**Lesson Three: Plan**

| **TEEP Cycle Stage** | **Activity** | **Resources?** |
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| **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 Three: 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 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.