

Year 13 English Literature Learning Programme 2

<p>The LORIC skill focus for his LP is: ORGANISATION</p> <p>The Moral Virtues focus for this LP are: COMPASSION and HONESTY</p> <p>Compassion - the quality of feeling pity and concern for the sufferings or misfortunes of others.</p> <p>Honesty - the quality of being truthful.</p> <p>What will I be learning about in this Learning Programme?</p> <p>I will continue my study of Tennessee Williams' A Streetcar Named Desire.</p> <p>Where have I seen this learning before?</p> <p>I began this study in LP1. I have also studied a drama text in LP4 and 5 of Year 12.</p> <p>What could I use it for?</p> <p>My Component 2 Drama Exam.</p>	<p>Literacy:</p> <ul style="list-style-type: none"> Capital letters must be used at the start of sentences and for the first letter of proper nouns Full stops must be used at the end of a sentence Question marks must be used at the end of a question Apostrophes should only be used for possession or omission Days of the week and months must be spelled correctly Key words must be spelled correctly
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In LP2.1, I will know:	21/10/24 - (WK 2)	Key Vocabulary	Homework
how to respond to the dialogue between Mitch and Blanche in Scene Six; how to evaluate the impact Blanche's past has had on her future.		Trauma	Revise key context for Plath and Hughes.

In LP2.2, I will know:	04/11/24 - (WK 1)	Key Vocabulary	Homework
how to focus on Stanley's revelations in Scene Seven; how to compare and contrast motivations in male characters.		Malicious	Create a mind map for key themes in Plath and Hughes study.

LP2 RLW, I will:	11/11/24 - (WK 2)		
review my learning, recalling and applying key knowledge, and focus on closing any gaps in my knowledge.		Review	Complete a revision activity.

In LP2.3, I will know:	18/11/24 - (WK 1)	Key Vocabulary	Homework
how to examine the impact of Stanley's behaviour on both Stella and Blanche in Scene Eight; how to respond to Williams and Webster's use of props and music throughout the two plays.		Dramatic Device	Create a mind map for key themes in Plath and Hughes study.
Extended Task.			



In LP2.4, I will know:	25/11/24 - (WK 2)	Key Vocabulary	Homework
how to evaluate Mitch's behaviour in Scene Nine, comparing him to Antonio in TDOM; how to respond to theories of masculinity to analyse masculine behaviour in both plays.		Sub-text	Create essay plans for past paper questions on Plath and Hughes.

In LP2.5, I will know:	02/12/24 - (WK 1)	Key Vocabulary	Homework
how to examine the way Williams builds tension and fear in Scene Ten; how to compare the way women are presented in both plays.		Climax	Create a mind map for key themes in Plath and Hughes study.

In LP2.6, I will know:	09/12/24 - (WK 2)	Key Vocabulary	Homework
how to evaluate the end of the play; how to compare the 'death' of the two female protagonists.		Pathos	Create essay plans for past paper questions on Plath and Hughes.
Extended Task.			



In LP2.7, I will know:	16/12/24 - (WK 1)	Key Vocabulary	Homework
how to explain the difference between classical, Aristotelian tragedy and contemporary tragedy; how to revise key contextual factors and use them to analyse characters in both plays.		Tragedy	Create a mind map for key themes in Plath and Hughes study.

Resources to support learning:
EPC Knowledge Organiser

FFET Award Challenge for this Learning Programme:
Create a lesson for the rest of the class on the links between Streetcar and Tennessee Williams' life. Teach it to the class.