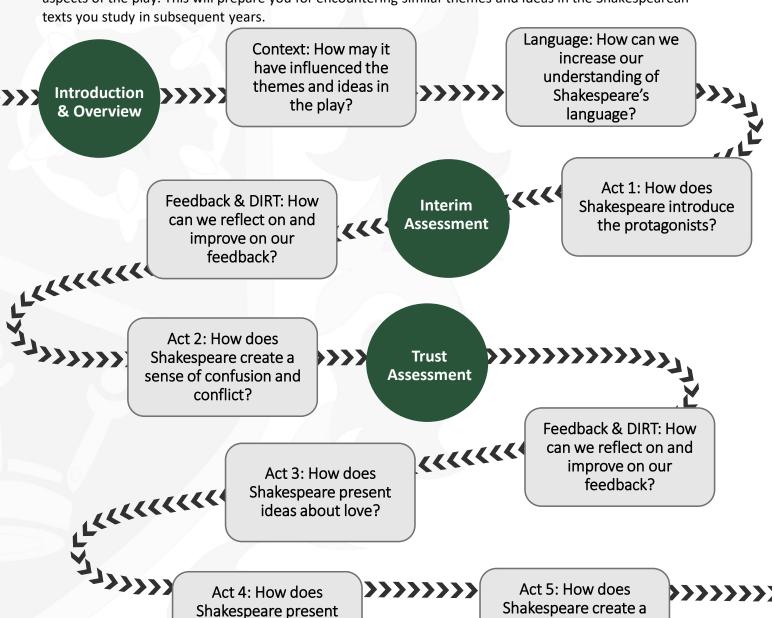
# LEARNING JOURNEY ENGLISH



# Much Ado About Nothing

Year 7 Summer Term

William Shakespeare's popular comedy forms the basis of our study this term. As you learn to decode and interpret Shakespeare's rich language, you will explore themes of love, friendship, family and conflict, considering the extent to which these play a significant role in shaping who we are. You will continue to practise analytical writing with a specific focus on character and the genre conventions of a comedy. You will also have opportunities to develop your spoken language skills through engaging with the performative aspects of the play. This will prepare you for encountering similar themes and ideas in the Shakespearean texts you study in subsequent years.



**TUDOR HABITS AND VALUES:** You will learn to become a more **empathetic** reader as you encounter characters navigating through challenging experiences in a time of change and uncertainty

ideas about

friendship?

**TEXT-SPECIFIC VOCABULARY:** Comedy, foil characters, wordplay, plot, antagonist

comedic ending to the

play?

# LEARNING JOURNEY ENGLISH



## Spoken Language – Modern Drama

### Year 7 Summer Term

At TGAS, we believe that 'English Opens Doors' by preparing students with the reading, writing, speaking skills and character habits required to successfully develop and articulate views on a variety of topics. By creating and performing a play-script which features the conflict between two characters you have met this year, you will not only be consolidating your learning, but also developing a thorough understanding of the relationship between reading, writing and speaking. You will specifically experience the stages of planning a spoken performance and have opportunities to practice and improve your skills as well.

What is Spoken Language and why is it important?

How is language used in playscripts to communicate tone and emotions?

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How do actors use their tone, pace and volume to communicate conflict during a performance?

How do actors use their facial expressions and body language to express their characters?

How are stage-directions used in playscripts to present contrast between characters?

**>>>>>** 

How do actors use stage space to effectively engage the audience and meet their needs?

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Interim Assessment/ DIRT- How can we deliberately practice an area of improvement? minimum

How do dramatists structure their playscript to meet the needs of the audience?

How do dramatists effectively prepare for a performance featuring

conflict?

Spoken Language Assessment

Feedback and DIRT - How can we deliberately practice an area of improvement?

TUDOR HABITS AND VALUES: Responsibility, selfregulation, kindness, respect and positivity

**TEXT-SPECIFIC VOCABULARY:** Contrast. characterisation dialogue, pace, articulate