



Unit	Key Stage 3
3	Spring year 2
	Gothic Literature

Unit Name: Gothic Literature		Recommended Teaching Time:
<p>To examine the forms and themes of a range of literary and cinematic texts frequently classified as examples of the Gothic mode.</p> <p>To be able to define Gothic as a genre and to read, analyse and critically assess a range of texts associated with it.</p> <p>To become familiar with a range of literary theories that can be applied to the study of Gothic texts.</p> <p>To assess how a genre changes over time and to analyse its (re)production across a range of different forms or media, from the novel to the screen.</p>		<p>All Understand that there are a number of different fiction genres and comment on their typical features</p> <p>Most Understand that there are a number of different fiction genres and comment in detail on their typical features</p> <p>Some Understand that there are a number of different fiction genres. Comment in detail on their typical features and the ways in which these genres sometimes crossover</p>
I can statements (star the “essentials”)	Critical Content, Key Words and Additional Notes.	
<ul style="list-style-type: none"> I can give some detailed explanation, with appropriate terminology, of how language is used, e.g. identifying and commenting on patterns or structure in the use of language. I sometimes draw together comments on how the writer’s language choices contribute to the overall effect on the reader, e.g. ‘all the images of flowers make the events seem less horrific and makes it even sadder’. My evidence for identifying the main purpose of a text is precisely located at word/sentence level or traced through a text, e.g. commenting on repetition of ‘Brutus was an honourable man’. I can clearly identify a writer’s viewpoint and my explanation of it is developed through close reference to the text. I can identify the effect of a text on the reader, with some explicit explanation as to how that effect has been created. I can show some exploration of textual conventions or features as used by writers from different periods, e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing. I can make some detailed discussion of how the contexts in which texts are written and read affect meaning. 	<p>Teaching agenda:</p> <p>We will be exploring the ‘gothic’ genre; what makes gothic literature and different language techniques used to build up suspense (use of adjectives, similes, personification and pathetic fallacy).</p> <p>This week we will explore the theme of vampires and how this has been developed over the years. We will look at the character of Dracula and how his image has been created</p> <p>We will be beginning to read our 19th Century text – Dracula. We will be using inference skills to interpret the text, selecting relevant evidence to support ideas.</p> <p>We will continue to read our novel, using inference skills to interpret the text, selecting relevant evidence to support ideas.</p> <p>We will continue to read Dracula. This week’s focus is on how the author uses language and structure to create dramatic effect and influence the reader (specifically looking at suspense).</p> <p>This week we will come to the end of our novel. We will discuss the story and evaluate it, drawing on our own personal opinion about Dracula.</p> <p>Assessment – we will finish our topic by looking specifically at extracts from Dracula and analysing the author’s use of language and structure.</p> <p>Framework</p> <p>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.</p> <p>AO2: Demonstrate critical understanding of concepts and issues relevant to language use.</p> <p>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.</p> <p>AO4: Explore connections across texts, informed by linguistic concepts and methods.</p>	
	<p>Key words and phrases:</p> <p>Alliteration Assonance Colloquial language Dialect Dialogue Dissonance. eerie: Enjambment Hyperbole Imagery Irony Metaphor Monologue numinous: occult: Onomatopoeia Oxymoron paranormal: Pathos Personification preternatural Repetition Rhyme Rhythm Simile supernatural Symbolism Tone uncanny: weird: Word choice</p>	

Assessment details			
Assessment Focus	Task		
<p>AF1 – Use a range of strategies including accurate decoding of text, to read for meaning.</p> <p>AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p> <p>AF3 – deduce, infer or interpret information, events or ideas from texts.</p> <p>AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p> <p>AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.</p> <p>AF6 – identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.</p> <p>AF7 – Relate texts to their social, cultural and historical contexts and literary traditions.</p>	<p>Read the following extract from chapter ____ and then answer the question that follows. At this point in the text.... Starting with this extract, explore how the writer presents _____.</p> <p>Write about:</p> <ul style="list-style-type: none"> • how the writer presents _____ in this extract • how the writer presents _____ in the text as a whole. 		
	<p>My writing is both varied and interesting.</p> <p>I vary my writing so that it suits purpose and audience.</p> <p>I can use a more formal style where appropriate.</p> <p>I can use some range of imaginative vocabulary accurately.</p> <p>My sentences and paragraphs are clear, coherent and well developed.</p> <p>I am generally able to spell words with complicated spelling patterns correctly.</p> <p>I use a range of punctuation, including commas, apostrophes and inverted commas.</p> <p>My handwriting is clearly legible and fluent.</p>	<p>My writing is fluent and it engages and sustains the reader's interest.</p> <p>I adapt my style of writing and language choices to suit different forms.</p> <p>I experiment with a range of sentence structures and a very varied vocabulary in order to create effects.</p> <p>I organise my ideas in well-developed, linked paragraphs.</p> <p>My spelling, even of irregular words, is generally accurate.</p> <p>I use a range of punctuation to clarify my meaning, for example, semi colons.</p> <p>My handwriting is neat and legible.</p>	<p>I am a confident writer and adapt my work appropriately and imaginatively to suit purpose and audience.</p> <p>I develop both character and setting in my narrative writing.</p> <p>My non-fiction writing gives clear points of view, and takes account of different perspectives.</p> <p>I use grammatical features and vocabulary accurately and for effect.</p> <p>My spelling is correct, even of complex, irregular words.</p> <p>I use paragraphs and correct punctuation to make the sequence of events or ideas coherent and clear.</p> <p>My work is legible and attractively presented.</p>

Questions

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| 01 | What is Gothic Literature? |
| 02 | What is the importance of Gothic Literature; when and why did it appear? |
| 03 | Why is Gothic Literature regarded as being Romantic? |
| 04 | What are the conventions of a gothic story? |
| 05 | What kind of supernatural elements are used in gothic literature? |
| 06 | What are basic boundaries and oppositions that are blurred by the Gothic? |
| 07 | Why do Gothic writers use madness/insanity as a topic? |
| 08 | What is the use of supernatural elements in Gothic literature? |
| 09 | How is Gothic literature concerned with transformation and change? |
| 10 | What is reflexive writing within the context of Gothic literature? |