**Lesson 1: Chivalric Tales**

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| **TEEP Cycle Stage** | **Activity** | **Resources?** |
| **Prepare for Learning** | Labelling knight image with prior knowledge of knights. | Presentation slide: Starter TaskSheet: Characters |
| **Agree Learning Outcomes** | Run through agenda of today’s session. Explain outcomes: history and characteristics of chivalric tales, linking to Aidan opera | Presentation slide: Agenda |
| **Present New Information** | Explain Chivalric Tales and concept of ChivalryStudents label other archetypal characters: prince, witch, princessExplain Amadis de Gaul, Amadigi and Aidan. Students label character images with names | Presentation slides: Chivalric Tales, ChivalryPresentation slide: Chivalric charactersSheet: CharactersPresentation slides: Amadis De Gaul, Amadigi, Aidan |
| **Joint Construction** | Watch Aidan Act 1 and label character sheets with more information eg personality, physical features, costume | Presentation slide: Watch Act One Sheet: Characters |
| **Apply to Demonstrate** | Write character descriptions of Aidan, Dorian, Melissa using sheets as guides | Presentation slide: Character descriptions Sheet: Characters |
| **Review** | Answer three questions on chivalric tales and Aidan | Presentation slide: Three Questions |

**Lesson 1: Lesson Plan**

**Prepare for Learning (5m):**

* Lay out the resource sheet on tables before the lesson starts. When they’re coming through the door, have the “Starter Task” slide on the screen.
* As everyone arrives and settles, have them blurt everything they know about knights onto the page, labelling the knight image with prior knowledge.
* Once class are settled, ask students to share what they wrote via a calling-out exercise. Prompt them to add information suggested by other students if they don’t already have it.

**Agree Learning Outcomes (5m):**

* Take them through the agenda slide so they know what to expect; highlight the two elements already completed and prepare them for the new information to come.

**Present New Information (15m):**

* Take them through the slides on chivalric tales and chivalry. Clarify any new terminology.
* Ask them for examples of modern-day chivalry eg. holding doors open, letting older people go first, giving someone your arm to steady them while walking, carrying shopping for older people or helping them to cross the road.
* Repeat the opening exercise for the other two characters, labelling princess, prince and witch with prior knowledge. Do a calling-out exercise and get them to add more information.
* Take them through Amadis de Gaul and Amadigi. Ask them what an opera is, clarify that it is like a play where all of the words are sung, none are spoken, and there is an orchestra accompanying the music. Read the synopsis of Amadigi and check for understanding.
* Introduce Aidan characters. Get them to label their knight image “Aidan”, their princess image “Olivia”, their witch image “Melissa” and their prince image “Dorian.”

**Joint Construction (10m):**

* Play the video of Act 1 of Aidan. Instruct them to add more information to their Aidan, Melissa and Dorian characters while they are watching.

**Apply to Demonstrate (20m):**

* In their books or on sheets of paper, get them to write character descriptions of Aidan, Melissa and Dorian, using the labelled images to give them ideas.
* For early finishers, get them to make some predictions about the “Olivia” character based on what they already know of princesses and what they’ve heard the characters say on screen.

**Review (5m):**

* Ask them to answer the three questions on paper or out loud. If on paper, do a calling-out exercise to share their answers.

**Lesson 2: Love, Longing and Lyrics**

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| **TEEP Cycle Stage** | **Activity** | **Resources?** |
| **Prepare for Learning** | Write down lyrics that stick in your head | Presentation slide: Starter task |
| **Agree Learning Outcomes** | Run through agenda of today’s session. Explain outcomes: Explore song lyrics and emotion, explore emotion in Aidan | Presentation slide: Agenda |
| **Present New Information** | Explain history of lyricsExplain Bob Dylan as Nobel Prizewinner debateStudents annotate Bob Dylan song lyrics with poetic techniques  | Presentation slide: LyricsPresentation slides: Bob Dylan: musician or poetPresentation slide: Chimes of Freedom Resource: Chimes of Freedom Sheet |
| **Joint Construction** | Watch Act Two of Aidan and listen for lyrics of love duets. Discuss emotional state of characters. | Presentation slide: Watch Act Two |
| **Apply to Demonstrate** | Write a song for one of the characters in love | Presentation slide: Songwriting |
| **Review** | Identify the underlying emotion beneath three pop lyrics; love, longing or jealousy | Presentation slide: Love, Longing or Jealousy? |

**Lesson 2: Lesson Plan**

**Prepare for Learning (5m):**

* Lay out the resource sheet on tables before the lesson starts (leave it to one side until they need it in the Present New Information section). When they’re coming through the door, have the “Starter Task” slide on the screen.
* As everyone arrives and settles, have them write down song lyrics they can remember really well, on paper or in their books.
* Once class are settled, ask students to share what they wrote via a calling-out exercise..

**Agree Learning Outcomes (5m):**

* Take them through the agenda slide so they know what to expect; highlight the two elements already completed and prepare them for the new information to come.

**Present New Information (15m):**

* Take them through the slide on Middle English Lyrics. Clarify any new terminology.
* Ask them if any of the songs they wrote down share characteristics with Middle English Lyrics.
* Take them through slides on Bob Dylan and the Nobel Prize.
* Ask them if they think music lyrics can ever be counted as poetry.
* Get out resource sheet of Bob Dylan lyrics. Get them to read through and annotate any poetic devices they find. Have the slide on the screen to remind them what poetic devices are.
* Ask them again if they think this could be counted as poetry/ is poetic.

**Joint Construction (10m):**

* Play the video of Act 2 of Aidan. Instruct them to listen out for the love duets and pay attention to the lyrics. These come, first, between Aidan and Olivia, and, second, between Dorian and Olivia.
* Ask them how they think the characters are feeling in these love duets and any lyrics that stuck out to them.

**Apply to Demonstrate (20m):**

* In their books or on sheets of paper, get them to write a modern-day pop song for either Aidan, Dorian, or Olivia. A verse and chorus is probably enough to show understanding of lyrics, but if they are fast workers they could add another couple of verses.
* Ask them to share some or all of the lyrics they wrote with the class, and ask the other classmembers what they think the character is feeling from those lyrics.

**Review (5m):**

* Read out the song lyrics from current chart-toppers. Ask if they are about love, longing or jealousy. They can either do this out loud, if time is short, or write their answers down independently and you can do a calling-out exercise when they’ve finished.
* *(Answers: The first is* ***longing****, the second is* ***love****, the third is* ***jealousy****)*

**Lesson Three: Tragedy and Comedy**

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| **TEEP Cycle Stage** | **Activity** | **Resources?** |
| **Prepare for Learning** | Identify comedy and tragedy films from their posters. Discuss how we know which is which. | Presentation slide: Starter Task |
| **Agree Learning Outcomes** | Run through agenda of today’s session. Explain outcomes: differentiate tragedy/comedy, create drama using knowledge | Presentation slide: Agenda |
| **Present New Information** | Explain definition and key features of tragedy Explain definition and key features of comedyStudents fill in sheet during discussion with their own understanding of features | Presentation slides: What is Tragedy/ FeaturesPresentation slides: What is Comedy/ FeaturesSheet: Features of Tragedy/ Features of Comedy |
| **Joint Construction** | Watch Act 3 of Aidan and discuss which features of tragedy and comedy it has. eg. Tragedy: desire for revenge. Comedy: ends with a song. | Presentation slide: Watch Act Three |
| **Apply to Demonstrate** | Write a comedy or tragedy scene of their own. Make it really fit either the comedy or the tragedy archetype- no crossovers! | Presentation slide: Scenewriting Sheet: Features of comedy/ tragedy, as a guide for what to include |
| **Review** | Perform scenes, watching students categorise as comedy or tragedy. Say why. | Presentation slide: Game- Comedy or Tragedy? |

**Lesson 3: Lesson Plan**

**Prepare for Learning (5m):**

* Lay out the resource sheet on tables before the lesson starts (leave it to one side until they need it in the Present New Information section). When they’re coming through the door, have the “Starter Task” slide on the screen.
* As everyone arrives and settles, have them write down which films are comedies and which are tragedies. If they finish that quickly, ask them to write down how they know.
* *(Answers: Comedy: Toy Story and Anchorman, Tragedy: Titanic and The Fault In Our Stars)*
* Once class are settled, ask students to share what they wrote via a calling-out exercise and discuss what it is about the posters which indicates comedy or tragedy (eg. bright colours and smug smiling faces for comedy, dull colours and wistful faces for tragedy)

**Agree Learning Outcomes (5m):**

* Take them through the agenda slide so they know what to expect; highlight the two elements already completed and prepare them for the new information to come.

**Present New Information (15m):**

* Take them through the slide on Tragedy. Clarify any new terminology.
* Point them to their resource sheets and then take them through the Features of Tragedy. Get them to take notes on each feature in their own words so that they have a completed table.
* Take them through the slide on Comedy. Clarify any new terminology.
* Take them through the Features of Comedy. Get them to take notes on each feature in their own words so that they have a completed table.

**Joint Construction (10m):**

* Play the video of Act 3 of Aidan. Instruct them to think about the features of comedy and tragedy, and which of them apply to this opera.
* *(Answers: there is an element of Revenge Tragedy as Dorian wants to get his revenge. There is an element of Comedy as it ends with a song and a happy ending.)*

**Apply to Demonstrate (15m):**

* Put them in pairs or small groups and get them to write a scene that is clearly **either** comedy or tragedy.
* Prompt them to use their table sheets to remind them of the features of comedy/tragedy and work some of them into their scenes.

**Review (10m):**

* Students perform their scenes to the class.
* Other students think about whether the scene is comedy or tragedy and vote at the end on what they thought.
* If time, prompt them in a calling-out exercise to share which features of comedy or tragedy the scene had.