

Year 9: Pygmalion and a study of Rhetoric

Rationale and ambition for The Purbeck School English Curriculum:

- Our English curriculum aims to transmit a culturally enriching knowledge of literature to students by drawing from the literary Canon and also texts that reflect wider voices in a diverse society, developing the cultural capital of students at the school.
- Our English curriculum aims to develop empathetic and engaged citizens through careful text choice, reflecting contemporary concerns and debates such as those about class, gender and intolerance and discrimination.
- Our English curriculum aims to support students in developing confidence in expressing their own views and opinions.
- Our English curriculum aims to prepare students for work and life through the development of soft skills such as communication, teamwork, adaptability, problem solving, public speaking.
- Our English Curriculum aims to offer suitable challenge to students of all abilities.
- Our English curriculum aims to offer opportunities for creativity with written and spoken language.

Key concepts:

The concepts that The Purbeck School English curriculum aims to support student progression in are:

- 1.) **Form, structure and coherence** – understanding that texts are organised with intent.
- 2.) **Spelling, punctuation and grammatical rules** – understanding word classes, key spellings, sentence forms and varied punctuation.
- 3.) **Awareness of Impact and Intent** - Understanding that writing is shaped by the priorities of a writer and the needs of a reader, including the teaching of genre, audience and purpose.
- 4.) **Context** – understanding how production and reception shape meaning.
- 5.) **Evidence** - Understanding how to read and listen for meaning and use evidence from texts to support personal critical viewpoints.
- 6.) **Methods** - Understanding how writers and speakers choose from a variety of methods to communicate and engage readers and audiences.

What are students going to be studying?	Rhetoric and the play Pygmalion alongside a range of great speeches by Malala, Elizabeth 1 st , Lincoln and Pankhurst.
Why are students studying this content and what are the links to our rational and ambition?	<p>The study of Bernard Shaw's play Pygmalion exemplifies how it meets the rationale and ambitions of our English curriculum. As an educational institution, our curriculum aims to transmit a culturally enriching knowledge of literature to students, exposing them to texts that both draw from the literary canon and reflect the diverse voices of our society. Pygmalion, with its exploration of class, gender, and discrimination, aligns perfectly with this goal.</p> <p>Firstly, Pygmalion provides an opportunity to engage with a classic work of literature. Shaw's play, written in 1912, has achieved canonical status due to its enduring themes and thought-provoking narrative. By studying Pygmalion, students can deepen their understanding and appreciation for the literary canon, which forms an integral part of their cultural capital. This exposure to a renowned work of literature allows students to engage with a text that has stood the test of time and contributes to their cultural literacy and knowledge.</p> <p>Furthermore, Pygmalion aligns with our curriculum's ambition of developing empathetic and engaged citizens. The play delves into social issues related to class, gender, and discrimination, which are still prevalent in our contemporary society. Through the characters of Eliza Doolittle and Professor Higgins, students are exposed to the complexities and challenges faced by individuals from different social backgrounds. Exploring these themes in the context of Pygmalion helps students develop empathy, understanding, and critical thinking skills necessary for active citizenship. It encourages them to critically analyze societal norms and question the barriers that prevent social mobility.</p> <p>Additionally, studying Pygmalion supports the development of confidence in expressing one's own views and opinions. The play poses questions about identity, self-worth, and the impact of societal expectations. Through discussions, debates, and spoken assignments, students are encouraged to express their own interpretations and viewpoints. This fosters critical thinking skills and empowers students to confidently articulate their ideas. As an essential aspect of personal growth, the ability to express oneself effectively is a vital soft skill that contributes to success both in the workplace and in personal relationships.</p> <p>Moreover, Pygmalion aligns with our curriculum's aim to prepare students for work and life. The play highlights the importance of communication, teamwork, adaptability, problem-solving, and public speaking. These skills, commonly referred to as soft skills, play a crucial role in professional and personal success. They can also enhance their public speaking skills through activities such as performing scenes from the play and participating in discussions and debates.</p> <p>In addition to its alignment with the aforementioned curriculum aims, studying Pygmalion offers suitable challenge to students of all abilities. The play's rich characters, intricate plot, and thought-provoking themes provide ample material for academic investigation. Students can delve deeply into the text, exploring its complexities, and honing their analytical and interpretive skills. This ensures that the curriculum caters to the diverse learning needs of our students, providing appropriate challenge and support for all abilities.</p> <p>To conclude, the study of Bernard Shaw's play Pygmalion aligns seamlessly with the rationale and ambitions of our English curriculum. Through this text, students engage with the literary canon, develop empathy and citizenship skills, express their own opinions, acquire vital soft skills, face</p>

	<p>suitable challenges, and harness their creativity. By imparting cultural knowledge and cultivating analytical thinking and self-expression, Pygmalion contributes significantly to the holistic development of our students.</p>
<p>How does this unit link back to content of prior learning?</p>	<p>Y7 Rhetoric study – including prosodic and paralinguistic features / study of Squealer’s use of rhetoric / writing of persuasive speeches, study of Obama use of rhetoric / performance of speeches.</p> <p>Y8 – Study of Thunberg / Rhetorical Devices / Emma Watson – rhetoric / writing and performing their own persuasive speeches</p>
<p>What is the essential Knowledge</p>	<p>What they will know about Pygmalion:</p> <ul style="list-style-type: none"> • The plot of the play Pygmalion. • The context of the play including its origins (Greek Mythology / Ovid) and the life of Shaw. • The characterisation created by Shaw including Eliza Doolittle. • The themes in the play such as class, patriarchy and symbolism. • How the play uses a proxy. • How symbolic stage directions are used by Shaw. <p>What will students be able to do based on their knowledge of Pygmalion?</p> <ul style="list-style-type: none"> • Be able to summarise key events in the text. • Write an analytical paragraph based on the question: How does G. B. Shaw illustrate the differences in class between the characters in the opening pages? • Explore the note taker’s attitude to working class character’s language; whether he is Shaw’s proxy; how contemporary and modern audiences might react to the note taker. • Exploratory talk based on the question: ‘A student said Shaw’s play benefits from including the scene at the embassy party – do you agree?’ • Annotate examples of how Shaw creates comedy in the scene at Mrs Higgins’ flat. • Be able to infer what Shaw’s key messages are at the end of the play. <p>What they will know about linguistics:</p> <ul style="list-style-type: none"> • What is meant by phonetics and phonetic spellings. • What is meant by accent and dialect and what happened in history that caused them to exist. • What is meant by Standard English and how Standard English is just one dialect of English. • What is meant by vowel, consonant. • To understand what is meant by etymology and how words can change their connotations over time. <p>What will students be able to do based on their knowledge of linguistics?</p> <ul style="list-style-type: none"> • Complete a Language Paper 2 Comparison task comparing attitudes to accent and dialect.

	<p>What they will know about speech by Malala:</p> <ul style="list-style-type: none"> • The main ideas within this speech. • The rhetorical techniques that are used to persuade. • How the rhetorical devices employed could affect audiences. <p>What they will know about speech by Queen Elizabeth:</p> <ul style="list-style-type: none"> • The main ideas within this speech. • The rhetorical techniques that are used to persuade. • How the rhetorical devices employed could affect audiences. <p>What they will know about speech by Abraham Lincoln:</p> <ul style="list-style-type: none"> • The main ideas within this speech. • The rhetorical techniques that are used to persuade. • How the rhetorical devices employed could affect audiences. <p>What they will know about speech by Emmeline Pankhurst:</p> <ul style="list-style-type: none"> • The main ideas within this speech. • The rhetorical techniques that are used to persuade. • How the rhetorical devices employed could affect audiences.
<p>How will this unit link to the content of future learning?</p>	<p>All years:</p> <p>GCSE: Year 10 Oracy tasks / Y11 Spoken language assessment / GCSE Language Paper non fiction writing skills</p>
<p>Assessment 1: Success criteria –</p>	<p>➤ Write a persuasive speech (from a list of given titles) linked to debates about accent, dialect or standard English.</p> <p><i>What should students know and what should they be able to do?</i></p> <ul style="list-style-type: none"> • To know how to plan and write a speech to protest about an issue they feel strongly about. • To know how to deliver a speech and listen attentively and offer feedback as a whole class. • To know how to use gesture and eye contact / prosodic features to address and engage the group when delivering the speech • To know how to express their own ideas and/or feelings on a challenging topic using ambitious vocabulary in their speech. • To know when to pause for dramatic effect. • To know how to make the purpose of their presentation clear through a strong opening. • effect. • To ensure that speech has effective discourse markers and clear shape – effective closing, gripping opening. • Use knowledge and understanding of how great speakers in the text use the rhetorical techniques. (imagery, pun, rhetorical questions, anecdotes, addressing counter arguments, facts and opinions, hyperbole / superlatives to intensify arguments, expert evidence to support arguments, emotive

	<p>language, triadic structures, arguments based on ethos, pathos and logos, tone, standard English, non-verbal communication such as gestures and eye contact, register and levels of formality.</p> <ul style="list-style-type: none"> • To memorise their speech with minimal use of cue cards.
<p>Assessment 2: Success criteria –</p>	<ul style="list-style-type: none"> ➤ Perform the speech ➤ <i>What should students know and what should they be able to do?</i> <ul style="list-style-type: none"> • To know how to deliver a speech and listen attentively and offer feedback as a whole class. • To know how to use gesture and eye contact to address and engage the group when delivering the speech. • To know how to express their own ideas and/or feelings using suitably ambitious vocabulary in their speech. • To know how to use prosodic features ie: understanding when to pause for dramatic effect, to know which words to emphasise for effect. • To know how to make the purpose of their presentation clear through a strong opening. • To know how to vary tone for effect. • Use knowledge and understanding of how great speakers in the text use the rhetorical techniques. (imagery, pun, rhetorical questions, anecdotes, addressing counter arguments, facts and opinions, hyperbole, expert evidence to support arguments, emotive language, triadic structures, standard English, register and levels of formality.) • Where appropriate, responds and elaborates with further ideas. • To know how to use an appropriate tone • Know how to use appropriate standard English and formal register. • To know how to memorise key parts of their speech. • Progression is in the complexity of the task set for the speech as it draws on linguistic knowledge and A level Language debates.