

	Lesson focus / learning objectives	Lesson activities	Resources	Homework/ extension tasks/differentiation
Week 1	Poetry as history: To understand the context of Blake's work and the impact of the industrial revolution	<p>Lesson 1 Introduction to The Age of Revolutions</p> <p>Lesson 2 The social impact of the Industrial Revolution: Blake's poetry as primary sources</p> <ul style="list-style-type: none"> • The Little Vagabond • The Chimney Sweeper • London <p>Lesson 3 Evaluate this task: 1. How useful was it? 2. How was it different to your usual approach to poetry texts? 3. Did it miss anything? 4. Did it reveal anything new?</p>	<p>Extracts and sources drawn from The Age of Revolution: 1789-1848 Eric Hobsbawm</p> <p>The Chimney Sweeper's Boy, Jacopo Amigoni, from London Street Life, c. 1739</p>	<p>Choose one of the poems studied today and conduct an historical source evaluation.</p> <p>Evaluating primary source texts: acronym that may help guide your evaluation of primary source texts: PAPER.</p> <ul style="list-style-type: none"> • Purpose of the author in preparing the document • Argument and strategy she or he uses to achieve those goals • Presuppositions and values (in the text, and our own) • Epistemology (evaluating truth content) • Relate to other texts (compare and contrast)
Week 2	Poetry as poetry: Romanticism and close textual analysis of poems introduced in week 1	<p>Lesson 1 Watch Ackroyd's video (part 1 of 3) Make notes on</p> <ul style="list-style-type: none"> • What the Romantics believed • What they objected to about the industrial revolution • Blake's particular views as expressed through his poetry <p>Lesson 2 Discussion and analysis of</p> <ul style="list-style-type: none"> • The Little Vagabond • The Chimney Sweeper • London • Holy Thursday (E) 	<p>Peter Ackroyd's BBC Series The Romantics https://www.youtube.com/watch?v=zfGugapN0hs&list=PLRKZN31t0HDH82UjhDcDQkcs4I85o_WYS</p>	<p>Half of the class to watch part 2 and half part 3. Produce one-page handout for the class based on your viewing. You may also show up to 3 minutes from the episode to illuminate your points.</p> <p>Part 2 https://www.youtube.com/watch?v=5CAMEK3GLOQ&list=PLRKZN31t0HDH82UjhDcDQkcs4I85o_WYS</p> <p>Part 3 https://www.youtube.com/watch?v=9UF4_WACOTw&list=PLRKZN31t0HDH82UjhDcDQkcs4I85o_WYS</p>

		Lesson 3 Student presentations		
Week 3	Poetry as art: To appreciate Blake's role as an artist and the interplay between text and image	Lesson 1 – Research Visit to V&A and Tate Britain print rooms to view and learn about Blake as artist. Visit to Broad Street, Soho to photograph images of current social commentary Lesson 2 - Creation These images will be manipulated in Adobe Photoshop to re-create the style of William Blake's etchings using modern technology Lesson 3 – Sharing and discussion of work created this week Peer marking of creative outcomes Written critical analysis of creative outcome	The V&A Museum, Cromwell Road, London SW7 2RL Website: http://www.vam.ac.uk/contentapi/search/?q=blake&search-submit=Go Tate Britain, Millbank, London SW1P 4RG Website: http://www.tate.org.uk/search/william%20blake Digital cameras Adobe Photoshop software and PC/Mac suite. Assistance of Art Department	Choose one image you have seen that interested you and conduct further research online into Blake's methods, ideas and inspiration To write a poem in the style of William Blake to accompany the image
Week 4	Poetry as a vehicle for ideas: To understand the role of poetry in exploring religious and philosophical debates	Lesson 1 Religion - Rebellion & Dissenters Introduction to causes and consequences of religious dissent in 18 th Century. Students to investigate the huge range of sects Look at the recently published register of non-conformists at Ancestry.co.uk Lesson 2 Links to modern theological debates: Dawkins and Sachs Lesson 3 Class debate(s) – title to be determined by class	Access to ICT suite http://www.ancestry.co.uk/lma_nonconformist Dawkins lecture – The Virus of the Mind http://www.youtube.com/watch?v=9zW6MGAM7kA <ul style="list-style-type: none"> • Holy Thursday (I) • The Divine Image • The Human Abstract • London 	Prepare for class debate

<p>Week 5</p>	<p>Poetry as poetry: Dialectical poetry</p> <p>Type, anti-type and satire</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • The poison tree • The clod and the pebble <p>Close analysis followed by transformation into an alternative form (e.g. playscript)</p> <p>Lesson 2</p> <p>Read extracts from Gilchrist's The Life of William Blake. (see appendix 1)</p> <p>In pairs, take a pair of poems and apply Gilchrist's ideas.</p> <ul style="list-style-type: none"> • the two Chimney-Sweeper poems • the two Nurse's Songs • the two Holy Thursdays • The Lamb • The Tiger • The Little Boy Lost • The Little Boy Found • The Little Girl Lost • The Little Girl Found • Infant Joy • Infant Sorrow <p>Lesson 3</p> <p>Student presentations</p>	<p>Extract from Beckett's 'Waiting for Godot'</p> <p>Gilchrist, The Life of William Blake, online book http://archive.org/stream/lifewilliamblak01gilcgoog#page/n26/mode/2up for key extract see Appendix (a)</p>	<p>Prepare to present your findings to the class</p>
<p>Week 6</p>	<p>Poetry and literary criticism: To consider how Blake's poetry has been viewed by critics over time</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • The critical dismissal of Blake in his own time • Blake's entry to the 'canon' of English literature <p>Lesson 2</p> <ul style="list-style-type: none"> • Modernist criticism • Post-modern re-imaginings of Blake <p>Lesson 3</p> <p>VLE forum in which student adopt the role of a critic from a particular era and discuss a given poem from this adopted point of view</p>	<p>Timothy Vines 'An analysis of William Blake's Songs of Innocence and of Experience as a response to the collapse of values' 'Blake' The Sacred Wood, T.S. Eliot Patti Smith 'My Blakean Year'</p>	<p>Further reading of critic articles on the VLE</p>

Week 7	Poetry changing form/audience:	<p>Lesson 1 – Research and analysis Turn one of the studied poems into a graphic novel and publish online</p> <ul style="list-style-type: none"> • The poet and the flea (outside set text) <p>Lesson 2 - Creation Choice of poems to work with:</p> <ul style="list-style-type: none"> • The Poison Tree • Little Boy Lost Little Boy Found • The Little Girl Lost Little Girl Found <p>Lesson 3 – Sharing and discussion of work produced</p>	<p>Blake reimagined for the 21st Century: The Poet and The Flea – a Graphic Novel http://thepoetandtheflea.wordpress.com/</p> <p><u>Imagetext</u> http://www.english.ufl.edu/imagetext/archives/v3_2/broglio/</p>	Complete and publish the graphic novel to the internet
Week 8	Poetry in comparison #1: Comparative presentations	<p>Lessons 1-3</p> <p>Choose a poem of your choice to compare with at least 2 poems from Songs of Innocence and Experience. Produce a powerpoint to illuminate your ideas. This presentation will be marked according to the terminal examination assessment objectives</p>	Access to ICT and library	Complete presentations
Week 9	Poetry in comparison #2: Comparative essay writing in preparation for LT4 examination	<p>Essay writing skills Model answers</p> <p>Lesson 2 Closed text practice essay</p> <p>Lesson 3 Peer marking and feedback sharing</p>	Past full mark responses from previous candidates and teacher generated responses	Learning of key quotations through various activities including quia website