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| Unit | Dead Poets Society Lesson 1 |
| Learning Objectives  WALT  WILF | By the end of the lesson students will know, understand or be able to do:  Comment upon the writer’s overall effect of the text on the reader  Reflective writing on the themes of the poems – planning in the lesson and worked on for homework |
| Learning Outcomes | I can clearly identify the effect on the reader with some explicit explanation as to how the effect has been created  I can make analytical comments on the writer’s purpose  I can demonstrate clear understanding and critical evaluation of the writer’s purpose |
| Artsmark | Partnerships: The scheme of work is provided by an Artsmark Partner  Curriculum Design: The arts curriculum is used to help young people make connections in other subjects  Cross-curricular: SMSC, English Literature, English Speaking & Listening,  Religious Studies and Media  British Values: To respect others |
| Keywords  Themes | Tradition honour discipline excellence connotations The four pillars  Relationships, Parents and Children, Life-choices, Bullying |
| Activities and resources: Poems: O Captain My Captain by Walt Whitman and Walking Away by Cecil Day-Lewis in the AQA English Literature Anthology    Starter 5 mins  Tradition honour discipline excellence  If these words appeared in a school prospectus, what kind of a school would you expect to see?  Write down the keywords to consider them through the film  Introduction  We are looking at the film Dead Poets Society. The dead poets are famous, traditional and – dead!  Eg Wordsworth, Keats. This is a film about boys having poetry lessons. What is your first thought about their lessons?  Development  Activity one 10 mins  Poem one *Four years…*  Make notes that will help you to do your homework. We are looking at the poetry themes.  This is about growing independence because…….  The job of a parent is to ……..  Activity two 15 mins  Poem two *O Captain my Captain*  In a table, make notes under the headings Triumph Tragedy Grief Respect  Activity three 10 mins  Watch the opening sequence of the film. Roughly make a storyboard of this scene as a reminder for later on.(Show the scene twice. Point out the lack of music at the start of a film. What does the sound track indicate?)  Plenary  Homework is to write a reflective piece about the themes of the poems. You do not need to analyse them for their use of language – just ask what they make you think about – your thoughts, observations and opinion on the themes.  Watch a little more of the film, so that it will fit into three lessons for showing it. As you watch, see if you can see the themes developing. You should pick up parenting ideas practically straight away. | |
| Next Steps | We will chart the personality of characters |
| Homework | Reflective writing about the themes of the poems. |

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| Unit | Dead Poets Society Lesson 2 |
| Learning Objectives  WALT  WILF | To be able to trace the development of characterisation through sequencing information  Information in note form, to build on in subsequent lessons |
| Learning Outcomes | I can see the overall direction of the text  I can see that events are skilfully managed to achieve an intended effect  I can see that subject matter is controlled to position the reader appropriately in relation to the writer’s purpose |
| Artsmark | Partnerships: The scheme of work is provided by an Artsmark Partner  Curriculum Design: The arts curriculum is used to help young people make connections in other subjects  Cross-curricular: SMSC, English Literature, English Speaking & Listening,  Religious Studies and Media  British Values: To respect others |
| Keywords | Seize the Day connotations interpretation |
| Resources: Video    Starter 5 mins  In groups, brainstorm what these words mean to you: Seize the Day  What are the connotations of those words? How might you interpret them?  Introduction  In your books write three headings, Charlie, Todd and Neil. Give each character half a side of A4 space. As the film plays, jot down notes to observe their personalities and responses. You will be tracing how their characters develop over time. What are they like at the start of their English lessons?  Development 20 mins  Watch the film. Pause it momentarily to check that notes are being made.  Mini plenary – What is their first impression of Mr Keating after the first lesson?  Continue the film 20 mins  Plenary 10 mins  In groups, discuss the questions  Is Mr Keating a good influence on the boys or a bad one?  Does he fit in with this school – or stand out from it – or not fit in at all?  Justify your answer | |
| Next Steps | We will watch the film and look at the tensions in relationships |
| Homework | Continue to develop your reflective themes essay |

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| Unit | Dead Poets Society Lesson 3 |
| Learning Objectives  WALT  WILF | Understand the relationship Neil has with his father and make a judgement on parenting skills  Study the relationship of Neil with his father. Make notes in your books to use later. |
| Learning Outcomes | I can identify different layers of meaning and comment on their significance and effect  I can articulate personal and critical responses to the play  I can evaluate how the author is achieving an effect |
| Artsmark | Partnerships: The scheme of work is provided by an Artsmark Partner  Curriculum Design: The arts curriculum is used to help young people make connections in other subjects  Cross-curricular: SMSC, English Literature, English Speaking & Listening,  Religious Studies and Media  British Values: To respect others |
| Keywords | Tension independence respect control |
| Resources: Film Power-point    Starter  What happened in the film last lesson? What themes are coming out?  Introduction  We are mainly watching the film this lesson. As you watch, jot down notes specifically on Neil and his father.  Development  Activity one  Show the film up to Neil finishing his play and being taken home.  Activity two  Speaking & Listening group-work  How was Neil reaching out to his father in the play?  Do you think there would be an apology scene – or will Neil choose not to apologise?  Is it possible for his father to forgive? Is forgiveness not necessary in your eyes?  Can this relationship be mended?  We don’t hear anything from Mother. What does that indicate to you?  Plenary  Check your Neil notes are up to date.  Keep adding to your reflective essay for homework. | |
| Next Steps | We will focus on the relationship between Neil and his father |
| Homework |  |

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| Unit | Dead Poets Society Lesson 4 |
| Learning Objectives  WALT  WILF | To be able to listen and respond to others, in groups  A discussion on Neil’s choice. I am looking for individuals to deliberately include others through questioning and developing points |
| Learning Outcomes | I can engage with complex material, making perceptive responses  I can make well- judged contributions, shaping the direction and content of talk  I can show perceptive understanding, sustain concentrated listening and respond to develop ideas |
| Artsmark | Partnerships: The scheme of work is provided by an Artsmark Partner  Curriculum Design: The arts curriculum is used to help young people make connections in other subjects  Cross-curricular: SMSC, English Literature, English Speaking & Listening,  Religious Studies and Media  British Values: To respect others  Quality Principle: Actively involving young people |
| Keywords | Empathy judgement independence free-will |
| Resources: film and power-point    Starter  After last lesson, predict what will happen next  Introduction  Neil has to make a choice. From his conversation with Mr Keating he feels trapped – but Mr Keating explained all he really has to do is survive till he leaves school – when he will be his own man and not under the rule of his parents. Was Keating’s advice good – or faulty?  Development  Activity one  Watch the film to the School investigation over Keating  Activity two  Neil made a choice. It was an illegal one. Discuss his choice. Was there really no way out? Why could this A\* intelligent pupil not simply become independent?  What do you think of the mother? (Remember to further people’s points, and to be inclusive of others.)  Plenary  Self - Assessment  How well do you think you contributed to that discussion? What skills did you portray in the group?  For future discussions, how do you think you could improve your level of skill in Speaking and Listening? | |
| Next Steps | We will finish the film and see how the character of Todd develops |
| Homework | Add to your reflective essay. You have a big breakdown in relationships here! |

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| Unit | Dead Poets Society Lesson 5 |
| Learning Objectives  WALT  WILF | To be able to write an imaginative and thoughtful piece, in role  Todd, writing about what Mr Keating means to him |
| Learning Outcomes | I can sustain convincing characterisation  I can use a distinctive individual voice, sustained and use vocabulary for effect on the reader  I have a distinctive personal voice with a style matched to my intended effect on the reader |
| Artsmark | Partnerships: The scheme of work is provided by an Artsmark Partner  Curriculum Design: The arts curriculum is used to help young people make connections in other subjects  Cross-curricular: SMSC, English Literature, English Speaking & Listening,  Religious Studies and Media  British Values: To respect others  Quality Principle: Being authentic – the real *you!* |
| Keywords | Stand |
| Resources: Film and power-point, Bible    Starter 1 mins  Spider-graph on whiteboards – connotations of the word *Stand*  Introduction 4 mins  Look up Ephesians 6 verse 10-15 Stand with the Armour of God  After you have done everything – stand. If there is nothing left you can do (Hopelessness? Trapped?) – Stand!  Group discussion: SMSC debate.  Consider the image of the flaming arrow. How could you be attacked by the attitude of others?  Consider the image of the Belt of Truth. How would you explain to somebody what truth is?  How can you be true to yourself? (The truth of what is happening/the truth of how you feel/the truth of how your actions affect others and make them feel..)  (‘To thine own self be true’ Shakespeare, Hamlet Act 1 scene 3)  We do seem to have hopelessness here. Neil is dead, and Mr Keating is going to get the sack, Charlie is expelled, Todd’s parents will be most displeased. Lessons will be boring and joy will be out of their lives.  Will it really be possible to have an uplifting ending to this film?  Development  Activity one 10 mins Watch the ending  Activity two Creative Writing  Imagine Todd is in his English Exam. The question takes 40 minutes. The question on the paper reads:  *Write about someone you respect and how they have influenced/ impacted your life.*  In role as Todd, do the English Exam writing about Mr Keating.  Plenary 5 mins  Tradition, honour, discipline, excellence. Has the school changed at all? Has Keating made a difference?  Bring in your completed reflective essays for next lesson | |
| Next Steps | We will be sharing some of your work and doing Peer Assessment |
| Homework | Write about a role model – someone you look up to and respect. Explain how they are a good influence upon you. Do not name that person. |

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| Unit | Dead Poets Society Lesson 6 |
| Learning Objectives  WALT  WILF | To be able to revise persuasive techniques  A protest speech from Charlie |
| Learning Outcomes | I am familiar with the conventions of persuasive speech  I can successfully use conventions for a purpose  I can use a distinctive style and techniques creatively, to an intended effect |
| Artsmark | Partnerships: The scheme of work is provided by an Artsmark Partner  Curriculum Design: The arts curriculum is used to help young people make connections in other subjects  Cross-curricular: SMSC, English Literature, English Speaking & Listening,  Religious Studies and Media  British Values: To respect others |
| Keywords | Purpose and effect Monologue |
| Resources: power-point whiteboards and pens scrap paper    Starter  Seize the Day! Stand! 2 mins  We are looking at the Life Lessons you have learned from this film.  Introduction 3 mins  In groups, share your essays. You may want to read to the group or just swap books.  You will be making peer assessments on the work.  You should comment on how perceptive the points made are, how affected you are as a reader, whether a point should be developed further. Remember to praise and affirm what you think they did well. Sign and date it.  Development 20 mins  Activity one  Get into small groups and share work.  Activity two 20 mins  Remind yourself of persuasive techniques on a whiteboard.  In groups, construct a protest speech from Charlie – a monologue. He has nothing to lose – having already been expelled.  Plenary 10 mins  Share your speeches  Hand in your essays | |
| Next Steps | Curriculum connections: English or Drama.  This could link to Eva Smith in An Inspector Calls, or ‘Mad Dad’ scene in Romeo & Juliet, or the issue of *Free-will without self-control* in Lord of the Flies, or the AQA 19th Century Literature at Key Stage 3 Anthology, Childhood and family 2: Education, comparing school life in Jane Eyre and Nicholas Nickleby. |
| Homework |  |