

## The English Martyrs Catholic School and Sixth Form College

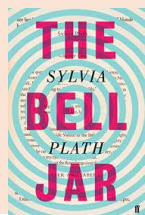
<u>English Literature Y12</u>	<u>Module 1</u>	<u>Module 2</u>	<u>Module 3</u>
<b>Topic Theme and Intent</b>	Begin to explore <b>Aspects of Tragedy</b> , starting with Shakespeare's <i>Othello</i> , and <b>Elements of Crime</b> , starting with extracts from early crime narratives and <i>Atonement</i> . Students will develop independence in critical analysis.	Continuing study of <i>Othello</i> , <i>Atonement</i> and crime narratives, and begin a study of Arthur Miller's <i>Death of a Salesman</i> and poetry of the crime genre: Browning, Crabbe and Wilde.	Continuing study of <i>Death of a Salesman</i> and poetry (crime); revision for Prep exams; begin exploring critical perspectives in preparation for NEA (coursework).
<b>Knowledge</b>	Knowledge of Shakespearian Tragedy and of the crime genre; understanding of plot, themes and characters and their connection to the genres; application of literary/critical analysis of aspects of language, form and structure.	As with Module 1, ongoing development of connecting plot, characters, structure and themes to their genres; focus on modern tragic drama; focus on poetry and developing application of critical analysis.	Continued development and application of knowledge and understanding of aspects of tragedy and elements of crime. Developing understanding of differing critical perspectives: feminism, Marxism, post-colonial readings, canon.
<b>Skills</b>	Articulate an informed and coherent essay response; evaluation of writer's methods; exploring context; exploring connections across literary texts; exploring different interpretations	Articulate an informed and coherent essay response; evaluation of writer's methods; exploring context; exploring connections across literary texts; exploring different interpretations	Articulate an informed and coherent essay response; evaluation of writer's methods; exploring context; exploring connections across literary texts; exploring different interpretations
<b>Literacy Links</b>	<b>Reading skills</b> – comprehension, interpretation and analysis of texts; close analytical reading. <b>Writing skills</b> – effective note-taking; writing analytical/critical essay responses. <b>Oracy</b> – shared reading of texts; regular whole class discussion of texts and themes.	<b>Reading skills</b> – comprehension, interpretation and analysis of texts; close analytical reading. <b>Writing skills</b> – effective note-taking; writing analytical/critical essay responses. <b>Oracy</b> – shared reading of texts; regular whole class discussion of texts and themes.	<b>Reading skills</b> – comprehension, interpretation and analysis of texts; close analytical reading. <b>Writing skills</b> – effective note-taking; writing analytical/critical essay responses. <b>Oracy</b> – shared reading of texts; regular whole class discussion on critical perspectives.
<b>Essential Vocabulary</b>	Anagnorisis, Sprezzatura, Hamartia, Peripeteia, Catharsis, Focaliser, Metafiction,	Motif, Pathos, Realism, Expressionism, Ego-centric, Narcissistic, Homodiegetic, Heterodiegetic and Autodiegetic narrators	Self-deception, Vacuous, Clandestine, Exploitation Bourgeoisie, Proletariat, Ideology, Reification, Universalism, Imperialism, Ethnocentrism, Aesthetic



### Disciplinary Reading

### Reading for Pleasure

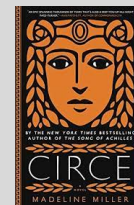
**Sylvia Plath - The Bell Jar**



**Mario Puzo – The Godfather**



**Madeline Miller – Circe**



**Charles Dickens – David Copperfield**

