

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

Component 1. Drama (Tragedy) Section B
***A Streetcar Named Desire* – Tennessee Williams**

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 text (Scene by scene) • 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 • Drama activities to engage with text: character sketches/hot seating, short scenes – conflict • Written activities and discussions on various aspects of text based on playwright and dramatic elements of text • Diagrams and charts • Discussion and writing activities on all aspects of texts in the background of tragedy and drama • 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. • Lead consideration of film/theatre versions of key moments in the play 	<p>Practice essays – One per half term initially</p> <p>Critical interpretation of the play and the context:</p> <ul style="list-style-type: none"> • Historical, political, cultural, literary and autobiographical context • Structure • Character • Plot • Setting • Theme • Dramatic devices • Literary devices

<p>and comparison of more than one interpretation.</p> <ul style="list-style-type: none"> • Discussion of the relevance of the historical, social, literary and cultural background in understanding specific aspects of the text. • Individual or pairs of students to deliver presentations on aspects of the play, requiring seminar-style discussion from all students, key questions and consideration of contrasting viewpoints. • Consider play reviews on specific performances of the set text. • Encourage further critical reading to enhance students' independent study skills and understanding of the writer and the play • Teacher to assist students' consideration of model essays/extracts on sample questions. Students complete paired writing. to enable them to consider effective written style, literary analysis and personal response. • Short essays at key points in their reading, with focus on relevant literary aspects of the text, such as the opening of the play and relationships between characters. 	
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<p>Resources</p>	<p>Text: <i>A Street Car Named Desire</i></p> <ul style="list-style-type: none"> • Student Handbook • Elements of Drama • Tragedy Powerpoint • Film – Marlon Brando • In house notes on play and PPT • English and Media Website and past magazines • Edexcel Website – SAMS materials and past papers • Online Study Guides • Notes on Critical Readings from Norton Edition of Othello (will be placed on Google Classroom) • Notes on Tragedy (will be placed on Google classroom)
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KNOWLEDGE	SKILLS
<p>For the play</p> <ul style="list-style-type: none"> • Key events in plot • Sequence of events in plot • Key characters • Characterisation • Relationships between characters • Contrasts and comparisons between characters • Setting • Significance of setting to meaning • Context of author's background • Historical context of text • Social context of text • Literary context • Changing and evolving reaction of readers <p>Have knowledge of elements of drama</p> <ul style="list-style-type: none"> • Structure - Freytag's triangle • Exposition • Rising action • Climax/Anticlimax • Falling action • Resolution • Dramatic Devices • dramatic irony • verbal irony • dialogue • contrast • foreshadowing • tension • conflict • stage direction • setting • suspension of disbelief • Foreshadowing • Analepsis (Flashback) • Dynamic narrative • Masterplot and subplot • Embedded narrative (framed narrative of Blanche's past life) • Closed ending - fall of Blanche • Genre - Realistic theatre 	<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 knowledge and understanding of texts</p> <p>Be able to closely analyse text to understand the way Williams creates meaning</p> <p>Be able to explain the effect of the playwright's 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 round 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 character and play</p> <p>Be able to integrate critical readings</p>

<ul style="list-style-type: none"> • Highly Structured play <p>Have knowledge of key features of tragedy</p> <ul style="list-style-type: none"> • Aristotle's elements of tragedy • hamartia/ tragic flaw • tragic hero • tragic fall • catharsis • anagnorisis/ crucial point of realization • hubris • Peripeteia/role reversal • protagonist • antagonist • catalyst <p>Have knowledge of the Southern Gothic genre:</p> <ul style="list-style-type: none"> • romanticisation of past Southern splendour • Melodrama • imaginative excesses and delusions • human evil • social transgression (crossing borders) <ul style="list-style-type: none"> ○ complete transgression of all conventional limits ○ pushing back the limits or boundaries ○ breaking of rules ○ chaos • mental disintegration • moral corruption/immoral • irrational • changes in socio-political environments • story of desire and power (power over other people) <ul style="list-style-type: none"> ○ corruption of desire and power ○ persecution • ambivalent emotions • hysterical protagonist • criminals • manipulators • opportunists • straying of fancy from the paths of nature 	<p>into exam responses</p> <p>Be able to interpret the play as a tragedy and Southern Gothic</p> <p>Be able to analyse the dramatic elements</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 dramatic elements and include references and quotes</p>
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- self-destruction
- confusion of fears and desires
- far removed from all social rules
- departing from the strictures of reason and morality
- disturbs the balance of harmony and propriety
- juxtaposes passion and violence (romance and gothic)
- themes of fear, confusion and alienation
- The labyrinth of the gothic lead readers on fatal paths:
 - seduce and excite
 - confuse and disturb
- combination of repulsion and attraction
- study of mental illness
- troubled past
- mental or psychological illness
- social and cultural subversion
- instability of identity
- class conflict
- dysfunctional family relationships and repressed psycho-sexual impulses
- trauma
- ambiguity

Have knowledge literary devices

- simile
- metaphor
- symbolism
- double entendre
- oppositions/antithesis;
- repetition
- irony

Have knowledge of themes

- Love/lust
- Desire
- Marriage
- Death
- Appearance and reality
- Creation of a paracosm by Blanche
- Public/private
- Jealousy
- Power/control/status
- Insecurity
- Women and marginalisation
- Multiculturalism
- Race and ethnicity
- Worth and self image/identity/self awareness

- Prejudice and Stereotypes
- Betrayal/loyalty/duty
- Hero/villain; hero/weakness
- Honesty: truth/lies
- Isolation
- Pride
- Class conflict
- Sexuality
- Patriarchy

Have knowledge of Symbols and Motifs:

- Streetcar
- Belle Rev
- Poker
- Light and Shade
- Moth
- Addiction
- Music - Varsouviana, or polka music & Blues and Soul music -
- Chinese Lantern
- Colours - White & Red
- Bath