**2019 Year 10 Scope and Sequence (Stage 5)**

**Year Theme: Responding to complex ideas**

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| **Term 1- 11 weeks** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
| **Unit 1: Future Visions – the dystopic novel**  **Key Questions: What are the shared concerns in the dystopic future novel (and film)? How do visions of the future allow composers to explore concerns about the present?**  **Unit Overview:**  This unit focuses on the way writers use genre-based fiction to explore themes that are important to them and their readers. Activities will involve a close reading of text with exploration of the author’s use of language techniques and the construction of character, settings and plot. Teachers will choose elements to focus on carefully depending on interests, class level and text but the emphasis is on the ways that themes are set up and developed by the writer. This may include an exploration of context, symbolism, allusion etc. Students will extend their investigation of the novel by making connections to short stories, media or NF reports and film. The ‘Reading to Write’ portfolio assessment task requires meaningful opportunities to write throughout the unit.  Two key elements are   * The development of imaginative writing inspired by this genre * Balanced analytical writing based on a comparison of the prose text with a (Hollywood?) film text   *Types of texts:* ***Fiction****, print texts, visual texts*  **Assessment Task 1: Writing – portfolio of TWO best pieces plus self-analysis of how pieces influenced by texts read/viewed** | | | | | | | | | |
| Focus Outcomes: EN5-3B, EN5-5C, EN5-6C | | | | | | | | | |

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| **Term 2- 10 weeks** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Unit 2: Shakespeare’s Players – Character and Transformation**  **Key Question: How are ideas and societal attitudes conveyed through character in drama?**  **Unit Overview:**  This unit focuses on the way characters reflect contextual values and attitudes. Students will explore a Shakespearean drama text and at least one appropriated version e.g. film. Activities will involve close reading of a play (or extracts from) and analysis of language and dramatic techniques used to develop characters. Students will also examine a selection of visual, print and multimedia appropriations of their text in order to compare how characters have been represented by different composers and the possible purposes for this. By exploring the context of both Shakespeare’s plays and the chosen appropriations, students will develop an understanding of how social, cultural and/or historical context influences the characters, themes and development of texts and the ways characters can be used to reflect these contextual shifts  Possible play texts: Hamlet, Merchant of Venice, Taming the Shrew  *Types of texts:* ***Drama****; print, media, multimedia and digital texts*  **Assessment Task 2: Half-yearly exam Assessment Task 3: Viewing and Representing/ Writing – discursive magazine feature article** | | | | | | | | | |
| EN5-1A, EN5-5C, EN5-6C, EN5-7D | | | | | | | | | |

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| **Term 3- 10 weeks** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Unit 3: The Poetic Ties that Bind – Poetry Movement/genre/ theme**  **Key Question: What characterises poets or poems that belong to a movement/ theme/ genre? What ideas and styles are shared? What is the relationships between a social and historical era and the art/artists that live and work in it?**  **Unit Overview:**  Classes will explore one topic such as Romanticism, Landscape poetry, Indigenous poetry, the poetry of protest in the 60s, South American post-colonial poetry or war poems. The focus is on exploring the influence of context on poetry, and on the characteristics (style and ideas) of a group or movement. Several example poems should be closely examined in class with room for personal exploration by students.  Analysis of poetic form and technique should be in the context of the poet’s context and aims, and her place in a larger movement or concern that requires or stimulates specific ways of creating meaning that may be differentiated from other movements  *Types of texts: poetry*  **Assessment 4: Yearly exam (wk 10) – short answer on unseen poem from movement or theme, then essay on characteristics if movement/theme** | | | | | | | | | |
| Focus Outcomes: EN5-7D, EN5-8D, EN5-9E | | | | | | | | | |

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| **Term 4-10 weeks** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | | **Week 7** | **Week 8** | **Week 9** | **Week 10** | |
| **Unit 4: Introduction to Senior English (Students in Adv, Standard, Studies???)**  **Twisting the news – the ways in which later visual media texts reconsider the news**  **Key Question: How and why does the media comment on/ use/ satirise/ appropriate itself? What are the different purposes of media composers at different stages of the news cycle?**  **Unit Overview:** This unit focuses on issues of representation in the media. As a preparation for Advanced English in year 11 it should focus on the way media texts are conscious constructions driven by composers’ purposes and contexts. For more general objectives, the conceptual focus of this unit is on the way media texts manipulate events, issues and personalities depending on text type and authorial purpose. Key concepts therefore are: bias, perspective, purpose, frames (eg satire), exploitation, angle, media ownership, left and right wing, media outlet. For all classes there should be a focus on the context around the text. News items and issues should be explored within texts but then texts (articles and whole papers, magazines, programs) should be seen as a result of complex forces dictating the representations created by individual composers. The unit should move from investigation of the initial print media reaction to a news event, to the ways in which a later (visual?) media text eg satirical news program, sitcom, documentary etc TWISTS the initial issue for its own – different – purposes.  A teaching program would start with a media issue of interest to teacher and appropriate to class level and interests as a case study (eg refugees, climate, disability). Students would then be encouraged to research their own in preparation towards the assessment task.  *Types of texts:* ***Media****; print text, visual text, websites, advertising, TV satire*  **Assessment Task 5: VR/Speaking Presentation – Balanced argument utilising different points-of-view** | | | | | |  | | | | |
| Focus Outcomes: EN5-3B, EN5-6C, EN5-7D, EN5-5C | | | | | | | | | | |