

*A MEDIEVAL
TALE*

PURPOSE/RATIONALE

During this unit students will be investigating the medieval ages. Through the study of the medieval ages students have the opportunity to make, display and respond to various Art forms such as, Drama, Music and Visual Arts.

Students will be involved in creative activities and projects that require them to analyse, describe, interpret value, transform and evaluate all three forms of Art.

The study of the medieval ages will provide students with a framework so that they can be involved in the construction of who they are, who they can be and what they can do. This will be encouraged through role play and freeze frames, exploration and manipulation of materials and imagination and creation.

This unit will provide students with the opportunity to enhance their social skills such as being tolerant of others, cooperating, empathising, negotiating and working together as a team.

At the end of the unit students will have an understanding of the life in the Middle Ages, Knights and Chivalry, what a Coat of Arms is and the properties associated with the coat of arms, how music in the middle ages differs from modern times and how to construct their own ballad, and also have an understanding of how to construct a logical sequenced role play or freeze frame.

OVERVIEW

Activities are based on a learner-centred approach and are organised into the four planning phases of:

1. ORIENTATING

Students research the medieval ages and are exposed to visual aides (*videos, books, information*) to help them understand the medieval times and customs.

2. ENHANCING

Students will be engaged in a variety of learning activities that focus on the medieval theme to help scaffold their learning through role-play, freeze frames, construction of music and manipulation of materials to produce a medieval diorama.

3. SYNTHESISING

Students actively engage in cooperative learning groups to construct dramatisations of the movie, "A Knights Tale".

Produce a Ballad and design a Medieval Diorama.

4. REFLECTING

Students will evaluate their own learning and how well they have achieved the task and group members participation in the cooperative activities.

Outcomes:

DR 3.1 Students negotiate, in and out of role, a range of situations and narratives.

DR 3.2 Students rehearse and present dramatic action for a specific purpose.

DMU 3.4 Students collaboratively plan and prepare a formal performance of repertoire incorporating Level 3 concepts and elements.

DME, MU & VA 3 Students design and animate objects to accompany a piece of music created and performed by students using known musical concepts and elements.

VA 3.2 Students make and display images and objects, understanding the functions of informal and formal display.

VA 3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts.

**MEDIEVAL AGES
UPPER PRIMARY LEVEL 3 / 4**

Strand: Drama

Outcomes:

DR 3.1 Students negotiate, in and out of role, a range of situations and narratives.

DR 3.2 Students rehearse and present dramatic action for a specific purpose.

Teacher Action	Learning Experiences	Strategy	Drama Objective	Relationship to the other Art forms
<p>Phase One</p> <p>Introduction to Medieval times by asking students if they have seen any movies that are set in the Medieval ages. Teacher asks students to raise their hands if they can tell the rest of the class about the characters and the roles they played in the film. Teacher brings out the idea of Knights, Kings and Queens. 40 minutes</p> <p>Teacher then explains to the class that they will be watching segments in the Movie, “A Knights Tale” to help students visualise medieval times, the clothes they wear, how they talk, roles and relationships between the characters and what each character does. 10 minutes</p> <p>After watching segments of the film the teacher explains that they will be involved in making their own dramatisations. 35 minutes</p>	<p>Orientation</p> <p>Students are guided in the ‘orienting’ to the lives of people in the medieval ages and distinguish what roles these types of people play in movies. Teacher records on the board students ideas for example: Knights are heroic and fight, while Kings and Queens rule the land.</p> <p>As students watch the video they are recording different aspects of medieval life as they watch different segments of the movie.</p> <p>Students pay particular attention to the roles of Knights in the film and the events they are involved in.</p> <p>Teacher collects student notes with their names on the front</p>	<p>Teacher Narration</p> <p>Class Discussion And sharing ideas.</p> <p>Video/DVD Talk.</p> <p>Writing</p>	<p>Responding</p> <p>Responding</p>	<p>Visual Arts Technology History Geography</p> <p>Oracy</p> <p>Literacy</p>
		<p>Assessment: Students note taking, anecdotal notes on student discussion and contribution Resources: DVD/Video of A Knights Tale, worksheets.</p>		

Phase Two	Enhancing			
<p>MOTIVATION: Teacher plays the game Knights, Mounts and Cavaliers but adapts the game to call it Page, Squire and Accolade (<i>The three stages a young man goes through in order to become a Knight</i>). 10-15 minutes</p> <p>Teacher splits students into 10 groups with approximately 3 people in each group. 5 minutes</p> <p>Teacher explains to the class that they are going to working co-operative learning groups of 4 to collaborate and form either a Role play or freeze frame that tells the story of , “A Knights Tale” 10 minutes</p> <p>Class recap the events of the film and records in a sequential order to help students create their dramas. 25 minutes</p> <p>Teacher explains that their dramatisations will be presented to the class and the class next door in 4 weeks time.</p> <p>Students have 45 minutes to plan their dramas. 45 minutes</p>	<p>Children are immersed into the genre of Drama in their co-operative learning groups.</p> <p>Students are encouraged to show their capabilities and talents through their dramatisations.</p> <p>Students plan a detailed sequence of actions they are going to engage in, in order to develop a mini role play or series of freeze frames.</p> <p>Students consider one piece of costume clothing to be worn during the dramatisation.</p> <p>Once students know what they are going to do, they start acting out their parts.</p>	<p>Teacher Talk</p> <p>Process Drama</p> <p>Cooperative group work</p> <p>Planning and Writing</p>	<p>Forming</p> <p>Presenting</p> <p>Responding</p>	<p>Visual Arts</p> <p>Story telling</p> <p>Movement</p> <p>Dance</p> <p>Drama</p>
<p>Assessment: Students planning sheets, checklists, anecdotal records of student progress and participation and discussions.</p> <p>Resources: Instructions for playing Page, Squire and Accolade, whistle, students planning sheets,</p>				

<p>Phase Three</p> <p>Teacher introduces the lesson by sharing with the class a role play she has created and students have to guess what character and what part in the movie, “A Knights Tale”, she is from.</p> <p>15 minutes</p> <p>Teacher then instructs students to get into their co-operative learning groups to start to practice their dramatisations. Reminds students of class rules and expectations when working cooperatively.</p> <p>10 minutes</p> <p>Students have 1 hour to have their dramatisations finished ready for presentation.</p> <p>60 minutes</p>	<p>Synthesising</p> <p>Students are now actively engaged in the drama and are exploring their own capabilities while working with other student members.</p> <p>Students are forming and refining their performances.</p>	<p>Teacher in role</p> <p>Process Drama</p> <p>Freeze frames</p> <p>Role Plays</p>	<p>Forming</p> <p>Presenting</p> <p>Responding</p> <p>Writing</p>	<p>Oracy</p> <p>Literacy</p> <p>Drama</p> <p>Movement</p> <p>Visual Art</p> <p>Singing</p>
<p>Assessment: Anecdotal record of student progress, planning sheets, acting and exploration of drama techniques, photos.</p> <p>Resources: Students have their own props.</p>				
<p>Phase Four</p> <p>The teacher explains to the class that today is the day where they present their dramatisations to their peers and the class next door. This is so that the partitions between the rooms can be opened and so that the class next door will not be disturbed during the presentation of students’ dramas.</p> <p>Teacher takes photographs of students <i>(who’s parents have given consent prior to the unit commencing)</i></p> <p>Teacher collects all students’ reflective reports on the experience.</p>	<p>Reflecting</p> <p>Students actively participate in the drama they have created.</p> <p>At the end of the drama students are asked to write a reflective report on what they have learnt during the experience, what they could have done better, how the group worked as a team and how they think the drama went.</p>	<p>Freeze frames</p> <p>Role Plays</p>	<p>Presenting</p> <p>Responding</p> <p>Writing</p>	<p>Visual Arts</p> <p>Oracy</p> <p>Movement</p> <p>Singing</p>
<p>Assessment: Anecdotal notes, student work sheets, photos, participation in drama and checklists.</p> <p>Resources: Students own props for dramas, and reflection sheets video recorder.</p>				

**MEDIEVAL AGES
UPPER PRIMARY LEVEL 3 / 4**

Strand: Music

Outcomes:

DMU 3.4 Students collaboratively plan and prepare a formal performance of repertoire incorporating Level 3 concepts and elements.

DME, MU & VA 3 Students design and animate objects to accompany a piece of music created and performed by students using known musical concepts and elements

Teacher Action	Learning Experiences	Strategy	Music Objectives	Relationship to the other Art forms
<p>Phase One</p> <p>MOTIVATION Teacher plays musical chairs with the students using the recording of the Saint George and the Dragon Ballad. 10 minutes</p> <p>Teacher replays the recording of the ballad for the class. Teacher hands out a copy of the lyrics to students. <i>(Saint George and the Dragon by Margaret Hodges)</i>. 20 minutes</p> <p>Divide students into groups of 4 and research the characteristics and purpose of Medieval Ballads. 50 minutes</p> <p>As a class discuss the purpose and characteristics of ballads. Record information on butchers' paper for reference. 15 minutes</p>	<p>Orientation</p> <p>Students are introduced to medieval ballads and work cooperatively to research the characteristics and purpose of Medieval Ballads.</p> <p>Students record their findings on the Ballads Handout for collection by the teacher.</p> <p>Students participate in the brainstorming session, sharing ideas about medieval ballads.</p>	<p>Auditory Visual Reflecting Kinaesthetic</p>	<p>Understanding Responding Listening Appreciate Recognising</p>	<p>History English</p>
<p>Assessment: Active participation in discussions, checklists, anecdotal records.</p> <p>Resources: Saint George and the Dragon by Margaret Hodges lyrics and tape or CD. Butchers paper, pens, student handout of characteristics and purpose of Ballads. Instructions for musical chairs and class chairs.</p>				

<p>Phase Two</p> <p>Teacher recaps the characteristics and purpose of ballads in medieval times. 10 minutes</p> <p>Divide students into pairs. 5 minutes</p> <p>Each pair will write a ballad about Saint George (from Saint George and the Dragon). 60 minutes Teacher collects rough copies of students' ballads. 5 minutes</p> <p>Phase Three</p> <p>Students get into their pairs and finish off writing their Ballads. Students then can choose to put the ballad to a familiar tune or to the tune of the ballad we listened to. For their performances. 45 minutes</p> <p>Teacher rings a bell to let students know that they now have 45 minutes to rehearse their ballads they can do this either inside or outside near the classroom where the teacher can see them. 45 minutes</p>	<p>Enhancing</p> <p>Students work cooperatively to write a ballad about Saint George, from Saint George and the Dragon.</p>	<p>Oral Visual Auditory</p>	<p>Improvising Moving</p>	<p>English</p>	<p>Assessment: Anecdotal records and observations, checklists, students' rough copies of ballads handouts and photos.</p> <p>Resources: Students handouts of ballads.</p>
<p>Students get into their pairs and finish off writing their Ballads. Students then can choose to put the ballad to a familiar tune or to the tune of the ballad we listened to. For their performances. 45 minutes</p> <p>Teacher rings a bell to let students know that they now have 45 minutes to rehearse their ballads they can do this either inside or outside near the classroom where the teacher can see them. 45 minutes</p>	<p>Synthesising</p> <p>Students work cooperatively to produce a ballad that is creative and relevant to the subject topic.</p> <p>Students rehearse their ballads to music ready for performing in the next music lesson.</p>	<p>Oral Auditory Visual</p>	<p>Improvising Creating Listening</p>	<p>Singing Playing Drama Technology</p>	<p>Assessment: Anecdotal record, checklists, observations, participation, working cooperatively. Resources: Ballads handout sheets, lyrics, music and bell.</p>
<p>Teacher tells students that today they are performing their Medieval Ballads about Saint George. Students perform their songs. 90 minutes</p>	<p>Reflecting</p> <p>Students perform ballads and write reflections about their Ballads.</p>	<p>Oral Visual Auditory</p>	<p>Performing Moving Singing Listening Playing</p>	<p>Music Drama Visual Arts Technology</p>	<p>Assessment: Checklists, anecdotal records, photos. Resources: Music, video recorder and lyrics.</p>

MEDIEVAL AGES UPPER PRIMARY LEVEL 3 / 4

Strand: Visual Arts

Outcomes:

VA 3.2 Students make and display images and objects, understanding the functions of informal and formal display.

VA 3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts.

Teacher Action	Learning Experiences	Strategy	Art Objectives	Relationship to the other Art forms
<p>Phase One</p> <p>Explain that the class is going to make a Diorama that is going to have a Castle, Coat of arms and a clay dragon. This will be displayed in the library.</p> <p>5 minutes</p> <p>Teacher provides students with various picture books of castles, and dragons. Teacher passes around photographs of different medieval castles. Students will share observations on the design of the castles. Discuss castles of medieval times—how they were built, what they looked like, and important features (like a mote, a drawbridge, and etc).</p> <p>45 minutes</p> <p>Teacher asks students to raise their hands if they have something to share about any of the three medieval objects.</p> <p>Teacher records attribute of each on butchers paper and hangs up in the class</p>	<p>Orientation</p> <p>Students investigate medieval castles and dragons.</p> <p>Students work in friendship groups cooperatively to record attributes, purposes, meaning and characteristics of the three medieval objects.</p> <p>Students collaborate ideas as a class at the end of the lesson to further help their understanding of each object.</p>	<p>Teacher Talk</p> <p>Cooperative learning</p> <p>Research</p> <p>Information packages for each group</p> <p>Shared discussion</p> <p>Writing</p>	<p>Respond</p> <p>Describe</p> <p>Analyse</p> <p>Interpret</p>	<p>Media</p> <p>History</p> <p>Technology</p>
<p>Assessment: Checklists, anecdotal records, students recording of the attribute and characteristics of each art form.</p> <p>Resources: Information on Medieval castles, coats of arms and dragons for students and handouts for students to record relevant information.</p>				

room. For student reference. 20 minutes				
<p>Phase Two</p> <p><i>Prior to this lesson students have been asked to bring in a cardboard box from home.</i></p> <p>Teacher recaps the attributes and characteristics of castles, coats of arms and dragons as a class. 10 minutes</p> <p>Teacher explains that they will all be making cardboard castles and clay dragons in today's art lesson. Students have 40 minutes to complete each art piece and are given a demonstration on how to start making their castles and dragons. 40 minutes</p>	<p>Enhancing</p> <p><u>CASTLES</u></p> <p>Students will sketch a castle design on a sheet of paper. Students will use boxes and cardboard scraps to build the castle they've designed.</p> <p>Once students have finished they place their castle to the back of the room with their name on the bottom. <u>Students will need:</u> A box any size will do heavy duty scissors, string crayons, paint, and/or markers</p> <p><u>DRAGONS</u></p> <p>Students work independently to create their clay model dragon. <u>Students will need:</u> Clay, wire, beads, coloured feathers, tooth brushes, water and vinegar.</p>	<p>Teacher Talk</p> <p>Class demonstration</p> <p>Independent learning</p> <p>Creating</p>	<p>Manipulate</p> <p>Make</p> <p>Respond</p> <p>Create</p> <p>Describe</p> <p>Analyse</p> <p>Interpret</p>	<p>Media</p> <p>History</p> <p>Technology</p> <p>Geography</p>
<p>Phase Three</p> <p>Teacher recaps the attributes and characteristics of a Coat of arms as a class. 10 minutes</p> <p>Teacher shows the class a sample coat of arms she/he has made prior to the lesson. Teacher explains to students how she made the coat of arms and provides students with detailed instructions for making the coat of arms. Students are told that</p>	<p>Synthesising</p> <p><u>COAT OF ARMS</u></p> <p>Students will brainstorm characteristics that represent them and positive character qualities that they believe represent their families.</p> <p>Students will research (using books in the classroom) different symbols that represent the characteristics they chose and will design a family coat of arms on paper.</p>	<p>Teacher talk</p> <p>Creating</p> <p>Independent learning</p>	<p>Manipulate</p> <p>Make</p> <p>Design</p> <p>Respond</p> <p>Create</p> <p>Describe</p> <p>Analyse</p> <p>Interpret</p>	<p>Media</p> <p>History</p> <p>Technology</p>

Assessment: Photographs, checklists to see who has completed what and anecdotal records of techniques used.

Resources: Instructions to make medieval castle, and clay dragons and the materials needed to complete the tasks. Books and illustrations of castles and dragons for student reference.

Assessment: Photographs, checklists to see who has completed what and anecdotal records of techniques used.

Resources: Instructions on how to make a coat of arms and materials needed to complete the task. Books and illustrations of coats of arms for student reference.

<p>the teacher will do the spray painting for students. 10 minutes Students have 1 hour to complete their coat of arms and 10 minutes for putting the diorama together.</p>	<p><u>Students will need:</u> Cardboard, glue, layering objects, scissors and aluminium foil.</p> <p>Students make their own coat of arms and put together their dioramas</p>			
<p>Phase Four</p> <p>Students are required to share their diorama with the class and tell the class about their coats of arms and why they designed it that way.</p> <p>After students present their dioramas they are collected ready for show in the library.</p>	<p>Reflecting</p> <p>Students write a reflection on their dioramas and present it to the class.</p>	<p>Orals</p>	<p>Describing Presenting</p>	<p>Oracy Language</p>
<p>Assessment: Photographs, anecdotal records, student reflections, checklists and observations finished diorama.</p> <p>Resources: Students handouts and criteria sheets.</p>				

SEQUENCE OF LESSONS FOR UNIT

WEEK 1	
MONDAY	Visual Arts: Phase One
TUESDAY	Visual Arts: Phase Two
WEDNESDAY	
THURSDAY	Drama: Phase One
FRIDAY	
WEEK 2	
MONDAY	Drama: Phase Two
TUESDAY	Visual Arts: Phase Three
WEDNESDAY	
THURSDAY	
FRIDAY	Drama: Phase Three
WEEK 3	
MONDAY	Visual Arts: Phase Four
TUESDAY	Music: Phase One,
WEDNESDAY	Drama: Phase Four
THURSDAY	
FRIDAY	Music: Phase Two
WEEK 4	
MONDAY	
TUESDAY	
WEDNESDAY	Music: Phase Three
THURSDAY	
FRIDAY	Music: Phase Four

ASSESSMENT INSTRUMENTS

DRAMA

Rubric for Medieval Role-play/Freeze Frames

Outcomes:

DR 3.1 Students negotiate, in and out of role, a range of situations and narratives.

DR 3.2 Students rehearse and present dramatic action for a specific purpose.

Expected Qualities	Indicators of student performance		
	HIGH	MEDIUM	LOW
Student demonstrates a variety of acting and technical theatre skills.	Student drama performance shows a wide range of acting and technical theatre skills that relate to Medieval times.	Students show a range of acting and technical skills relating to medieval times.	Student shows very little or no variety of acting skills related to Medieval times.
Co-operates with others to plan and participate in the drama experience.	Student actively participates in the drama experience, contributes ideas and co-operates with others to plan a detailed outline of the groups' role play or freeze frame.	Student participate in the drama experience, contributes some ideas to plan a rough overview of the role play or freeze frame.	Student participates in the drama experience but does not contribute to group discussions and does little or no planning of the role play or freeze frame.
Students exploration of the drama structure	Student understands the concept of drama and the purpose and structure. Students explore different drama techniques and apply them when appropriate.	Student shows some understanding of drama and the purpose or structure. Students explore some drama techniques and apply them when necessary.	Student shows very limited or no understanding of the concept of drama, its purpose and structure. Students' exploration of applied techniques is limited or not evident.

DEMONSTRATED

NOT DEMONSTRATED

Teachers Comments:

MUSIC

Rubric for Ballad Presentation

Outcomes:

DMU 3.4 Students collaboratively plan and prepare a formal performance of repertoire incorporating Level 3 concepts and elements.

DME, MU & VA 3 Students design and animate objects to accompany a piece of music created and performed by students using known musical concepts and elements.

Expected Qualities	Indicators of student performance		
	High	Medium	Low
Students' ability to plan and prepare the performed Ballad.	Students collaborate and contribute ideas with their group members to plan and prepare a Ballad.	Students contribute some ideas with group members to prepare a Ballad.	Student works with group member to perform a Ballad but does not show evidence of planning or preparing the Ballad.
Understanding of musical concepts and their use in the Ballad creation.	Able to explain clearly, accurately and in detail the use of musical concepts in the chosen example/s and their connection to action, mood, pace and/or narrative development.	Able to explain in general terms the use of musical concepts and their connection to action and/or mood and/or pace and/or narrative development.	Identifies some musical concepts, not always accurately, with some reference to the role of a Ballad.
Ability to manipulate musical concepts to compose an effective Ballad, recognising the relationship between visual and compositional elements, as evidenced in the performed and/or recorded work.	Clearly demonstrates the ability to manipulate the concepts of music in composing music to accompany a Ballad.	Demonstrates the ability to manipulate the concepts of music in composing music to accompany a Ballad.	Demonstrates an ability to use sounds in ways that have some connection with Ballads.

DEMONSTRATED

NOT DEMONSTRATED

Teachers Comments:

VISUAL ARTS

Rubric for Medieval Diorama

Outcomes:

VA 3.2 Students make and display images and objects, understanding the functions of informal and formal display.

VA 3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts.

Expected Qualities	Indicators of student performance		
	HIGH	MEDIUM	LOW
Application of techniques used to create and manipulate materials	Student is able to apply artistic techniques to manipulate materials to create different pieces of artwork.	Student applies some artistic techniques to manipulate materials to create different pieces of artwork.	Student is limited in their applied techniques to manipulate materials to create different pieces of artworks.
Presentation of students Medieval Castle, Coat of Arms and Clay model Dragon.	Student has three pieces of artwork present in their diorama. Students' artwork is neatly presented, and easy to identify.	Student has two or three pieces of artwork present in their diorama. Students' artwork is presented neatly.	Student has less than two artworks in their dioramas. Student presents their diorama.
Students application and elements of Medieval images and objects to create a Medieval Diorama	Students research, understand and apply the elements of Medieval images and objects effectively to create a Medieval diorama.	Students understand and apply some elements of Medieval images and techniques to create a Medieval diorama.	Students apply minimal elements of Medieval images to create a Medieval Diorama.

DEMONSTRATED

NOT DEMONSTRATED

Teachers Comments:

RESOURCES

DRAMA:

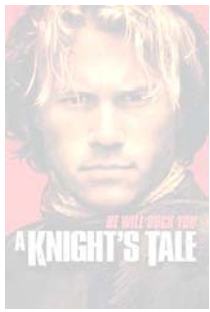
Teacher Resources:	Video/DVD of "A Knights Tale" Assessment Rubric for teacher Instructions to play Page, Squire and Accolade.
Student Resources:	Student handout for plot, characters, costume and language used Role Play / Freeze Frame planning sheets for students Reflective report for students

MUSIC:

Teacher Resources:	Tape or CD of Saint George and the Dragon by Margaret Hodges Information and Story about Saint George and the Dragon. Instructions for playing musical chairs.
Student Resources:	Lyrics to the Ballad Saint George and the Dragon by Margaret Hodges.

VISUAL ARTS:

Teacher Resources:	How to make a cardboard castle instructions How to make a clay dragon instructions How to make a coat of arms instructions Diagram of a Coat of Arms Information, books and illustrations of medieval castles, dragons and coats of arms.
Student Resources:	Planning sheets of students coat of arms Cardboard boxes Cardboard Aluminium Foil PVA Glue Paintbrushes Water String Clay Tooth brushes, Wire, Feathers and beads, Scissors



Role Play / Freeze Frame Planning Sheet

Scene Number	Characters	Plot	Costume	Actions
1				
2				
3				
4				
5				

6				
7				
8				
9				
10				

Students Names: _____ *Date:* _____



A KNIGHT'S TALE

PLOT:

CHARACTERS:

ROLES AND RELATIONSHIPS:

CLOTHING:

HOW THEY TALK:

INSTRUCTIONS FOR PLAYING PAGE, SQUIRE AND ACCOLADE.

In order to become a knight, a young man would go through three stages.

Stages and Name	Age	Information
Page	7	A page was the first stage of knighthood. He would serve and do easy tasks.
Squire	14	At fourteen the page would turn into a squire. He would train for battle. He also would have higher tasks of serving the king.
Accolade	21	An accolade would train hard to become a knight. They learned how to use swords and defend themselves. If an accolade was not successful, he would not turn out to be a knight. If he was successful, he would be a knight. During the ceremony to become a knight, he had to take a bath to wash the sins off and dry himself on a bed
Knight	21	A knight could have been knighted as young as twelve. Knights defended castles and worked for Lords.

To play this game you will need a whistle.

Students roam around in a given area and when the teacher blows the whistle she calls out PAGE, SQUIRE OR ACCOLADE. Depending on the name the students must quickly form into partners and do the prescribed action that is associated with the name called out for example:

- *If the teacher calls Page, students get into groups of two and both sit down with their legs crossed.*
- *If the teacher calls Squire, students must get into groups of two and one person in the group stands up while the other kneels in front of the other person.*
- *If the teacher calls Accolade, students must get into groups of two and both students stand back to back with their arms folded.*

The objective of the game is for students to get into pairs as quickly as possible to form the given action. The last couple to do the action is out.

MUSIC RESOURCES:

INSTRUCTIONS FOR MUSICAL CHAIRS

Set up two rows of chairs with the chairs back to back. The number of chairs will depend on the amount of people playing.

Students walk around the chairs to the music, when the music stops students must quickly sit down on a chair.

Students who miss out on a chair are out of the game and two or more chairs are removed from the rows of chairs.

This is repeated until there are only two students and one chair left. The last student to sit on the chair wins the game.



MEDIEVAL BALLADS

PURPOSE:



CHARACTERISTICS:





Saint George and the Dragon by Margaret Hodges

Can you tell me where I might find the Hydra
Is he wearing a familiar face
Does he still live below Seventh Avenue
With the princess dipped in lace

Does he know that I'm a soldier of fortune
And not a victim of circumstance
We drew lots for his soft underbelly
Now his fate is sealed with my lance

I can tell by the look in your eye
You've never seen the man with nothing to say
I can tell by the look in your eye
You'd better watch yourself
St. George is on his way

Is it true that he's a mighty warrior
And a viper of the first degree
I've been sentenced here to slay the giant
Geld this fear I cannot see

Can you tell me where I might find the Hydra
Is he wearing a familiar face
Does he still live below Seventh Avenue
In the slums of Satan's grace

I can tell by the look in your eye
You've never seen the man with nothing to say
I can tell by the look in your eye
You'd better watch yourself
St. George is on his way

VISUAL ARTS RESOURCES:

ENCHANTED CASTLE INSTRUCTIONS

YOU WILL NEED:

- A box - any size will do
- Heavy duty scissors or a craft knife
- String
- Crayons, paint, and/or markers

1. Find a box and cut off the top flaps. Any type of box will do: a large cardboard box makes a large castle, a shoebox makes a fine, small castle. To cut thick cardboard, try a craft knife. Poultry shears work well for thinner cardboard.
2. Cut out a wide rectangle along the front, sides, and the back to form towers (turrets) at the corners.
3. Cut out rectangular crenellations along the entire top (the battlement) of the castle.
4. Draw a drawbridge at the front of the castle. Using the point of a scissors, poke 2 small holes in the sides of the drawbridge and on both sides of the wall next to it. Cut out the drawbridge.
5. Attach a string to each side of the drawbridge and the adjoining wall.
6. Decorate the castle with paint, markers, crayons, or decoupage (paste on pictures that are cut from magazines).
7. **NOTE: Teacher should keep some illustration books and information displayed at the front of the class for student reference.**

COAT OF ARMS INSTRUCTIONS

YOU WILL NEED:

Cardboard, PVA Glue, different materials for layering, aluminum foil, spray paint (gold or black) and steel wool.

1. Cut out a piece of hard/firm cardboard in the desired shape of the coat of arms.
2. Using different surfaces and textiles design the pattern for our coat of arms without gluing. Glue once you have decided on the pattern to be designed with PVA Glue.
3. Lather the whole design with glue ready to cover with aluminum foil.
4. Cover coat of arms with foil and press down so that your design protrudes.

5. Once you have covered your coat of arms with aluminum foil use black or gold spray paint to cover the coat of arms, this can be done lightly or heavy in effect.

6. Leave to dry in the sun.

7. Once the paint has dried rub back the surfaces that you would like to stand out, in particular the pattern on your coat of arms with steel wool.

8. NOTE: Teacher should keep information and illustrations on coat of arms at the front of the class for student reference.

CLAY DRAGON INSTRUCTIONS

YOU WILL NEED:

Clay, glue, wire, beads, feathers, toothbrushes, pop sticks and water.

1. Cut out pieces of clay for children using fishing wire.

2. Roll or pat the piece of clay until it is in an oval shape.

3. Make two smaller sized oval shapes at the end of the oval shaped clay. This will form the head body and tail.

4. Using a pop stick make a cross on the dragons' middle part this will form the arms and legs of your dragon.

5. Manipulate and create a medieval dragon from your own imagination from looking at pictures of dragons.

6. To make your dragon look effective use beads as eyes and feathers as wings.

NOTE: Teacher should demonstrate roughly how to create the dragon before telling students to do it for themselves. Having some information books and illustrations of dragons should be kept at the front for students' reference.

References

Queensland School Curriculum Council. (2001). *The Arts: Years one to ten syllabus*. Brisbane: Queensland School Curriculum Council.

Queensland School Curriculum Council. (2001). *Years 1 to 10 The Arts Sourcebook guidelines*. Brisbane: Queensland School Curriculum Council.