

Year 10 - Unit aims: The study of 'An Inspector Calls' provides an opportunity for pupils to become familiar with dramatic conventions (stage directs, dramatic irony, the setting of plays into acts and scenes), stagecraft and the role of the reader as audience as well as the social historical context of 1912 West Midlands fictional town of Brumley and accompanying ideas of social responsibility, Suffragettes, the Class system. Dramatic approaches to the text are strongly encouraged. The final mastery level assessment in this unit is a written essay that tracks the development of a character or theme across the play. Pupils will be expected to write assuredly about how characters/ themes are presented in drama and demonstrate an understanding of how the audience are positioned by and respond to the playwright's craft.

STIMULATE & GENERATE - FOCUS ON ENGAGEMENT, DISCUSSION AND BUILDING CULTURAL CAPITAL	CAPTURE, SIFT & SORT - FOCUS ON DEVELOPING KEY SKILLS LINKED TO SUCCESS CRITERIA/ASSESSMENT OBJECTIVES	CREATE, REFINE & EVALUATE - PRODUCE EXTENDED PIECES, EDIT AND REFINE WORK
<p>1912 – What was Britain like in 1900s – Pre - First World War One</p> <p>Start to set the moral and social context of the time by presenting pupils with short clips/ images of 1914 England. There is also an opportunity to focus on skills of interpretation and look beyond surface meanings to symbolic meanings/ alternative or modern interpretations.</p> <p>In the first lesson/s pupils develop an understanding of the concept of class system. Possible activities could include:</p> <ul style="list-style-type: none"> - A research activity on Edwardian era and their life. - https://www.youtube.com/watch?v=IQV1_B63LTM - https://www.youtube.com/watch?v=05o7s0AjtXE - https://www.youtube.com/watch?v=qTPquhRxUw - Writing a speech about the class system or presenting on The Suffragettes - Diaries of The Titanic a ship which was 'unsinkable' <p>KEY LEARNING</p> <ul style="list-style-type: none"> - To ask insightful questions (of images/film clips) to build meaning - To explore varied interpretations - To summarise and synthesise ideas <p>How do I visualise a play text?</p> <p>Start with an image of the set Stephen Daldry's play set. Ask pupils 'What is being shown in this picture?' – encourage them to come up with at least 2 interpretations (this could be shared as post-it notes on the board)</p> <p>BBC Bitesize - Social and historical context</p> <p>https://www.youtube.com/watch?v=65vz8_dyhok https://www.youtube.com/watch?v=J0HthxcR1c</p> <p>Beware plot spoilers in the above link. Please use there are 2 parts which are useful.</p> <p>The well-made play</p> <p>Theatrical tradition of the well made play. Majority of action takes place off stage. Action happens on stage in real time and takes place over one evening.</p> <p>KEY LEARNING</p> <ul style="list-style-type: none"> - To ask insightful questions (of images/film clips) to build meaning - To develop a range of possible interpretations - To justify ideas with evidence from the text <p>What are my first impressions of the characters in the play?</p> <p>Remind pupils that, as this is a play text, we expect them to read the text dramatically. Priestley establishes the family setting and relative wealth early in the play. Dramatic view of life in Edwardian upper classes. What is revealed about life.</p> <p>Read from p.</p> <p>Share the key quotations for Arthur, Miss Birling and Mrs Birling. What are our first impressions? Pupils discuss and then annotate quotations</p> <p>KEY LEARNING</p> <ul style="list-style-type: none"> - To ask insightful questions to build meaning - To demonstrate an understanding of how a play script communicates meaning about character - To justify ideas with evidence from the text 	<p>How do I deepen my understanding of character?</p> <p>Share a series of stills from the various productions of An Inspector Calls – what do we learn about the relationships between the characters from these key scenes. (groupwork opportunity) Eric – Palace Bar reveal, Miss Birling - Millwards shop , Mrs Birling - BWCO turns Eva down , Gerald and mistress. Focus on key passages.</p> <p>KEY LEARNING</p> <ul style="list-style-type: none"> - To ask insightful questions (of images/stills) to build meaning - To empathise with characters' feelings - To demonstrate understanding of a playwright/ director's intentions - To develop a range of possible interpretations <p>Apprentice piece – inference: What do we learn about Arthur Birling and his views of Britain</p> <p>Key speech about the role of business in society. How is Britain changing in society which reflects the social and historical issues of the time. Act 1 how is Birling presented and what we learn from Stagecraft</p> <p>Pupils complete their own response This needs to be marked formatively.</p> <p>KEY LEARNING</p> <ul style="list-style-type: none"> - To ask insightful questions (of text/ scripts) to build meaning - To empathise with characters' feelings - To analyse a writer's use of language - To write in a critical style embedding references to the text <p>Continue with reading the play.</p> <p>How the structure of the play reveals a story and each part of the story reveals leads to an understanding of the culpability of each character in the death of Eva Smith or Daisy Renton. Mind maps of each character and key quotations on a double page as part of a learning journey about characters.</p> <p>KEY LEARNING</p> <ul style="list-style-type: none"> - To ask insightful questions (of text/ scripts) to build meaning - To empathise with characters' feelings - To analyse a writer's use of tension <p>Creative writing opportunity</p> <p>Eva Smith's diary has been found. You are the Inspector investigating the alleged suicide of a young girl. Using your knowledge of the play write in your diary with empathy from the point of view (POV) of Eva. You may include life in the factory, low wages and some of the things that happened to her.</p> <p>https://www.youtube.com/watch?v=3fXw8lWWtIA</p> <p>KEY LEARNING</p> <ul style="list-style-type: none"> - To empathise with characters' feelings - To write in character using references to the events/written style of the play to create a plausible voice <p>Apprentice Piece – Structural Understanding : How does Priestley present the character of Inspector Goole?</p> <p>Read up to the final section of the play where Birling convinces the gathered party that it was all an elaborate hoax. (p.68 - Pupils act the sections of this part of the play out in groups then discuss how Birling is trying to make people feel better.</p> <p>Use spidergrams to develop ideas. How does Priestley create tension in the play? How is the big reveal signposted? Goole or Ghoul – A social conscience an avenging angel . What is your view?</p> <p>KEY LEARNING</p> <ul style="list-style-type: none"> - To ask insightful questions (of text/ scripts) to build meaning - To empathise with characters' feelings - Analyse the writer's use of structural features - Explore the ways a writer has developed a character across a play - To write in a critical style embedding references to the text 	<p>How does Priestley explore responsibility in An Inspector Calls?</p> <p>This essay title is from the SAMs papers– feel free to adapt it to the needs of your group. Lower attaining pupils may benefit from something that is more character focused (they could look at how the character of Sheila Birling change across the play.</p> <p>http://filestore.aga.org.uk/resources/english/AQA-87022-SQP.PDF</p> <p>Spend some time talking about essay planning and how to select key moments and quotations from across the play. Some class time needs to be dedicated to thinking about the key moments of betrayal. Remind pupils that they have looked at the key moments in detail across the unit of work and will be expected to return to these notes.</p> <p>Explain how the introduction should start by defining the concept (returning to the very first lessons at the SOW) and then discuss how betrayal is presented through certain characters/ events.</p> <p>As this is a mastery level piece please do not scaffold this paragraph by paragraph for them. Use shared and modelled writing to demonstrate essay writing skills. You can show the short video below which helps.</p> <p>https://www.youtube.com/watch?v=-U-Ng07lO0A</p> <p>KEY LEARNING</p> <ul style="list-style-type: none"> - To explore themes, by relating my own experiences and the wider world - Explore the ways a writer has developed a character across a play - Analyse the writer's use of language - Analyse the writer's use of structural features - Write in a formal critical style - Structure an analytical argument across an essay <p>Have I produced a piece of work that I am proud of?</p> <p>Pupils return to the marking of this piece of work and reflect on how they did.</p> <p>Essay writing will be an important skill in future– especially in KS4. Ask pupils to think about what they are proud of, what they would do differently in the future, and how they need to improve</p> <p>KEY LEARNING</p> <ul style="list-style-type: none"> - To reflect on the process of learning and written outcomes - To identify future learning needs