

Medieval Unit Plan

PRIMARY LEVEL 3

By Amanda Thomson

Rationale

This unit plan has been designed for the general primary classroom. Integrating the Arts into a unit of work allows students to appreciate how the Arts are related to each other, but that each strand has unique qualities. Teaching the Arts to children is a worthwhile and engaging task that has potential for increasing the intellectual, emotional, physical, spiritual and social development for students (Burrige, 2003). Students undertaking this unit will participate in three of the Arts strands, Drama, Music and Visual Arts.

Strand: Drama

Outcomes:

- DR3.1 Students negotiate, in and out of role, in a range of situations and narratives.
- DR3.2 Students rehearse and present dramatic action for a specific purpose.
- DR3.3 Students discuss and interpret the learnings and understandings developed through drama experiences.

Strand: Music

Outcomes:

- MU3.1 Students aurally and visually recognise and respond to Level 3 core content in music they hear and perform.
- MU3.2 Students sing and play a varied repertoire of extended pentatonic music, individually and with others in unison and in up to three parts, including some repertoire from memory.
- MU3.3 Students read and write musical patterns and phrases containing Level 3 core content.

Strand: Visual Arts

Outcomes:

- VA3.1 Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings.
- VA3.2 Students make and display images and objects, understanding the functions of informal and formal display.
- VA3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts.
(Queensland Curriculum Council, 2001).

This is an intensive unit in which students would have one drama, music and visual arts lesson per week. Each lesson would go for approximately 1.5 hours. Though the students are able to select their own character in this unit, teachers may opt to delegate roles.

Teacher Action	Learning Experiences	Strategy	Drama/ Music/ Visual Art Objective	Relation-ship to other subject areas
<p>Week One Drama Lesson Students are brought into class and seated on the floor. They need plenty of space to move around. Play warm up game called Knights, Ladies and Cavaliers [Appendix 1]</p> <p>Introduce new unit of work and discuss how over the next four weeks the students will be doing drama, music and art lessons involving the theme 'medieval'. Explore the idea of holding a 'Harvest Day Celebration' during the last week of the unit where students will attend in character, perform a song and display some artwork. Explain to students that at the end of today's lesson they will have decided on a medieval character to play for the unit.</p> <p>Read the story "Anno's Medieval World" by Mitsumasa</p>	<p>Orientation</p> <p>This game eases tension about performing in front of others and helps students get orientated into the medieval drama through play. It also serves as an introduction to playing different characters from the medieval era.</p> <p>Students become familiar with the aims of the unit and the expected outcomes. It also provides students with a clear understanding of what they are expected to achieve.</p> <p>It serves to orientate</p>	<p><i>Kinathestic Learning through play.</i></p> <p><i>Linguistic /auditory.</i></p> <p><i>Linguistic</i></p>	<p><i>Presenting</i></p> <p><i>Responding</i></p>	<p><i>Dramatic play</i></p> <p><i>SOSE, Drama</i></p> <p><i>Literacy and</i></p>

<p>Anno. Discuss differences to our way of life using the story as a discussion point.</p> <p>Introduce the idea of living on a medieval manor. Discuss who would have lived there and what would life have been like. In small groups students role play something that a medieval person would do if they were a:</p> <ul style="list-style-type: none"> • King/Queen • Lord/Lady • Tradesmen • Serf (peasant farmer) • Knight <p>The teacher may need to guide the students for some of the roles (e.g. serf) and provide an explanation as to what things each person might do [Appendix 2]. As each group presents other groups respond by saying what the characters are doing.</p> <p>Hand out character profile sheets [Appendix 3]. Students are asked to create a character (except a King or Queen) and answer the questions on the worksheet.</p>	<p>the students into understanding what life was like during medieval times and how it is different to their own life.</p> <p>This activity would orientate students to the different ways of life people had in the medieval era. It would also serve to get them thinking about what character they might like to play and what their day-to-day life might have been like. Students become orientated towards moving in and out of various characters.</p> <p>Students begin forming a character they could play and provide their character with a name, age, family background and occupation.</p>	<p><i>/auditory</i></p> <p><i>Role- play. Kinathesic Building up understand -ing of medieval characters. Moving in and out of character roles.</i></p> <p><i>Character development. Writing.</i></p>	<p>Forming Presenting and responding.</p> <p>Forming</p>	<p>SOSE.</p> <p><i>Drama and SOSE</i></p> <p><i>Storytelling</i></p> <p><i>Drama, SOSE and English</i></p>
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<p>Music</p> <p>Warm up Activity: Arrange students in a circle on the floor. Whisper the phrase “The King has gone to the market place and saw many strange things there.” to the student next to the teacher. The whisper is passed from student to student and the end result is compared to the beginning phrase. Discuss with students how there is very little music from the medieval era music because most of it was not written down, but was passed on orally. Ask, “Imagine if we didn’t record or write down our music today, how much would be around in one hundred years?”</p> <p>Discuss difference between legato and staccato; crescendo and decrescendos (and whether some music does not have either) as a whole class. Use modern music as examples. Play “Gregorian Chant” to the class In small groups (2-4) have students identify different sounds in each song and (individually) fill out the “Looks Like [Visual images/Sounds Like/Feels Like” chart</p>	<p>Students learn and recognise some of the difficulties and problems or accurately remembering simple phrases if they are not written down or recorded.</p> <p>Students become orientated to medieval music. For some students the Gregorian chant might feel very alien to their common experience of what music should sound like. The Looks Like, Sounds Like and Feels like chart will help them to understand their responses to each song. Students identify level 3 core content in Gregorian Chant.</p>	<p><i>Oral and aural.</i></p> <p><i>Shared Discussion</i></p> <p><i>Shared discussion and independent work.</i></p>	<p><i>Appreciating</i></p> <p><i>Appreciating</i></p> <p><i>Appreciating</i></p>	<p><i>Literacy and oracy</i></p> <p><i>Oracy</i></p> <p><i>Music Literacy SOSE</i></p>
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<p>and the expressive element used and whether they heard a crescendo or a decrescendo. [Appendix 4].</p> <p>Assessment item 1 As a class sing “The Ghost of Tom” (Traditional song from the “Sing” Collection). Once the students are familiar with the song attempt to sing the song together without using any harmony. Compare this version of the song to the Gregorian chant (play again to remind students of the sound).</p> <p>Assessment item 2 Sing “The Ghost of Tom” again, this time splitting the class in half and singing a canon. Assessment item 2. Discuss which version students prefer (there is no right or wrong answer). Discuss how music began to change during the middle ages to include singing in parts or rounds (canon).</p> <p>Play students some Bernart to the students. Ask students to describe who would have listened to this kind of music and when they would have listened to it. Discuss how there was secular and church music during</p>	<p>Students attempt to recreate the sounds of the Gregorian Chant and consider how the “sound” was formed.</p> <p>Students perform the “Ghost of Tom” by singing it in canon. Students have an opportunity to appreciate the development of different styles during the medieval era.</p> <p>Students become aware that there is more than just sacred music during the medieval era. Students have another</p>	<p><i>Learning through doing.</i></p> <p><i>Learning through doing and shared discussion.</i></p>	<p>Performing and Appreciating</p> <p>Performing and appreciating</p> <p>Appreciating</p>	<p><i>Music</i></p> <p><i>Music</i></p>
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<p>the middle ages. Students complete Looks Like/Sounds Like/Feels Like worksheet [Appendix 5] and identify the same core content as for the Gregorian chant (Assessment item 1).</p> <p>Advise students about the performance on “Harvest Day”. Teacher discussion about appropriate songs that could be sung (i.e. songs that are sung in rounds). Discuss and allow time for the forming of groups for the performance.</p> <p>Visual Arts Display samples of medieval artwork around the room. Including pictures of shields, guilds, Family Crests, pottery, flags and tapestries. On the board have displayed a medieval painting and painting from a later period). Allow students time to look at and discuss the artwork at the beginning of the lesson. Class discussion: “Where would the art have been displayed?” “What did the art mean? How was it used, what was it used for?” Compare the differences between the medieval painting</p>	<p>opportunity to appreciate the development of different styles during the medieval era. Students identify some uses of music (e.g. entertainment).</p> <p>Students consider the types of music their character may have heard or played. Students form groups and discuss the “Harvest Day” performance.</p> <p>Students become orientated with different types of artwork from the middle ages. Students have time to consider and discuss the artwork. Students should also consider how art was often part of everyday life, what it was used for, what it meant to the people who displayed it. Students will discuss the how the elements of the two paintings are different and why</p>	<p><i>Aural. Shared discussion</i></p> <p><i>Shared discussion and collaboration</i></p> <p><i>Observation discussion and analysing.</i></p>	<p>Creating</p> <p>Appreciation and analysis of elements.</p>	<p><i>Music, SOSE and literacy.</i></p> <p><i>Music and drama</i></p> <p><i>Visual Arts and SOSE</i></p>
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<p>and the painting from the later period. Discuss why there is a difference between the two pictures (i.e. how has the use of elements developed over time etc).</p> <p>Assessment item 3 Discuss and instruct students to make a piece of clothing they could wear to help other students to identify their character. [Appendix 6].</p>	<p>they are different. Students learn that art has developed over time and that artwork can be identified by its elements as belonging to a particular era.</p> <p>Students make a piece of clothing suitable for their character.</p>	<p><i>Discussion Independent work. Making</i></p>	<p>Making</p>	<p><i>Visual Arts, SOSE and drama</i></p>

<p>Week 3</p> <p>Drama Lesson</p> <p>Play “My character” game [Appendix 1].</p> <p>Today the teacher enhances the student’s concept of their character by the introduction of fun in the middle ages. The teacher calls the class together and discusses what people of the middle ages did for fun. For example, singing; dancing; playing simple games like hoops; leaping; holding stone throwing contests etc. The teacher then asks the students to form small groups and to role-play and fun games people would have played in the middle ages. The teacher provides a few minutes for the groups to discuss and present their role-play. The groups then perform for the class and the other groups decide what activity they were role-playing.</p> <p>The teacher then transitions the class into their characters using the same signal as the week before (e.g. playing a short piece of music). While in character the bailiff (the teacher) calls the</p>	<p>Enhancing</p> <p>Students learn about fun in the middle ages. Students have an opportunity to create and perform a short role-play for the class and to respond to the performance of other groups.</p> <p>Students move transition into character and have an opportunity to add another dimension to the understanding they have of the character.</p>	<p><i>Shared discussion</i> <i>Role play</i></p> <p><i>Teacher and students in role.</i> <i>Tap and talk.</i></p>	<p><i>Forming, presenting and responding</i></p> <p><i>Responding</i></p>	<p>HPE, drama and history.</p> <p>Drama, HPE and history.</p>
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<p>groups together and asks them to find a space on the floor to lie down. Once the students are comfortable the teacher asks the students to close their eyes and to think about all the things they know about their character. After a minute the teacher (as the bailiff) tells the students that they want the characters to think about what they do for fun and that in one minute he/she will walk around the room and tap people on the foot. When you are tapped you are to give a brief description of something fun you like to do. The teacher then walks around the room and taps students one at a time. Quietly ask the students to sit up.</p> <p>While in character the bailiff discusses the need for a welcome for our royal visitor. Characters are shown how to curtsy and bow down low and how to say “Your Majesty, or Your Highness”. Practice a few times and then the bailiff pretends to be royal visitor and the class is given a practice at welcoming the royal visitor.</p> <p>Assessment item 7. Transitions students</p>	<p>Students are asked to briefly describe a fun thing their character enjoys doing.</p> <p>Students remain in role and learn how to greet the expected visitor with respect.</p>	<p><i>Teacher and students in role. Building dramatic belief.</i></p>	<p><i>Forming</i></p>	<p>Drama, SOSE and oracy.</p>
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<p>out of role.</p> <p>Music</p> <p>Start the lesson by playing the same game as last week. However, this time more than one set of taps is sent around the circle (the rhythm goes around the circle again and again, until it is broken). The aim is to have at least three different rhythms being sent around the circle. The game can then be varied by students placing one of their hands between the hands of the person next to them, so that no one has their own two hands together.</p> <p>Students clap a simple rhythm created by the teacher and displayed on the board. This is based on the rhythmic work from last week.</p> <p>Assessment item 6.</p> <p>Student and teacher discussion of progress and problems relating to performance on Harvest Day. Students are instructed to break into their groups to practise, which will be followed by a practise performance in front of the class.</p>	<p>Students become aware of and respond to those around them. They learn that for rhythm to be successful it is necessary to listen and respond to what is happening around them. This activity also focuses student awareness on timing.</p> <p>Students read a form of notation written by the teacher.</p> <p>Co-operative learning and collaboration with other students. Students experience performance in a more relaxed setting in preparation for next weeks Harvest Day.</p>	<p><i>Kinathestic Learn through play.</i></p> <p><i>Teacher directed.</i></p> <p><i>Co- operative learning Drill and practise</i></p>	<p><i>Respond- ing</i></p> <p><i>Reading musical phrases</i></p> <p><i>Creating and Performing</i></p>	<p>Music</p> <p>Music</p> <p>Music and drama</p>
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Assessment item 3. Students complete their family crests.	Students do independent work.	<i>Independent work</i>	<i>Making</i>	Visual arts and history.
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<p>Week Four</p> <p>Drama/Music/Visual Arts</p> <p>Preparation: <i>Students</i> display created works of art for royal visit. Assessment item 4.</p> <p><i>Royal Visitor.</i> Parent or other teacher (not the bailiff). If possible decorate the room with banners; prepare a royal throne; prepare simple games e.g. ring toss; and some simple food e.g. fruit and bread.</p> <p>Brief students about remaining in character for Harvest Day celebration and royal visit. Transition students into character.</p> <p>Students enter room “in character” and are allowed to play games and look at the displayed artwork. As the Royal Visitor enters the bailiff should announce, “Here comes Her/His Majesty” and the students bow/curtsey. Assessment item 7. The Royal Visitor is led to the throne by the bailiff (teacher). Students are able to ask the Royal Visitor questions, using</p>	<p>Synthesising</p> <p>Harvest Day</p> <p>Students arrange artwork in a way that is appealing to others and that suits a particular audience.</p> <p>Students are prepared for remaining in character for a set period of time.</p> <p>Students remain in character for a prolonged period of time.</p> <p>Respond in character and play out a dramatic role.</p>	<p><i>Co-operative work.</i></p> <p><i>Teacher discussion</i></p> <p><i>Teacher and student in role. Dramatic action.</i></p> <p><i>Group</i></p>	<p><i>Displaying</i></p> <p><i>Presenting</i></p> <p><i>Presenting and responding</i></p> <p><i>Performing</i> <i>Displaying</i></p>	<p>Visual Arts</p> <p>Drama</p> <p>Drama</p> <p>Drama</p> <p>Drama, oracy and</p>
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<p>rehearsed title. Students gather for the musical performances. Assessment item 2. Royal Visitor is invited to look at the displays of artwork. As Royal Visitor leaves students should bow/curtsey again.</p> <p>Students should be de-briefed and transitioned out of role. Assessment item 5.</p> <p>Drama/Music/Visual Arts</p> <p>Direct the students to write a personal reflection of their experiences during this unit in the form of a diary entry, a letter or a news article. [Appendix 9].</p> <p>Drama</p> <p>The teacher directs the students to write a short essay on their experiences during drama. Assessment item 8.</p>	<p>Students perform a song for an audience.</p> <p>Students respond in character in a dramatic role.</p> <p>Reflection</p> <p>Students reflect on and evaluate their own work.</p> <p>Students reflect on their experiences creating a character, being in-role and responding while in character.</p>	<p><i>performance</i></p> <p><i>Student composition Self-evaluation and reflection</i></p> <p><i>Short essay writing.</i></p>	<p><i>Presenting</i></p> <p><i>Responding</i></p> <p><i>Responding.</i></p>	<p>history. Music</p> <p>Visual Arts</p> <p>Drama</p> <p>Literacy Drama, Music Visual Arts</p> <p>English and Drama.</p>
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Assessment: Family Crest

Date Submitted:

Outcomes:

VA3.1 Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings.

VA3.2 Students make and display images and objects, understanding the functions of informal and formal display.

Students design and formally display a Family Crest they have constructed, applying elements and concepts that best suit their character's profile.

Has the student:

	A	B	C	D	E
Applied symbols that suit the character's profile?	The student has demonstrated an excellent understanding of symbols by applying concepts that perfectly represent the profile of their character.	The student has demonstrated a good understanding of symbols by applying concepts that represent the profile of their character well.	The student has demonstrated some understanding of symbols by applying some concepts that represent their character.	The student has demonstrated a limited understanding of symbols by applying a few concepts that represent the profile of their character.	The student has demonstrated no understanding of symbols and has not applied any concepts that represent the profile of their character.
Used elements that are appealing?	The student has demonstrated an excellent understanding of elements by selecting elements that are exceptionally appealing.	The student has demonstrated a good understanding of elements by selecting elements that are very appealing.	The student has demonstrated some understanding of elements by selecting elements that are somewhat appealing.	The student has demonstrated a limited understanding of elements by selecting elements that have limited appeal.	The student has demonstrated no understanding of elements by selecting elements that are not appealing.
Used elements and concepts to express intended meanings?	The student has made excellent use of elements and concepts to express meaning.	The student has made good use of elements and concepts to express meaning.	The student has made some use of elements and concepts to express meaning.	The student has made limited use of elements and concepts to express meaning.	The student has made no use of elements and concepts to express meaning.
Displayed the artwork in a way that suits the purpose of the display.	The student has displayed the artwork in to its best advantage and demonstrated an excellent understanding of the purpose of the display.	The student has displayed the artwork well and demonstrated a good understanding of the purpose of the display	The student has displayed the artwork in to some advantage and demonstrated some understanding of the purpose of the display	The student has displayed the artwork in a way that demonstrates a limited understanding of the purpose of the display	The student has displayed the artwork in a way that demonstrates no understanding of the purpose of the display

Overall Mark:

Comments:

Assessment Item 8

Unit Title: Harvest Day (Drama)

Assessment: Short Essay

Word Length: (optional)

DR3.3 Students discuss and interpret the learnings and understandings developed through drama experiences.

Write a short essay that explains your understanding of creating characters; moving into and out of roles during drama; and the role of rehearsal in drama. Your essay must include the following information:

- How do you create a character that is believable?
- What does it mean to “stay in character”? How do you achieve this?
- How did rehearsing for the moment the Royal Visitor entered help you to greet the Royal Visitor during the Harvest Day celebration?

Assessment 8 continued.

Marking Criteria for Essay

Outcome: DR3.3 Students discuss and interpret the learnings and understandings developed through drama experiences.

Student's name:

Date submitted:

	A	B	C	D	E
Creating a character.	The student shows an excellent understanding of what is necessary to create characters that are believable.	The student shows a good understanding of what is necessary to create characters that are believable.	The student shows some understanding of what is necessary to create characters that are believable.	The student shows a limited understanding of what is necessary to create characters that are believable.	The student shows no understanding of what is necessary to create characters that are believable.
Staying in character.	The student shows an excellent understanding of what it means to stay in character and identifies all the factors that are necessary for remaining in character.	The student shows a good understanding of what it means to stay in character and identifies many of the factors that are necessary for remaining in character.	The student shows some understanding of what it means to stay in character and identifies some of the factors that are necessary for remaining in character.	The student shows a limited understanding of what it means to stay in character and identifies a few factors that are necessary for remaining in character.	The student shows no understanding of what it means to stay in character and does not identify any factors that are necessary for remaining in character.
Role of rehearsal in drama.	The student shows an excellent understanding of how rehearsal prepares an actor for dramatic action.	The student shows a good understanding of how rehearsal prepares an actor for dramatic action.	The student shows some understanding of how rehearsal prepares an actor for dramatic action.	The student shows a limited understanding of how rehearsal prepares an actor for dramatic action.	The student shows no understanding of how rehearsal prepares an actor for dramatic action.

Overall Grade:

Comments:

Warm Up Games

Knights, Horses and Cavaliers

This is an old game that I have modified for the school setting. Students walk around the room. When the teacher calls “knights”, students must form pairs – one student is to be the horse (on all fours) the other is to be the brave knight who stands beside the horse with an imaginary sword drawn and ready. When the teacher calls “cavaliers”, students must form pairs, one on bended knee holding the hand of the person the other student. When the teacher calls “horses” one student goes on all fours, while the other leads the ‘horse’ by a pretend bridle.

I am thinking of:

This is a word category game where students think of as many words related to a category. Students sit in a circle and begin clapping a simple rhythm. The teacher says, “I am thinking of knights”. The students respond one by one around the circle by saying things related to knights. In this example students might think of all the things a knight might wear or do. Other categories are: Castles, Kings, Queens, Robin Hood etc.

My Character:

This game involves students forming a circle. The teacher instructs the students that they are to say their name, jump into the circle and then do a gesture. The class then mimics the gesture and repeats the person’s name. Once all the students have had a turn, the game is repeated but this time the students say their character’s name and do a gesture that shows what their character does. The rest of the class then mimics the gesture and says the character’s name.

Appendix 2

People of the Medieval Manor

This resource can either be printed out for each student or put onto an OHT.

Prince/Princess:

- Related to the Royal Family.
- Live in a castle.
- Wear luxurious clothes (e.g. beautiful cloaks, crowns)
- Attend Royal functions (e.g. weddings).
- Are educated.
- Learn music, dancing, riding horses.

Lord/Lady:

- Attend the Royal Court and are related by birth to other Royalty.
- Live in a castle or on a manor and own the land.
- Give orders to your servants
- Wear luxurious clothes (e.g. beautiful cloaks, jewels).
- Responsible for the people on the manor or who live on the castle grounds. People of the Manor pay you money to live and work on the land and also work the land for you.
- Are educated and may travel about the country.
- Learn to sing, dance, ride horses and go hunting (if male).

Handmaid:

- Servant who obeys a mistress (a Lady) and works hard for her mistress.
- Do not dress as well, or eat as well as the Lady.
- Live in the manor or castle with the Lady.

Servant:

- Work and live in the castle or manor. Obey the Lord or Lady.
- Are not free to leave without permission.
- Are not educated.
- Enjoy market days and fair day celebrations.

Knight:

- Learnt to be a knight after being a page and a squire.
- May be a Lord of a Manor and act as a local judge.
- Fight for your Lord or the King at a moments notice in your armour.
- Practice fighting in tournaments. You may take part in mock battles, a *melée* (fight other knights) or jousting (with lances on horseback) and win prizes.

Priests:

- Were usually poor and may be unable to read and write.
- Spend time working in the fields with the villagers.
- Hear confessions, perform marriage, funeral and christening ceremonies.
- Look after the sick and the poor.

Appendix 2 continued

Monk/Nun:

- In charge of the church and involved in church life.
- Live in monastery and do not own anything, but may be educated.
- Look after the sick and poor people on the manor.
- May spend time helping to work on the land.

Merchant:

- Sell wool, wool cloth, sheepskins and leather.
- Belong to a guild.
- May be very wealthy. Have to pay fines (taxes) to the Lord of the Manor.
- Attend market days and fairs.

Tradesmen:

- May be a baker, carpenter, blacksmith, shoemaker, thatcher or a miller.
- Have learned your trade and may be an apprentice (boy who is learning and is not paid a wage), a journeyman (paid a wage and work for a Master) or a Master (own your own shop).
- Belong to a guild and have to follow the rules set out by the guild.
- Attend market days and fairs.

Serf or Villain:

- Live on a Manor doing farm-work to grow your own food. You may own chickens for eggs or a cow for milk or pigs. You do not own your own home or land. You pay the Lord money to live in your house and to farm some land. You are responsible for the upkeep of your house and the buildings around it.
- You have not been educated.
- Women spin wool to make money.
- Very poor and poach (hunt the Lords animals) for extra food.
- Enjoy having fun. If you were a boy you would enjoy wrestling, leaping, dancing, stone throwing and pretend to be a knight with a sword and shield. Girls enjoyed singing, dancing and playing tambourine.
- Boys learnt to do their fathers work (like farming) and girls were taught by their mothers (look after animals, vegetable crops and to weave and sew).
- Attend market days and fairs.

Student Name: _____

Appendix 3

Character Profile

Character's Name: _____

Age: _____

Physical Description: _____

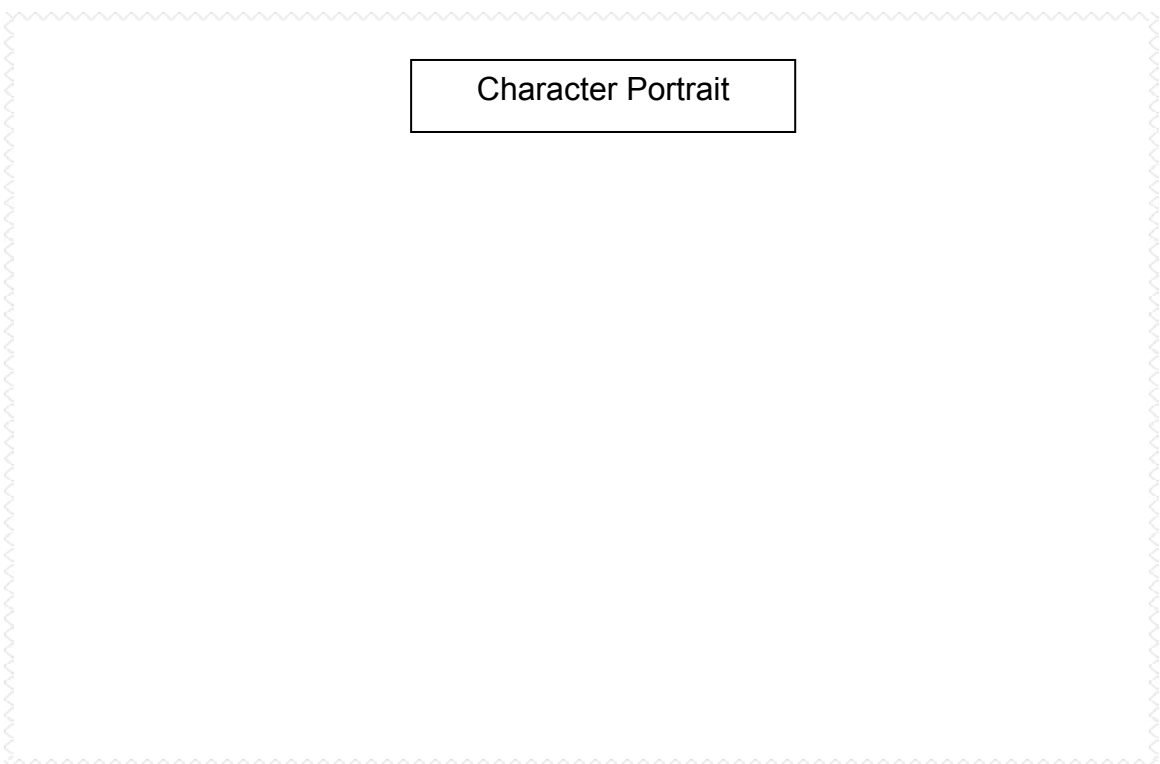
Job description: _____

Family: _____

Interests: _____

Enjoys: _____

Chosen Clothing Identifier: _____



Student Names: _____

Appendix 4
Gregorian Chant

What sounds do you hear? _____

Sounds Like?

Feels Like?

Looks Like?

What expressive element do you hear? _____
Did you hear a crescendo or a decrescendo? _____

Student Names: _____

Appendix 5
Bernart

What sounds do you hear? _____

Sounds Like?

Feels Like?

Looks Like?

What expressive element did you hear? _____
Did you hear a crescendo or a decrescendo? _____

Appendix 6

Making Clothing for the Characters

This is just a suggestion for making clothes to identify the characters. Other pieces of clothing can be made instead depending on resources that are available.

Resources

- Light coloured (white or beige) material (e.g. calico) rectangles approx 1mx.5m
- Lengths of cord
- Paint
- Cardboard

Prince/Princess:

- Students paint designs that look like jewels (e.g. gems) on the calico to create beautiful cloaks.
- The material can be fastened at the front with a knot or using the cord. Or alternatively, a simple hem can be sewn across the short end of the material and the cord threaded through.

Knight:

- Cut a hole in the middle of the calico for the head (like a poncho).
- On the front paint a design similar to a shield or crest (e.g. a lion, or sword). The rest can be painted a grey colour like armour.
- The vest can be worn over the head and tied around the waist by the cord.

Lord/Lady:

- Create cloaks similar to the prince and princess, but instead of painting jewels, paint using beautiful bright, rich colours.

Handmaid:

- Create a vest similar to the knights, but instead of painting a shield design, use paint to create simple patterns like embroidery.

Tradesmen/Servant/Serf/Villein:

- Create a vest similar to the knights, but use paint to create a rough look on the material. For example, use sponges or crumpled paper on the wet paint to make it imperfect.

Appendix 6 continued

Merchant:

- Create a vest similar to the knights, but use paint of rich colour.
- Designs can be painted on over the colour or scrunched paper can be pressed on the wet paint to create interesting patterns.

Priests:

- Create a vest similar to the knights but painted black.
- Cut out a cross using the cardboard and punch a whole in the top. Use an extra length to make a necklace (this should hang low on the chest) and thread the cardboard cross on to it. This can be worn around the neck over the vest.

Monk:

- Paint the material brown and use scrunched paper or a sponge on the wet paint to make create a rough look.
- Place the material loosely around the neck and tie or fasten in front. It should look like a hood.
- Create a necklace with a cross the same as the priest but use a slightly longer cord. This is tied around the waist.

Nun:

- Paint the material black.
- Students make a hood as for a monk.
- Students also make a necklace with a cross the same as for the priest.

Appendix 7

SYMBOLS

Below are some of the meanings behind the symbols. These are from <http://www.fleurdelis.com/meanings.htm>. However, the purpose of this activity is for the students to select symbols that best suit their characters and while the symbols selected need to relate to their characters, they do not need to be historically correct. For example, a student playing a serf may design a family crest with a pig, a cabbage and a tambourine because that best represents their character. Although the symbols below may be used as a guide, students should be free to create designs using representations that best suit their character.

Colour	Meaning
Gold	Generosity
White	Peace and Sincerity.
Red	Warrior, strength
Blue	Truth and Loyalty
Green	Hope and Loyalty in Love
Black	Constancy in grief
Purple	Royalty and Sovereignty
Orange	Ambition
Maroon	Patient in battle, Victory

Appendix 7 continued.

Pictures/Symbols	Meaning
Agricultural Tools	Labour, Farm Work
Angels	Dignity, glory, missionary
Antlers	Strength and fortitude
Arm or hand in armour	Leadership
Arrow	Readiness for battle
Axe	Execution of military duty
Bear	Strength
Boar	Bravery
Candle/Lamp	Spirituality
Cross	Faithfulness, Christianity
Crown	Royalty
Dog	Courage, Vigilance and loyalty
Feathers	Obedience
Flowers	Hope and joy
Lightning Bolt	Swiftness and power
Sword	Justice, military honour
Spider	Wisdom and labour
Table	Hospitality
Torch	Life
Tree	New Life
Vine	Strong and lasting friendship
Wheat-ears	Faithfulness

(Taken from <http://www.fleurdelis.com/meanings.htm>)

Appendix 8

MAKING A FAMILY CREST

Resources

Large piece of Paper

Thick cardboard

Coloured Cardboard (optional)

Pencils

Scissors

Glue

Paint

Directions

1. Make a rough copy first. Design a shape for your family crest and draw it on a piece of paper (it should be the same size as the finished product).
2. Select pictures or symbols that best represent your character's profile. Decide where to place them on your family crest and then draw them onto your rough copy. Decide whether you will paint the symbols on your family crest or whether you will cut out the symbols using coloured cardboard and glue them to the family crest.
3. Select colours that best represent your character's profile. Colour in your rough copy using selected colours.
4. Check your design with your teacher.
5. Making your family crest. Carefully draw your family crest shape on the piece of cardboard.
6. Use pencil to mark where your symbols will go. Paint or glue cut out symbols onto your cardboard.
7. Use paint to carefully paint your family crest.

** If students wish to use cut out cardboard for their symbols, they should paint the family crest, allow it to dry and **then** glue on the symbols.*

Appendix 8

Student Task: Reflection on Harvest Day

Write a reflection on your experiences during the led up to Harvest Day and the celebration itself. You may write your reflection as a:

- Journal or Diary entry
- Letter to a friend
- News article for a newspaper or newsletter.

Your reflection should include the following information:

- Your experience in creating and playing a character.
- Your experience preparing and performing a song while in character.
- Your experience creating and displaying a piece of artwork.
- What you believed you did very well.
- What you believe you could do better
- What your character would have enjoyed about Harvest Day.
- Why music would have been important to your character.
- How Art was used during the medieval period.

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