**Curriculum Related Expectations**

**HT2: The Renaissance and Shakespeare:**

**To understand and explore a Shakespearean play focusing on the genre of tragedy**

**Students can define the following terms:**

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| Prologue | Renaissance | Duality |
| Dramatic Irony | Biblical Allusion | Petrarch |
| Theme | Iambic pentameter | Unrequited love |
| Tragedy | Inner self | Patriarchy |
| Fate and chance | Culture and convention | Metaphor |
| Oxymoron | Personification | Symbolism |
| Protagonist and Antagonist | Motif | Imagery |
| Chorus | Franciscan | Nature and nurture |
| Soliloquy | Rebellion | Hamartia |
| Foreshadowing | Betrayal | Minor and major characters |

**Students know:**

* about the Elizabethan period and the social, historical and cultural factors evident in ‘Romeo and Juliet’
* the tragic aspects (drawing on prior knowledge about Aristotle’s Poetics) of the play and understanding characters as tragic heroes
* a number of key extracts from across the play that they can discuss with confidence
* which characters fall and why this happened (using their prior knowledge of biblical stories, such as ‘The Fall’ and identifying similarities with characters in each text)
* the consequences of the characters’ actions and the impact they have
* about fate and freewill and the beliefs about the influence of the Gods
* about the allusions to Petrarchan notions of unattainable and unrequited love and the consuming despair of unreciprocated desire
* how authors use language and allusion to convey meaning in terms of character
* how to craft an effective academic essay introduction using the T.A.R.T.S formula
* how to craft effective academic essays using: discourse markers, fronted adverbials, embedded evidence, tentative phrases and analytical verbs.

**Students can:**

* summarise the key events in the play
* discuss how Petrarchan literature is alluded to in the play and how it supports their understanding of the type of love between the two protagonists
* identify the conventions of tragic plays
* analyse key characters and explain why they fall
* debate the concept of fate and freewill
* craft an effective academic essay introduction using the T.A.R.T.S formula
* craft effective academic paragraphs including discourse markers; fronted adverbials; embedded evidence; tentative phrases and analytical verbs