|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Overview: Aspects of Tragedy- Keats Selection** | | | | | | | | | |
| **Half- Term:** | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | | **No of Lessons:** |  |
| **Key Focus for Unit:**  *What is the key knowledge being delivered?*  *What is the intent of this unit?* | | | | | | | | | |
| Students will study the following tragic romantic poems: Isabella; or, The Pot of Basil/ La Belle Dame sans Merci/  The Eve of St Agnes/ Lamia. Students will study the poems in depth to explore how Keats uses language/imagery/narrative voice/pastoral imagery and contrast to express his ideas on aspects of tragic love.  To study the ways in which Keats’ poems reflect Aspects of Tragedy in terms of the key concepts of tragic writing:  Tragic victims and villains; loss of identity; inevitability; blindness; isolation; pride; excessive love; betrayal; delusion.  Students will be called upon to explore how Keats’ own background and experiences reflect his ideas and messages regarding the tragic consequences of idyllic illusory unbridled love.  To reflect on how Keats’ Romantic authorial methods shape his meaning and messages to develop a confident and assured understanding of Keats’ ideas and how they connect across the other texts in this unit.  For students to be able to respond and develop their own interpretations of the behaviour, motive and circumstances of the protagonists. Thereby developing a perceptive, assured and articulate line of argument and debate.  They will engage with authorial methods and how they shape meaning alongside the context of the poem, their settings and the overall genre conventions and poetic style. Students will also develop their academic writing skills to include an assured use of literary critical concepts and terminology with a mature and sensitive response to the text.  Students will be encouraged to develop a more independent approach to their own learning including independent research and literary reading. | | | | | | | | | |
| **Key Knowledge and Big Ideas:**  *What* ***Powerful Knowledge*** *and* ***Big Ideas*** *are explored in this Unit?*  *How have these progressed from previous learning? What* ***gaps in knowledge*** *have you identified from* ***baselining*** *and how are the being closed?* | | | | | | | | | |
| **Powerful Knowledge:**   * Students will develop an understanding of how the life and times of Keats influenced and impacted on his writing. * Students will develop an understanding of the Romantic era and its connection with tragedy * Students will discuss and explore the idea of visionary idyllic love against the reality of the world and its subsequent tragic consequences * Students will develop an understanding of how the aspects of tragedy can be tracked and connected across texts of different time periods – Shakespearian, Victorian and Modern.   **Big ideas:**   * Rationality and intellect cannot reconcile with human passion and will in fact destroy it. * Keats criticises the illusory powers of romance & depicts a world where balance between reality and dreams become distorted. * Desire must be curbed by restraint, love must harmonize with, and be part of life, rather than dominate and control it. Keats reflects on the narcissistic love of his male protagonists who objectify and idolise women for their own gratification. | | | | | | | | | |
| **Unit Assessment:**  *How will this unit be assessed?*  *What is the frequency of assessments – baselines etc?* | | | | | | | | | |
| * The unit will be assessed via academic exam styled essays both individually on Keats’ poetry and in comparison with other texts in the unit with reference to the key aspects of tragedy – pride, delusion, blindness, jealousy, self-isolation, shame, suffering, pity, * Timed in class essays; * Students will prepare and deliver presentations on the poems * Mock exams in both Year 12 [Paper 1] and Year 13[ Paper 1 and 2] to consolidate academic essay writing within the timed environment and to build writing stamina to sustain a 3 hour exam. | | | | | | | | | |
| **Key Skills Explored** | | | **Vocabulary Selected for DVI** | | | | **Links to Previous Unit** | | |
| * To develop a perceptive understanding and response to Keats’ authorial methods, styles and ideas. * To recognise how context – personal, political, social and cultural - influences the writer’s ideas. * Preparation, planning and writing academic style A Level English Literature essays to develop an insightful and assured line of argument in presenting individual view points and exploring alternative interpretations. * To review and reflect on their writing through peer and self-assessment and use of exemplar model essays. | | | Omniscient narrator  Exotic  Pathos  Alienation  Ambivalence  Mythical  Celestial  Antinomy  Illusory  Pathetic fallacy  Spenserian  Pastoral imagery | | | | Keats’ poetry will directly link to the study of the modern tragedy: **Death of a Salesman** and will draw upon the elements of tragedy explored and identified in their previous reading and study of **Othello.**  Links to KS4 poetry Power and Conflict – Romantic poets and the concept of power, conflict and identity. | | |
| **Links to Careers/Employability** | | | **How does this unit prepare students for the next unit?** | | | | | | |
| * Presentation and delivery skills * Communication * Academic writing * Team work/Leadership * Planning and reviewing * Note taking/annotations * Reading Literary reviews and canons * Independent research * Teaching * Journalism * Law * Medicine * Psychology * Politics | | | All the 3 texts read in the unit Aspects of tragedy are linked in terms of genre and connections across the texts. Students will be able to identify the similar and nuanced differences in the writers’ ideas within this genre. This will consolidate their independent response skills to develop a confident and perceptive interpretation of the texts and improve their academic essay writing skills. | | | | | | |