Foxford Learning Plan

YEAR 12

A Streetcar Named Desire

Autumn 1.1-1.2

Key Vocabulary

Expressionism	A dramatic style that distorts reality to reflect emotions and psychological states.
Realism	A style of drama that represents everyday life and believable characters and settings.
Tragic Hero	A central character whose downfall is caused by a fatal flaw or circumstances.
Illusion	A false belief or appearance that hides reality.
Decay	Physical, moral or social decline, often linked to the setting or characters.
Subjectivity	An individual's conscious experiences.
Feminist reading	Approaching and analysing a text from a feminist point of view.
Symbolism	The idea that things represent other things or ideas.
Oppression	Unjust treatment.
Patriarchy	A system where men hold power and authority over women.

Key Skills

Over the course of the topic, I will be able to: -
Explore how Tennessee Williams presents complex characters and relationships in *A Streetcar Named Desire*.
Learn how themes such as desire, illusion, power and conflict shape the tragedy of the play.
Learn how Williams uses dramatic methods, including symbolism, staging and dialogue, to create meaning.
Analyse how Williams presents characters, relationships and conflict in *A Streetcar Named Desire*.
Make connections between context and the presentation of themes such as desire, power and identity.

What will I learn?

I will learn how Tennessee Williams uses dramatic techniques to present tension, emotion and conflict on stage.
I will learn how to write analytically about characters and themes using relevant evidence from the play.
I will learn how social, historical and cultural context shapes the ideas in A Streetcar Named Desire.
I will learn how to develop clear, structured essay responses that include alternative interpretations.

Key knowledge I will understand:

1. The key themes in the play, including desire, illusion versus reality, power and decay.
2. How Williams uses symbolism, stage directions and dialogue to shape meaning.
3. How context, including post-war America and gender expectations, influences the play.
4. How characters such as Blanche, Stanley and Stella represent conflicting values and ideas.
5. How to construct critical interpretations that explore multiple meanings within the text.