YR 8 – RENAISSANCE (Term 1) 1470-1660

When the people of the English Renaissance were faced with new information—like, um, hey guys, the earth actually orbits the sun, not the other way around—some folks just couldn't handle it. They were happy with the way things were. Which is all well and good until a Galileo jumps out of nowhere and hits you in the head with a totally different take on our galaxy. So, sometimes you have no choice but to look up and reevaluate what you know to be true.

What was the Renaissance?
- ❏ Started in Italy in 14th century; in England 1470-1660
- ❏ Means rebirth in French
- ❏ Writers start using classical Greek & Roman ideas in their texts
- ❏ The texts focus on humans & human emotions/desires rather than everything being about God

Who was Shakespeare?
- ❏ Probably born in Stratford-upon-Avon on 23rd of April, 1564; died on 23rd April, 1616.
- ❏ Unlike his contemporaries, he wrote all 3 play genres: historical, comedy & tragedy.
- ❏ Comedies: amusing language, plot twists, mistaken identity
- ❏ Tragedies: serious language, death, tragic hero, fatal flaws
- ❏ Histories: based on real historical figures, often propaganda for the monarchy

How did Shakespeare influence the language we use?
- ❏ Shakespeare contributed at least 2000 new words (neologisms) to English, e.g. **fashionable**, **gossip**, **torture** & **eyeball** just to name a few!
- ❏ He also invented a lot of idioms (sayings) that we use today. For example, if you're saying that a friend has a **heart of gold** or that **you're in a pickle**, you're quoting Shakespeare!

How did Shakespeare influence the drama we see?
- ❏ Shakespeare is often credited with the mixing of genres (hybrids), e.g. tragi-comedy
- ❏ Plays targeted the masses (not just the wealthy); themes reflected their lives (universal truths).
- ❏ Characters undergo change in plays.
- ❏ Characters' choices drive the plot forward.
- ❏ Characters use contemporary (modern of the time) language.

Who was Aphra Behn?
- ❏ Born in 1640, died in 1689.
- ❏ Worked as a British spy in 1666!
- ❏ <u>First</u> professional woman writer in English.
- ❏ Very successful in her lifetime – was a celebrity. Her most successful play was *The Rover*.
- ❏ She was concerned with equal rights for the genders.

Writing a review article

- ❏ Catchy heading (often using a pun) and subheadings
- ❏ Brief summary of the play plot (no spoilers though!)
- ❏ Facts about the play (e.g. writer, actors, awards, etc.)
- ❏ Opinion about the 'best bits' & 'worst bits
- ❏ Draws a conclusion (disguising opinion as fact) saying whether something works for its audience & purpose

What was Shakespearean theatre like?

- ❏ People from all classes attended.
- ❏ Cost a penny to enter, another penny for a seat & another for a cushion; those wooden seats were tough on the derriere!
- ❏ Audiences would heckle & sometimes throw things at the actors.
- ❏ Women didn't act in the plays.
- ❏ Actors only given own lines with last line of previous speaker (actor).

Why was the King James bible important?

- ❏ Published in 1611
- ❏ The first authorised (by King James) English version (largely based on Tyndale's first translation)
- ❏ Lots of people learnt to read in order to read the bible.
- ❏ Shakespeare & other writers alluded to lots of biblical stories (e.g. Adam & Eve; Judas's betrayal of Jesus) in their texts.

Reading skills: Understanding that the analysis of language/ structure/form reveals further, distinct meanings

What is language/ structure/form?	These are techniques that writers use to impact readers/audience.
What is tone? What is atmosphere? What is perspective?	❏ Tone is the attitude of the writer ❏ Atmosphere is the emotion or mood ❏ Perspective is a point of view

Writing skills: Understanding that vocabulary choice is directly linked to purpose & audience

Sometimes when describing blood, a longer word, such as 'horrendous' is not as successful as a shorter word, such as 'sticky'. Be specific in your vocabulary.

Increase your vocabulary by listening to radio/TV/podcast/vlogger that has a wide range of vocabulary (Johnny Vaugh, Stephen Fry). Read! Do your vocab homework!

Writing skills: Understanding that tenses let the writer control the pace and the proximity of the reader to the action

What is the impact of using the different tenses?	**Simple** – I run, I ran, I will run = **general, removed** **Continuous** – I am running, I was running, I will be running = **immediate, urgent**
How do you use the different tenses effectively?	You should remain in the same tense throughout a text, although you can switch between simple & continuous for the effects above. However, at a **very** advanced level, you could change tenses during a text, at the **start** of a paragraph, when: Flashback/flash forward Change of narrator Reflecting on past event (Looking back, I think….)

Grammar

Adjective: describes a noun.
- ❏ **Comparative adjective**, e.g. Mrs Travis is a **better** teacher than Mr. Johnson.
- ❏ **Superlative adjective**, e.g. Mrs Travis is the **best** teacher.

Past continuous tense
An action which took place in the past but is expressed as an ongoing action. e.g. I was walking to school. Made from –ing form of verb plus 'was or were'

Present continuous tense
An ongoing action which is taking place now, in the present. e.g. I am walking to school. Made from –ing form of verb plus 'is, are or am'

Stretch yourself

Look up John Milton, John Donne, Edmund Spencer & Christopher Marlowe.

Reading tasks

A fiction analysis & a non-fiction analysis

Writing tasks

An entertaining review article & a narrative play script.

Language techniques

Simile
Metaphor
Personification
Alliteration
Neologism
Pun
Term of address

Structure techniques

Act
Scene
Enjambment
Punctuation
Listing

Form techniques

Dialogue
Monologue
Soliloquy/ aside
Stage directions
Props
Plot
Character
Playwright
Prose/verse
Fiction
Non fiction

Looking forward and back…

Next the neo-classicals who were obsessed with antiquity. No, we're not talking about cute coffee tables in your local antique shop; we're talking about ancient Greece & Rome.