

Year 13 English Literature

Learning Programme 1

The LORIC skill focus for his LP is: LEADERSHIP			Literacy Non-Negotiables: • 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 • Vocabulary to be taught using the Frayer model	
The Moral Virtues focus for this LP are: COURAGE and HUMILITY.				
Courage - Acting with bravery and overcoming fears. I will show courage by answering a question in class even when I'm not 100% sure of the answer.				
Humility - Having a modest view of oneself. I will show humility by admitting mistakes and asking for help when needed.				
What will I be learning about in this Learning Programme? In this Learning Programme I will be learning about Tennessee Williams' play, 'A Streetcar Named Desire'. I will focus on the plot, characters, and themes. As well as learning about the play's social and historical context. I will also make links between this play and John Webster's 'The Duchess of Malfi', which I studied in LP4 and LP5 of Year 12.				
Where have I seen this learning before? I have studied Jacobean drama in LP4 and LP5 of Year 12, when I read 'The Duchess of Malfi' by John Webster.				
What could I use it for? I will use this knowledge as part of my Component 2 Drama examination.				
In LP1.1, I will know: 01/09/26 - (WK 1)			Key Vocabulary	Homework
how the play has been received by a different range of audiences; how to examine the opening stage directions and compare the setting to the court in Malfi; how the play has been received by a different range of audiences; how to examine the opening stage directions and compare the setting to the court in Malfi.			Stagecraft	Research on the life and work of Tennessee Williams.
In LP1.2, I will know: 07/09/26 - (WK 2)			Key Vocabulary	Homework
how to analyse the ways tension is created in Scene Two; how to track Stanley's behaviour in Scenes Two and Three, comparing it to the brothers in Malfi; how to contrast Stella and Blanche in Scene Four.			Theory	Extended writing task.
In LP1.3, I will know: 14/09/26 - (WK 1)			Key Vocabulary	Homework
how to explore Blanche's deteriorating state of mind; how to compare Blanche and the Duchess; how to focus on Scene Five, evaluating the impact of Blanche's past on her life; how to use contextual details to compare female sexuality in both plays. Extended Task.			Psychoanalytical	Theme comparison task.
In LP1.4, I will know: 21/09/26 - (WK 2)			Key Vocabulary	Homework
how to focus on the plot of both plays, comparing and contrasting key events so far; how to reflect on the key themes of both plays, comparing and contrasting the way they have been presented; 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.			Traumatic	Extended writing task.
In LP1.5, I will know: 28/09/26 - (WK 1)			Key Vocabulary	Homework
how to focus on Stanley's revelations in Scene Seven; how to compare and contrast motivations in male characters; 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.			Symbolism	Theme comparison task.
In LP1.6, I will know: 05/10/26 - (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; how to examine the way Williams builds tension and fear in Scene Ten; how to compare the way women are presented in both plays. Extended Task.			Masculinity	Extended writing task.
In LP1.7, I will know: 12/10/26 - (WK 1)			Key Vocabulary	Homework
how to evaluate the end of the play; how to compare the 'death' of the two female protagonists; 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	Theme comparison task.
Resources to support learning: EPC Knowledge Organiser Google - 'Lit Charts - A Streetcar Named Desire' Goodle - 'Lit Charts - The Duchess of Malfi'				
FFET Award Challenge for this Learning Programme: Attend a university open day and visit the English department.				

PRT Task 1

PRT Task 2