

ENGLISH DEPARTMENT: SCHEME of WORK OVERVIEW
A Level English Literature (from 2015)

Component 1. Poetry
The Romantics

Overall Objectives	<p>A01 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>A02 - Analyse ways in which meanings are shaped in literary texts</p> <p>A03 - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>A05 - Explore literary texts informed by different interpretations</p>
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PLTS/6Rs	<p>Independent enquirers</p> <p>Reflective Learners</p> <p>Team Workers</p> <p>Creative Thinkers</p> <p>Effective participators</p> <p>Self Managers</p>
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SUGGESTED TASKS	ASSESSMENTS
<ul style="list-style-type: none"> • Independent reading of text • Independent notes taking of key events and character points • In class reading and close analysis of poems • In class note taking • Paired/group discussion • Individual/paired/group presentations on aspect of texts • Use of padlet and PPTs to encourage development of written responses • Diagrams and charts • Discussion and writing activities on all aspects of poetry • Annotation of individual poems • Reading log/mindmap, completed at least at the end of every poem. • Read contemporary critiques and develop alternative interpretations. • Discussion of the relevance of the historical, social, literary and cultural background specified within the text. • Individual or pairs of students to deliver presentations on aspects of the poetry, requiring seminar-style discussion from all students, key questions and consideration of contrasting viewpoints. • Encourage further critical reading to enhance students' independent study 	<p>Practice essays –</p> <p>One per half term initially</p> <ul style="list-style-type: none"> • Presentations • Essay on a studied poem on: <i>the development of themes, the poet's use of language and imagery, the use of other poetic techniques.</i> <p>• Question from SAMS (Sample Assessment Materials) and Past Papers</p> <p>Critical interpretation of the poems and their immediate context (within the text):</p> <ul style="list-style-type: none"> • Historical, political, cultural, literary and autobiographical context within the poem • Structure • Form • Meaning

<p>skills and understanding of the writer and the poem</p> <ul style="list-style-type: none"> • Short essays at key points in their reading, with focus on relevant literary aspects of the text, like form, structure, language and meaning • Keeping a poetry log. This might include key terminology and examples of their use, a reading journey to reflect students' reading of poetry independently • Making a list of poems that students 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 • Students map connections between studied and unseen poems. • Presentations to be given by individuals or pairs of students on pairs of poems. • Making a comparative chart of poems with similar themes • Plan and write a poetry essay in timed conditions 	<ul style="list-style-type: none"> • Language • Setting • Theme • Poetic devices <ul style="list-style-type: none"> ○ Rhetorical devices ○ Figurative devices
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<p>Resources</p>	<p>Text: <i>The Romantics</i></p> <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> • Resources on individual poems prepared by teacher • EDEXCEL Teacher guide
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<p>KNOWLEDGE</p>	<p>SKILLS</p>
<p>Have 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 	<p>Be able to read for meaning</p> <p>Be able to take notes and build up notes after reflecting on text</p> <p>Be able to develop detailed</p>

<ul style="list-style-type: none"> ○ appropriate further reading. <p>Have knowledge of:</p> <ul style="list-style-type: none"> ○ the definition and development of Romantic poetry in English literature ○ literary terminology related to poetry analysis and how to use it effectively ○ appropriate further reading. <p>Have knowledge of:</p> <ul style="list-style-type: none"> ○ Elements of poetry ○ Theme ○ Content ○ Context ○ Setting ○ Tone ○ Mood ○ Voice and narrator (<i>poetic persona</i>) ○ Structure ○ Verse Form ○ Style/Technique <p>Have knowledge of Poetic devices:</p> <ul style="list-style-type: none"> ○ Rhetorical devices <ul style="list-style-type: none"> ➤ Alliteration ➤ Assonance ➤ Onomatopoeia ➤ Sibilance ➤ Rule of 3 ➤ Repetition ○ Figurative devices: <ul style="list-style-type: none"> ➤ Sense Imagery – visual, auditory, olfactory, tactile, gustatory ➤ Symbolism ➤ Motif ➤ Simile ➤ Metaphor ➤ Metonym ➤ Synecdoche ➤ Allusion ➤ Reference 	<p>knowledge and understanding of texts</p> <p>Be able to closely analyse text to understand the way poets create meaning</p> <p>Be able to explain the effect of the poetic language</p> <p>Be able to identify links and patterns within texts and between texts</p> <p>Be able to develop ideas on theme and meaning, supporting ideas with precise textual detail</p> <p>Be able to reflect on others point of view and adapt own view in light of alternative interpretations</p> <p>Be able to independently read around and research author and text</p> <p>Be able to use research into context to enhance understanding of texts</p> <p>Be able to write fluently and with accurate written expression</p> <p>Be able to use appropriate literary terminology</p> <p>Be able to develop arguments in essay form, supporting ideas with evidence</p> <p>Be able to evaluate critical readings and use to inform own interpretation of poetry texts</p> <p>Be able to integrate critical readings into exam responses</p> <p>Be able to interpret the poems and conforming to the Romantic genre.</p>
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<p>Have knowledge of Poetic structure:</p> <ul style="list-style-type: none"> ○ Stanzaic & non- stanzaic ○ Anaphora ○ Enjambment ○ Caesura (Poetic pause) ○ Rhyme ○ Rhythm ○ Meter <p>Have knowledge of Verse forms:</p> <ul style="list-style-type: none"> ○ Ballad ○ Blank Verse ○ Elegy ○ Lyric ○ Ode ○ Rondeau ○ Sestina ○ Sonnet ○ Villanelle <p>Have knowledge of metrical forms:</p> <ul style="list-style-type: none"> ○ Iambic (Blank verse) ○ Trochaic ○ Dactylic ○ Spondaic ○ Anapestic ○ Free verse <p>Have knowledge of:</p> <ul style="list-style-type: none"> ○ Context within the text ○ Context – historical, literary and cultural elements of Romantic poetry ○ Poetic background <p>Develop a thorough knowledge of:</p> <ul style="list-style-type: none"> ○ Literary terminology as above ○ Analysis of Poetry using the elements of poetry and technical terms 	<p>Be able to analyse the elements of poetry</p> <p>Be able to evaluate literary devices</p> <p>Be able to evaluate the use of language</p> <p>Be able to write essays and incorporate critical ideas, context and poetic elements and include references and quotes</p> <p>Be able to map connections between poems</p> <p>Be able to select examples of similar themes, setting or other poetic elements of set poems to pair with a poem + give justifications for their choices.</p> <p>Be able to compare and contrast poems</p> <p>Be able to consider contrasting viewpoints</p>
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Have knowledge of :

- Looking at “Ways into the Text”
- Initial reading and responding to representative literature – poetry
- Contrasting viewpoints
- Comparison of poems of a similar theme or context