

The Warriner School Subject Curriculum Map



Subject: English	Year Group: 13	Unit: Death of a Salesman
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Unit objectives: (NC Statements)

The students will study the text *Death of a Salesman* considering the lens of tragedy, and how this is relevant to the context of Miller's writing.

Context for study:

At this point of Year 13, students will be familiar with the various aspects of tragedy having applied them to texts previously. Students will develop upon their knowledge of drama in this unit through their understanding of the differences between Classical tragedy versus modern tragedy. This unit is designed to consolidate student's understanding of tragic concepts and ensure that they can confidently apply these to a modern drama text. The unit will not only equip them with the knowledge to understand the play, but the historical context behind it and Miller's decisions as playwright. Throughout the unit, students will also consolidate their academic writing skills when focusing on Paper 1, Section C style tasks as they will have the knowledge of both texts in order to prepare adequately for the exam.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary and key concepts in **bold**)*

- Know the **core elements of the aspects of tragedy** and what features AQA identify within this e.g. **anagnorisis, tragic hero, misery, power etc.**
- Know what the **expectations** surrounding the need for student to know their texts exceptionally well.
- Know the **plot** of *DOAS* and the **main characters**.
- Know the **theatrical context** of the play, focusing on conventions of modern tragedy and Miller's '**Tragedy and the Common Man**'.
- Know what the **Millerian aspects of tragedy** are and how these can be applied to the play.
- Know the **various definitions** that surround the genre of tragedy and consider what **links can be made** with their prior learning, particularly when focusing on *Tess*.
- Know what the **political, cultural and historical contexts** are surrounding the play e.g. Capitalism, McCarthyism etc.
- Know what the **significance of the tragic setting** is on the overall tragedy of the play.
- Know how the concept of **The American Dream** links with Miller's **characterisation of Willy and Biff**.
- Know the assessment objectives and how essays are marked for this specification.
- Know how to approach AQA exam tasks **successfully** and how to **identify aspects of tragedy** within Section C questions.
- Know how Miller distinguishes his use of **structure**, in particular when focusing on the **manipulation of time**.
- Know what **Expressionism** is and how this theatrical branch can be applied to *DOAS*.
- Know what **Realism** is and how this theatrical branch can be applied to *DOAS*.
- Know how Miller presents both **the Woman** and **Linda** when considering a **Feminist lens**.
- Know how Miller has **deliberately constructed Willy's character** and to consider what he symbolises as a construct.
- Know how to approach a Section B question (focusing on key character/theme).
- Know how ideas of **masculinity** can be applied to Willy and Biff's **characterisation**.
- Know what Freud's concept of the **id, super id and ego** are and how these are relevant when **psychoanalysing** the play.
- Know what **constitutes a tragic hero** and whether **Willy** fits the criteria.
- Know what constitutes a successful essay response at KS5, with particular focus on **Paper 1, Section C**.

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <ul style="list-style-type: none"> • Misunderstanding ideas of modern tragedy and how these differ from what has been covered with both <i>King Lear</i> and <i>TOTD</i>. • Millerian tragedy. • Confusion with the structure of the play (no scenes). • Key words in exam-style questions. • Confusion with the theatrical contexts e.g. expressionism and realism. <p>Clear and targeted discussion. Low stakes quizzes throughout the unit to consolidate understanding of new terminology. Pre-teach vocabulary/ new concepts. Consolidation of prior learning. Past/future links to previous learning.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Explicit teaching of Tier 2/3 vocabulary, throughout lessons. Independent reading for KS5 students and expectation to further knowledge beyond lesson time with independent learning tasks. Supporting extracts used to develop application of key concepts covered in this unit. Reading aloud/acting out the play where possible and appropriate. Regular knowledge and metacognitive checks through students reading out responses. Writing modelling and paragraph structure provided for the writing tasks to assist students with their first extended piece of writing at KS5. Use of the expanded success criteria to facilitate planning of final assessments. Think-Pair-Share approach. Use of the independence booklets to facilitate wider reading and understanding. Scaffolded approach to assessment tasks following AQA's advice that students need to understand how to break down questions. Use of booklets to ensure that students have access to key resources such as: the learning journey for the text, the aspects of tragedy mind map, knowledge organisers etc.</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Summative assessment of understanding:</p> <ul style="list-style-type: none"> • Paper 1, Section C – Tragic downfall • Paper 1, Section C – Tragedies represent normal life • Paper 1, Section C- Shame 	