log. This might include key 	<ul style="list-style-type: none"> Student Handbook Poetic Elements Chart Audio recordings of some contemporary poets, including materials from <i>The Poetry Archive</i> <i>Poems of the Decade</i> (text) Resources on individual poems prepared by teacher EDEXCEL Teacher guide Include trips to live poetry readings (Manx LitFest 2015) & visits from poets where possible throughout the school term. 	<ul style="list-style-type: none"> Presentations Essay on a studied poem <p>On:</p> <p><i>the development of themes, the poet's use of language and imagery, the use of other poetic techniques.</i></p> <ul style="list-style-type: none"> Question from SAMS (Sample Assessment Materials) 	<ul style="list-style-type: none"> Analysis of individual poems Research on context and poetic background Preparation for presentations Further reading from: the poets included in <i>Poems of the Decade</i> and related research on poets' websites

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<p><i>Autumn 1</i> 2 – 7</p>	<p>a) A set of 10 poems (this will depend on the pace of learning.) is taught and analysed in class. b) consideration of how to annotate a poem c) consideration of ambiguity – investigating possible different readings of poems d) consideration of two poems and whether or not they are written by the same poet – to facilitate close analysis of language, form, style, concerns and tone e) analysis of poets' language choices, including poem titles, and their effect, through annotation of prescribed poems d) analysis of any patterns of language choices within and between poems, and how such frequencies may reflect poets' concerns</p>	<p>terminology and examples of their use, a reading journey to reflect students' reading of poetry independently</p> <ul style="list-style-type: none"> • Making a list of poems that they have particularly enjoyed, key questions about poems they have read. • consideration of how to annotate a poem • consideration of ambiguity – investigating possible different readings of poems <p>Strategies:</p> <ol style="list-style-type: none"> 1.Students map connections between studied and unseen poems 2.Students select examples from set poems (or wider reading) to pair with a poem from <i>Poems of the Decade</i>, plus give justifications for their choices. 3.Presentations to be given by individuals or pairs of students on pairs of poems. 4. All students conduct seminar-style discussions, including key questions from the leading student(s) and consideration of 	<p><i>Poems of the Decade Teacher's Guide</i></p> <ul style="list-style-type: none"> • Model of how to map links and connections between poems • Model comparative essays from <i>Unseen Poetry Preparation Anthology</i> • SAMS • List of AOs for student use (Student Booklet) 	<ul style="list-style-type: none"> • Comparative Essay on a studied poems on: <i>the development of themes, the poet's use of language and imagery, the use of other poetic techniques.</i> <ul style="list-style-type: none"> • Question from SAMS (Sample Assessment Materials) 	<ul style="list-style-type: none"> • Analysis of individual poems • Research on context and poetic background • Preparation for presentations • Further reading from: the poets included in
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	<p>e) analysis of poetic form and its relationship to authorial intention</p> <p>f) Poem as unseen text</p> <p>g) Comparisons: making connections and links between poems</p> <p>h) how to form and express personal response to literary text, both orally and in written form</p> <p>i) the Assessment Objectives against which examination responses for the Component 3 will be judged (AO1, AO2, AO4).</p> <p>j) Planning and writing and essay</p> <p>k) Feedback and target setting</p>	<p>contrasting viewpoints.</p> <p>5. Discussing, planning and writing work that considers links and connections between prescribed and unseen poems.</p> <p>Learning Methods</p> <p>1. Presentations by individuals or pairs or groups of students on a chosen poem, requiring seminar-style discussion from all students, key questions from the leading student(s) and consideration of contrasting viewpoints</p> <p>2. Class discussions</p> <p>3. Individual analysis</p> <p>4. Directed and Independent analysis</p> <p>5. Making a comparative chart of poems with similar themes</p> <p>6. Plan and write a poetry essay in timed conditions</p>			<p><i>Poems of the Decade and related research on poets' websites</i></p> <ul style="list-style-type: none"> • Short HW on plan and essay writing
<p><i>Autumn 2 & Spring 1:</i> 1 lesson per week –</p>	<p>a) Finishing off the rest of the poetry</p> <p>b) Consolidating Poetry Analysis, combining HW. 10 poems.</p> <p>c) Fine –tune analysis with alternative readings, contexts and poets.</p> <p>d) Exam Preparation</p> <p>e) Reinforcing Comparative analysis</p> <p>f) Revision and student oriented Exam Preparation</p> <p>g) Looking at Sample papers, exam strategies</p>	<p>Strategies:</p> <p>1. mapping connections between poems with comparative charts</p> <p>2. consideration of contrasting viewpoints</p> <p>3. Planning for an exam</p> <p>Learning Methods:</p>	<ul style="list-style-type: none"> • <i>Poems of the Decade</i> (text) • Resources on individual poems prepared by teacher • EDEXCEL Teacher guide • SAMS • Bank of teacher- 	<ul style="list-style-type: none"> • Essays based on SAMS • Timed Class room essays 	<ul style="list-style-type: none"> • Essays based on SAMS

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	<p>and planning</p> <p>h) Planning and writing a comparative response to poetry in exam conditions</p> <p>i) Revision of relevant literary terminology and the conventions of the literary essay</p>	<ol style="list-style-type: none"> 1. presentations (individuals or pairs) on pairs of poems, followed by seminar-style discussion from all students 2. key questions from the leading student(s) 3. Timing and strategy for exams 4. Comparative essay by writing 2/3 paragraphs 5. Peer reviews /Dynamite paragraphs 6. Shared writing activities, where pairs of students share the writing process 7. Teachers can also use this method at front of class, inviting students to join in and edit. 	<p>generated exam practice questions that specify a named poem, plus discussion of at least one other poem</p> <ul style="list-style-type: none"> • Sample model essays and/or annotated poems on the above • List of AOs for student use (Student Booklet) 		
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Contemporary Poetry Comparison with Unseen (A level Component 3A unseen element)

The content outlined below revises and supplements the study of *Poems of the Decade*.

This Scheme of Work draws on students' knowledge of taught poems, while at the same time preparing them to read and compare one of these to an unseen poem in examination conditions. Materials are provided in the free Edexcel resource *Unseen Poetry Preparation Anthology*.

Week	Content	Teaching and Learning Methods (including learning styles, strategies and differentiation)	Resources	Assessment Opportunities	Home Work
Summer 2 1 & 2	<p>1. Develop their knowledge of:</p> <ul style="list-style-type: none">the definition and development of poetry in English literaturekey figures in contemporary poetry – through listening, reading and discussionProvide a brief overview for students of the expectations in the A level examination for Contemporary poetry comparison <p>2. Introduce students to the Edexcel <i>Unseen Poetry Preparation Anthology</i>.</p>	<p>Strategies:</p> <p>1. Approach contemporary poetry (<i>Poems of the Decade</i>):</p> <ul style="list-style-type: none">with an unseen poem <p>2. Discuss students' responses and experience of poetry so far, including:</p> <ul style="list-style-type: none">personal poem choices selected by individual studentspoetry and its 'outside the classroom' purpose	<ul style="list-style-type: none"><i>Poems of the Decade</i>Edexcel <i>Unseen Poetry Preparation Anthology</i>.Teacher NotesExtracts from the Edexcel <i>Unseen Poetry Preparation Anthology</i>– Section 2: essays on how to approach unseen poetry	<ul style="list-style-type: none">Individual and group discussionPlanning for essaysShort essays or paragraphs on SAMSPeer review of paragraphs	<ul style="list-style-type: none">Research on a personal choice and present to classPlan Essays to discuss with Teacher and peers

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<p><i>Autumn 1 and Autumn 2</i> – 1 lesson p/w</p>	<ol style="list-style-type: none"> 1. Read & Respond to Unseen poem 2. Extend student knowledge of: <ul style="list-style-type: none"> the concepts and terminology required for analysing contemporary poetry particular aspects of written style for writing about poetry 3. Revision literary terminology related to poetry analysis and how to use it effectively. 4. Feedback on essays and target setting 6. Focus on Unseen poems – poetic form, author intent, use of language, literary and rhetorical devices. 	<p>Learning Methods:</p> <ol style="list-style-type: none"> 1. Student-led (individual/pairs) unseen poetry class session on one poem, selected from their personal reading or <i>Poems of the Decade</i>. 2. Remind students to begin to keep notes on possible poems that they might use to lead this discussion later in the term. <p>Strategies:</p> <ol style="list-style-type: none"> 1. Provide teacher modelling of responding to a poem, including: <ul style="list-style-type: none"> group discussion by teachers, working together to unravel a previously unseen contemporary poem, chosen by another teacher in the department students writing notes on their method to understand how practiced readers go about this. <p>Learning Methods:</p> <ol style="list-style-type: none"> 1. Students should read essays about approaching unseen poetry from the <i>Edexcel Anthology</i>. Students to make an appropriate summary of the key points of advice, using: <ul style="list-style-type: none"> flow diagram mind map list. 	<ul style="list-style-type: none"> Further reading list from Edexcel <i>Unseen Poetry Preparation Anthology</i>, plus additional teacher suggestions <ol style="list-style-type: none"> 1. Teacher selection of contemporary poems for annotation and study as a whole class, in groups or individuals prior to whole class discussion, e.g. poems allocated for unseen practice from set poems within <i>Poems of the Decade</i> or The Poetry Archive's authored post-16 lessons. 2. Teacher-created model of an annotated poem, plus teacher selection of a poem or pair of poems for a small group of teachers to discuss and analyse in front of a student audience. 3. <i>Poems of the Decade</i> – any poems allocated for unseen study may be 	<ol style="list-style-type: none"> a) Students to write short essays on individual unseen poems, focusing on relevant aspects of poetry, such as language, meaning, thematic concerns, form, and structure. b) Timed essays based on SAMS c) Individual and group analysis of unseen poems and class discussions 	<ul style="list-style-type: none"> Research and preparation for essays HW essays based on SAMS Groups of students to prepare and present the analysis of an unseen poem
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		<p>2. Peer review of short essays</p> <p>3. Students consider model essays/extracts on sample questions.</p> <p>4. Students carry out paired work, in which they consider effective written style, literary analysis and personal response.</p> <p>5. Students to analyse poets' language choices in unseen poems, including poem titles, and their effect, through annotation of prescribed poems.</p> <p>6. Students analyse any patterns of language choices within and between poems, and how such frequencies may reflect poets' concerns across a number of poems.</p> <p>7. Students analyse the poetic form and its relationship to the poets' intentions.</p> <p>8. class display of annotated poems, student presentations, Word -walls, technical terms etc.</p>	<p>used for poetry annotation activities or examination practice</p> <p>4. Filmed and audio reading and interviews with contemporary poets: see <i>The Poetry Archive</i> and <i>The Poetry Station</i> plus individual poets' websites</p> <p>5. Teacher-authored statements giving points of view on aspects of a poem (to be used to stimulate student discussion and consideration of personal response with relevant supporting evidence)</p> <p>6. Relevant critical extracts or reviews to support development of personal responses to a poem, e.g. from magazines like <i>Poetry Review</i></p> <p>www.poetrysociety.org.uk/content/publications/review/backissue/</p>		
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