

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

**Component 1. Poetry**  
**Christina Rossetti**

<b>Overall Objectives</b>	<p>AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO2 - Analyse ways in which <b>meanings</b> are shaped in literary texts</p> <p>AO3 - Demonstrate understanding of the significance and influence of the <b>contexts</b> in which literary texts are <b>written and received</b></p> <p>AO5 - Explore literary texts informed by different interpretations</p>
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<b>PLTS/6Rs</b>	<p><b>Independent enquirers</b></p> <p><b>Reflective Learners</b></p> <p><b>Team Workers</b></p> <p><b>Creative Thinkers</b></p> <p><b>Effective participators</b></p> <p><b>Self Managers</b></p>
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<b>SUGGESTED TASKS</b>	<b>ASSESSMENTS</b>
<ul style="list-style-type: none"> <li>• Independent reading of text</li> <li>• Independent notes taking of key events and character points</li> <li>• In class reading and close analysis of poems</li> <li>• In class note taking</li> <li>• Paired/group discussion</li> <li>• Individual/paired/group presentations on aspect of texts</li> <li>• Use of PPTs to encourage development of written responses</li> <li>• Diagrams and charts</li> <li>• Discussion and writing activities on all aspects of poetry</li> <li>• Annotation of individual poems</li> <li>• Reading log/mindmap, completed at least at the end of every poem.</li> <li>• Read contemporary critiques and develop alternative interpretations.</li> <li>• Discussion of the relevance of the historical, social, literary and cultural background specified within the text.</li> <li>• 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.</li> <li>• Encourage further critical reading to enhance students' independent study</li> </ul>	<p>Practice essays –</p> <p>One per half term initially</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• 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></li> </ul> <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"> <li>• Structure</li> <li>• Form</li> <li>• Meaning</li> <li>• Language</li> <li>• Setting</li> <li>• Theme</li> </ul>

<p>skills and understanding of the writer and the poem</p> <ul style="list-style-type: none"> <li>• Short essays at key points in their reading, with focus on relevant literary aspects of the text, like form, structure, language and meaning</li> <li>• Keeping a poetry log on Rossetti, Victorian Poetry and the Pre-Raphaelites . This might include key terminology and examples of their use, a reading journey to reflect students’ reading of poetry independently</li> <li>• Making a list of poems that students have particularly enjoyed, key questions about poems they have read.</li> <li>• Consideration of how to annotate a poem</li> <li>• Consideration of ambiguity – investigating possible different readings of poems</li> <li>• Students map connections between poems – by theme/techniques/poetic style</li> <li>• Presentations to be given by individuals or pairs of students on pairs of poems.</li> <li>• Making a comparative chart of Rossetti poems with similar themes</li> <li>• Plan and write a poetry essay in timed conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Poetic devices <ul style="list-style-type: none"> <li>○ Rhetorical devices</li> <li>○ Figurative devices</li> </ul> </li> <li>• Context <ul style="list-style-type: none"> <li>○ Historical, political, cultural, literary and autobiographical context within the poems</li> </ul> </li> </ul>
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<p><b>Resources</b></p>	<p><b>Text: <i>Christina Rossetti</i> (Ed. Dinah Roe)</b></p> <ul style="list-style-type: none"> <li>• Student Handbook</li> <li>• Poetic Elements Chart</li> <li>• Resources on individual poems and poet prepared by teacher</li> <li>• EDEXCEL Teacher guide</li> </ul>
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KNOWLEDGE	SKILLS
<p>Have knowledge of (and ability towards) :</p> <ul style="list-style-type: none"> <li>○ the definition and development of poetry in English literature</li> <li>○ literary terminology related to poetry analysis and how to use it effectively</li> <li>○ appropriate further reading.</li> </ul> <p>Have knowledge of:</p> <ul style="list-style-type: none"> <li>○ the definition and development of Victorian poetry – specifically Pre-Raphaelite Poetry in English Literature</li> <li>○ Literary terminology related to poetry analysis and how to use it effectively</li> <li>○ Victorian and Pre-Raphaelite Context</li> <li>○ Rosetti – Autobiographical Context</li> </ul> <p>Have knowledge of:</p> <ul style="list-style-type: none"> <li>○ Elements of poetry</li> <li>○ Theme</li> <li>○ Content</li> <li>○ Context</li> <li>○ Setting</li> <li>○ Tone</li> <li>○ Mood</li> <li>○ Voice and narrator (<i>poetic persona</i>)</li> <li>○ Structure</li> <li>○ Verse Form</li> <li>○ Style/Technique</li> </ul> <p>Have knowledge of Poetic devices:</p> <ul style="list-style-type: none"> <li>○ <b>Rhetorical devices:</b> <ul style="list-style-type: none"> <li>➤ Alliteration</li> <li>➤ Assonance</li> <li>➤ Onomatopoeia</li> <li>➤ Sibilance</li> <li>➤ Rule of 3</li> <li>➤ Repetition</li> </ul> </li> <li>○ <b>Figurative devices:</b> <ul style="list-style-type: none"> <li>➤ Sense Imagery – visual, auditory, olfactory, tactile, gustatory</li> <li>➤ Symbolism</li> <li>➤ Motif</li> <li>➤ Simile</li> </ul> </li> </ul>	<p>Be able to read for meaning</p> <p>Be able to note-take and build up notes after reflecting on text</p> <p>Be able to develop detailed 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 writer’s craft</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>

<ul style="list-style-type: none"> <li>➤ Metaphor</li> <li>➤ Metonym</li> <li>➤ Synecdoche</li> <li>➤ Allusion</li> <li>➤ Reference</li> </ul> <p>Have knowledge of Poetic structure:</p> <ul style="list-style-type: none"> <li>○ Stanzaic &amp; non- stanzaic</li> <li>○ Anaphora</li> <li>○ Enjambment</li> <li>○ Caesura (Poetic pause)</li> <li>○ Rhyme</li> <li>○ Rhythm</li> <li>○ Meter</li> </ul> <p>Have knowledge of Verse forms:</p> <ul style="list-style-type: none"> <li>○ Ballad</li> <li>○ Blank Verse</li> <li>○ Elegy</li> <li>○ Lyric</li> <li>○ Ode</li> <li>○ Rondeau</li> <li>○ Sestina</li> <li>○ Sonnet</li> <li>○ Villanelle</li> </ul> <p>Have knowledge of metrical forms:</p> <ul style="list-style-type: none"> <li>○ Iamb ( &amp; Blank verse)</li> <li>○ Trochee</li> <li>○ Dactyl</li> <li>○ Spondee</li> <li>○ Anapaest</li> <li>○ Free verse</li> </ul> <p>Have knowledge of:</p> <ul style="list-style-type: none"> <li>○ Context within the text</li> <li>○ Context – historical, literary and cultural elements of Victorian/ Pre-Raphaelite poetry</li> <li>○ Poetic background</li> </ul>	<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 Rossetti’s poems, conforming to various themes and Pre-Raphaelite/Victorian contextual elements</p> <p>Be able to analyse 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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<ul style="list-style-type: none"><li>○ Rossetti's pre-occupations with: Womanhood, Nature, Religion</li></ul> <p>Develop a thorough knowledge of:</p> <ul style="list-style-type: none"><li>○ Literary terminology as above</li><li>○ Analysis of Poetry using the elements of poetry and technical terms</li></ul> <p>Have knowledge of :</p> <ul style="list-style-type: none"><li>○ Looking at "Ways into the Text"</li><li>○ Initial reading and responding to representative literature – poetry</li><li>○ Contrasting viewpoints</li><li>○ Comparison of poems of a similar theme or context</li></ul>	
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