**Lesson 2: Plan**

| **TEEP Cycle Stage** | **Activity** | **Resources?** |
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| **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 Two: Teacher Instructions**

**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****)*