**Theatre (50 mins)**

**Materials**

1. Theatre booklet
2. Theatre powerpoint
3. Pens

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| **Key Questions/Ideas:**   * What did the ancient theatre look like * How do ancient performances differ from modern ones? * How did theatres develop from Greece to Rome? | |
| **Schedule and Timing** | **Notes** |
| **Brief Introduction**  (2 min) | Register  Check materials  Introduce the layout of the session, and how I would like people to contribute to the discussions. |
| **Starter Activity**  (10 min)  Class discussion, individual notes | Layout of the theatre of Dionysus on the worksheet, connect the definitions to the layout with colour coding/ arrows:   * Eisodoi * Skene * Ekkyklemma * Mechane * Statue of Dionysus * Orchestra * Chorus * Answers are on the powerpoint |
| **What’s the story?**  **(Tragedy)**  (10 min)  Work in pairs | * Discuss any myths students may have heard of. * Match the pottery image to the myth by numbering them on the handout * Discuss strategies for pairing the plot and title if students are unfamiliar with myth e.g. distinguishing male/ female character names, spotting continuity of one character’s story across multiple plays e.g. or using the pottery images. * Point out costumes on the pottery * Run through answers on the powerpoint |
| **Myth Now**  (10 min) | * Printouts of the slides will give a reminder of each tragedies’ plot line. * Split the class in to pairs or groups and give them 1 story slide each **without sharing who has what**. * Their task is to write a Netflix summary for their tragedy in 3 **sentences without naming the characters.** * **Use the example on the board to show them how it can be done and see if they can guess the myth.** * Come back together as a class, ask each group to read their summaries and see if the class can guess which tragedy it is. |
| **Who wrote what?**  (10 mins) | * Run through major playwrights and ask pupils to add the dates and match the playwright to the myth to see who wrote what. * They can do this by drawing lines to connect the artwork to the playwright. * Emphasise that pots and plays were how the illiterate masses would engage with myth: not everyone could read and write! |
| **Spot the difference**  (5 min)  Work in pairs | * Students need to annotate the differences between 2 reconstructions of ancient theatres side by side one is the theatre of Dionysus (Greek), the other the theatre of Pompey (Roman) what are the differences? (5 mins) * Feedback the differences and discuss why we think these changes occurred. (10 mins) |
| **Plenary**  **(5mins)** | * Run through of what they have learned * Explain how pottery can give clues about costume and staging * E.g. Medea’s dragons and costume |