

Medieval Merriment

Strand

Drama
Music
Visual Arts

Possible Links

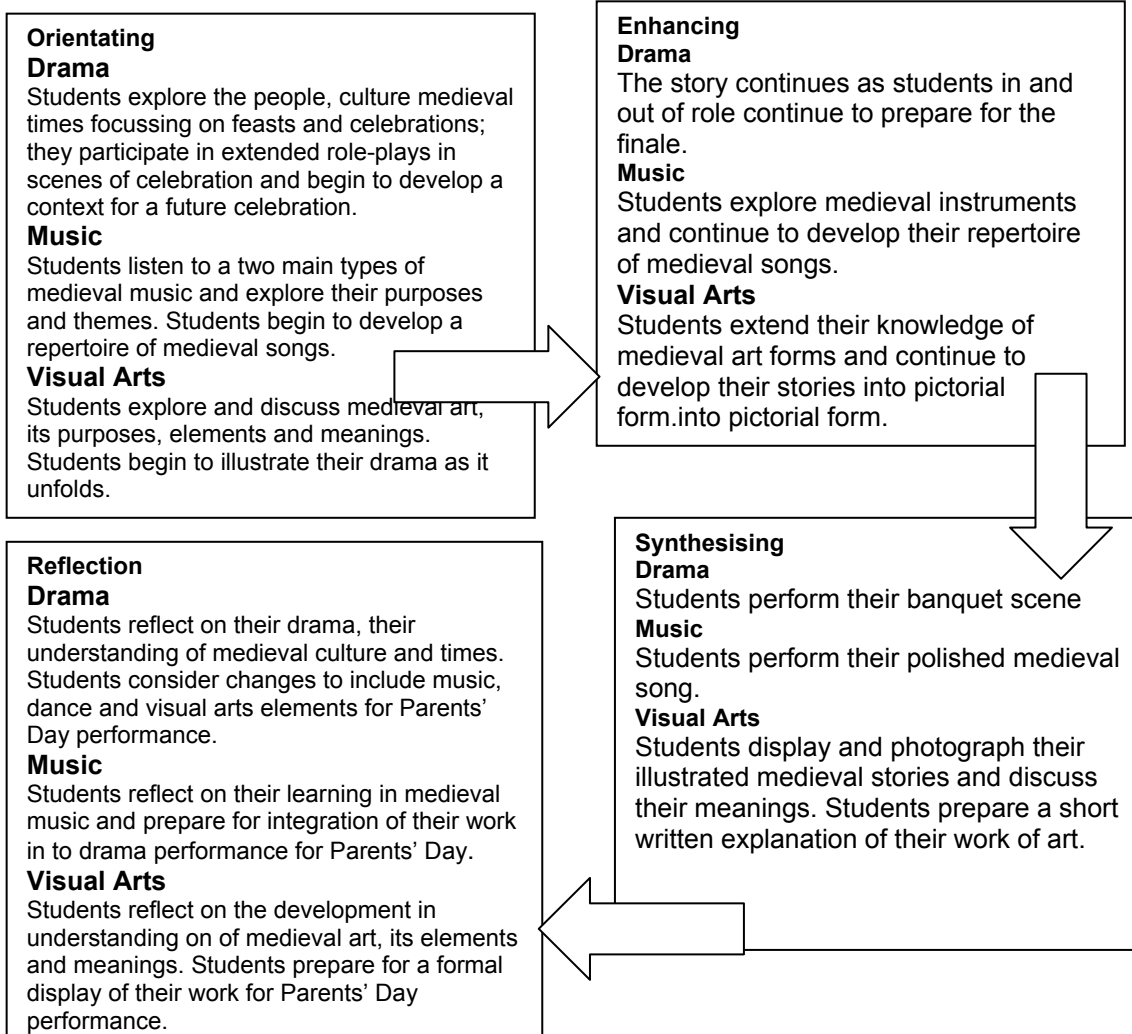
English
Studies of Society and Environment
Religious Education

Purpose

Students explore medieval times – its people, culture, music and art forms. Students focus on the role of feasts and celebrations and why they were held. Students participate in extended role-plays as the drama unfolds to a future celebration. Elements of Visual Arts and Music are incorporated for a Parents’ Day celebration.

Overview

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



Using This Module

Focus and Links

Activities in this module form an integrated arts unit combining drama, music and visual arts. The unit spans Level 4 of The Arts Years 1 to 10 syllabus.

Activities also contribute to learning in other key areas of English, Studies of Society and Environment and Religious Education. This unit also contributes to students' life long learning in areas including personal development, social interaction with others, perspective building, cooperation and creative thinking.

Module Organisation

The module is to be taught as an integrated unit spanning four weeks. The module is organised into four phases – Orientating, Enhancing, Synthesising and Reflecting - with one lesson in each of the phases and in each of the areas of drama, music and visual arts to be taught each week.

Evaluation of a Unit of Work

After completion of this unit, collect information and work samples to answer the following questions:

- Were teaching strategies appropriate and delivered effectively?
- Were there sufficient opportunities for students to demonstrate core and discretionary learning outcomes?
- Was the context of learning appropriate for the demonstration of core learning outcomes and students' individual needs?
- Were the assessment instruments appropriate and enabled the students to adequately demonstrate the core learning outcomes?
- What are the opportunities for future learning for those yet to demonstrate or have exceeded the key learning outcomes?
- Where the resources used effectively and appropriately?
- Was the allocation of time appropriate?

Learning Outcomes - Drama

This module focuses on the following core learning outcomes of the Drama, Music and Visual Arts strands of the Years 1 to 10 The Arts Syllabus

Drama

Level statement: Level 4

Students, individually and in groups, prepare and interpret student-devised scenarios and scripts, and published scripts. They collaborate to select and apply dramatic elements including mood, focus and symbol, and selected conventions appropriate to the form or style, to shape and manage dramatic action. The stimulus for drama is drawn from school and community issues, and historical or fictional contexts.

They present devised and scripted drama to entertain and inform specific audiences including other year levels, family and friends. They adapt vocal expression and movement to convey characters within a range of performance spaces.

Students use drama terminology when making critical judgments about their own drama and that of others.

Core Learning Outcomes

DR 4.1 Students select dramatic elements and conventions to collaboratively shape improvisations and role-plays.

DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences.

DR 4.3 Students make supported critical judgments about the application of dramatic elements and conventions in the context of their own work and that of others.

Discretionary Learning Outcome

DDR 4.5 Students use classroom materials to create props and sets that complement their dramatic work.

Learning Outcomes - Music

Music

Level Statement: Level 4

Students know a repertoire of music from a range of historical and cultural contexts that they can aurally identify, sing and play, in tune and in appropriate style, individually and with others. Students understand and respond to a broader range of musical elements through singing, playing instruments, listening, improvising and moving. They listen to music with some understanding and use appropriate music vocabulary to communicate their opinions and ideas. Students aurally and visually analyse, sing, play, read and write simple musical patterns in simple time using notes of the extended do and la pentatonic scales and incorporating tonic and dominant accompaniments. They create their own music using patterns, elements and structures from Level 4 core content.

Core Learning Outcomes

MU 4.1 Students aurally and visually analyse and respond to Level 4 core content in music they hear and perform.

MU 4.2 Students sing and play, individually and with others, in unison and in up to four parts, including some repertoire from memory.

MU4.3 Students read and write short pieces of music containing Level 4 core content.

Discretionary Learning Outcomes

DMU 4.4 Students collaboratively plan and prepare a formal performance of repertoire incorporating Level 4 concepts and elements.

Learning Outcomes – Visual Arts

Visual Arts

Level Statement: Level 4

Students purposefully apply visual art and design elements of line, shape, texture and colour through additional concepts of proportion, symbolism, composition, depth, abstraction, representation and non-representation.

Students make, display and appraise images and objects. They work individually and collaboratively to deconstruct and reconstruct images and objects to manipulate meaning and communicate their experiences, feelings, ideas and observations.

Students understand the role and function of audience and analyse own and others' images and objects from a diverse range of societies across time.

Core Learning Outcomes

VA 4.1 Students deconstruct and reconstruct images and objects to manipulate meaning through explorations of elements and additional concepts.

VA 4.2 Students make and display images and objects, considering purposes and audiences.

VA 4.3 Students analyse elements and additional concepts evident in images and objects from a variety of cultural and historical contexts.

Learning Outcomes – Other Key Learning Areas

English

Activities in this module can be linked to the speaking and listening, writing and shaping and reading and viewing strands of the Years 1 to 10 English Syllabus.

SOSE

Activities in this module can be linked to the time continuity and change, culture and identity and systems, resources and power strands of the Years 1 to 10 SOSE Syllabus.

RE

Activities in this module can be linked to the beliefs and celebration and prayer strands of the Yrs 1 to 10 RE syllabus.

Core Content - Drama

	Level 3	Level 4
Elements	<ul style="list-style-type: none"> ▪ Movement ▪ Relationships ▪ Time 	<ul style="list-style-type: none"> ▪ Focus ▪ Mood ▪ Symbol
Conventions		
- Role	<ul style="list-style-type: none"> ▪ Create roles from given information ▪ Meetings in role 	<ul style="list-style-type: none"> ▪ Role reversal
- Dramatic Action	<ul style="list-style-type: none"> ▪ Sequence a dramatic action 	<ul style="list-style-type: none"> ▪ Develop action from given circumstances ▪ Speak thoughts aloud (in role)
Forms and Styles	<ul style="list-style-type: none"> ▪ Extended role-play ▪ Storytelling ▪ Written – role description 	<ul style="list-style-type: none"> ▪ Improvisation ▪ Published scripts ▪ Student-devised scenarios ▪ Written – character profile, plot outline
Performance Skills	<ul style="list-style-type: none"> ▪ Concentration in presentation of role ▪ Memorisation of lines ▪ Movement – posture, gesture and body position to denote character ▪ Voice – character and expression in voice, projection within the classroom 	<ul style="list-style-type: none"> ▪ Characterisation – maintain appropriate role ▪ Experimentation with different performance spaces ▪ Movement – vary for character and stage space ▪ Voice – audibility, pitch and clarity, adapting projection for different spaces
Audience		<ul style="list-style-type: none"> ▪ Formal and informal – other year levels, family and friends
Purpose	<ul style="list-style-type: none"> ▪ Celebration ▪ Expression 	<ul style="list-style-type: none"> ▪ Entertainment ▪ Information

Core Content - Music

Music	Level 3	Level 4
Rhythm and Meter	<ul style="list-style-type: none"> Accent and bar lines Anacrusis Simple time and compound time 	<ul style="list-style-type: none"> Simple time
Pitch and Melody	<ul style="list-style-type: none"> Extended do pentatonic scale Major 3rd intervals Treble clef notation: Middle C, D and F[#] 	<ul style="list-style-type: none"> La pentatonic scale Treble clef notation: F, B_b and E
Part Work	<ul style="list-style-type: none"> Accompaniments Partner songs Rhythmic and melodic canons, up to three parts 	<ul style="list-style-type: none"> Melodic canons, up to four parts Rhythmic and melodic ostinatos and accompaniments Tonic and dominant accompaniments
Tone Colour	<ul style="list-style-type: none"> Percussion instruments Woodwind instruments 	<ul style="list-style-type: none"> Brass instruments Solo instruments and ensembles from a range of cultural and historical contexts

Core Content – Visual Arts

Visual Arts	Level 3	Level 4
Visual Arts Elements	<ul style="list-style-type: none"> Colour Line Shape Texture 	<ul style="list-style-type: none"> Colour Line Shape Texture
Concepts (principles of design)	<ul style="list-style-type: none"> Balance Contrast Pattern Space 	<ul style="list-style-type: none"> Abstraction Composition Depth Non-representation Proportion Representation Symbolism
Processes	<ul style="list-style-type: none"> Compare Control Design Develop Install Modify 	<ul style="list-style-type: none"> Analyse Deconstruct images and objects Reconstruct images and objects
Display and Exhibition Functions	<ul style="list-style-type: none"> Functions of informal and formal display Embellishment 	<ul style="list-style-type: none"> Purpose of audience Symbolism

Assessment - Drama

This section provides details of four assessment instruments and related criteria sheets. It is expected that ongoing assessment in the form of observations and recorded in anecdotal will be conducted throughout this module. Exemplars can be found in the Making Judgments section of this module.

DRAMA	Gathering Evidence	Making Judgments
<p>DR 3.1 Students negotiate in and out of role, a range of situations and narratives.</p> <p>DR 4.1 Students select dramatic elements and conventions to collaboratively shape improvisations and role-plays</p>	<p>Students May:</p> <ul style="list-style-type: none"> ▪ Participate in improvisations and role-plays. ▪ Develop character profiles and plot outlines. <p>Teacher may use:</p> <ul style="list-style-type: none"> ▪ Observation ▪ Consultation <p>Recorded in:</p> <ul style="list-style-type: none"> ▪ Anecdotal records 	<p>Do Students:</p> <ul style="list-style-type: none"> ▪ Contribute to improvisations in role? ▪ Support others in and out of role? ▪ Accept role based on given information? ▪ Change/enhance the mood of role-play or improvisation using new information, language and symbolism? ▪ Select and sequence movements of drama and drama narratives with conscious purpose of informing an audience about an idea, issue or event? ▪ Develop character profiles and plot outlines.
<p>DR 3.2 Rehearse and present dramatic action for a specific purpose.</p> <p>DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audience.</p>	<p>Students may:</p> <ul style="list-style-type: none"> ▪ Participate in rehearsal and presentation of prepared plays/scenes. <p>Teacher may use:</p> <ul style="list-style-type: none"> ▪ Focused analysis <p>Recorded in:</p> <ul style="list-style-type: none"> ▪ Anecdotal records ▪ Photographs/video 	<p>Do students:</p> <ul style="list-style-type: none"> ▪ Collaborate and rehearse cooperatively to refine sections of drama? ▪ Consider and show awareness for audience and purpose of drama? ▪ Provide and accept feedback? ▪ Sustain role in performance applying appropriate movement, gestures, expressions and speech conventions appropriate of role? ▪ Interpret text for performance and applying to role being performed?

Assessment - Drama

	Gathering Evidence	Making Judgments
<p>DR 3.3 Students discuss and interpret the learnings and understandings developed through drama experiences.</p> <p>DR 4.3 Students make supported critical judgments about the application of dramatic elements and conventions in the context of their own work and that of others.</p>	<p>Students may:</p> <ul style="list-style-type: none"> ▪ Discuss the drama identifying the elements and conventions as applied. ▪ Make supported judgments about their own and others' work. <p>Teacher may use:</p> <ul style="list-style-type: none"> ▪ Teacher observation ▪ Peer and self assessment <p>Recorded in:</p> <ul style="list-style-type: none"> ▪ Anecdotal records ▪ Criteria sheet ▪ Reflection sheets 	<p>Do students:</p> <ul style="list-style-type: none"> ▪ Describe and evaluate their learning in, through and about drama? ▪ Identify and describe elements of their own and others' performance skills? ▪ Recognise strengths and weakness and personal progress? ▪ Display sensitivity in critiquing others' work?

Assessment - Music

	Gathering Evidence	Making Judgments
<p>MUSIC</p> <p>MU 3.1 Students aurally and visually analyse and respond to Level 3 core content in music they hear and perform.</p> <p>MU 4.1 Students aurally and visually analyse and respond to Level 4 core content in music they hear and perform.</p>	<p>Students May:</p> <ul style="list-style-type: none"> ▪ Identify rhythm, melody and form of music they listen to. ▪ Metric accent and correct use of bar lines in various time signatures, value of notes, rests. ▪ Tone colour of various woodwind and percussion instruments. ▪ Three uneven sounds across two beats in simple time. ▪ Patterns using do and la pentatonic scale. <p>Teacher may use:</p> <ul style="list-style-type: none"> ▪ Focused analysis ▪ Teacher observations ▪ Peer and self assessments <p>Recorded in:</p> <ul style="list-style-type: none"> ▪ Anecdotal records ▪ Criteria sheet 	<p>Do Students:</p> <ul style="list-style-type: none"> ▪ Recognise the range of notes in a known song? ▪ Recognise pitch, rhythm, melody and form of music they listen to. ▪ Identify basic musical notations including time signatures, notes of the do and la pentatonic scale and rests. ▪ Recognise various instruments and their tone colour? ▪ Listen attentively to musical samples?

Assessment - Music

	Gathering Evidence	Making Judgments
<p>MU 3.2 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.</p> <p>MU 4.2 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.</p>	<p>Students May:</p> <ul style="list-style-type: none"> ▪ Play and sing a range of songs with Level 3 or 4 content. ▪ Play or sing up to four-part canon as part of a small ensemble. <p>Teacher may use:</p> <ul style="list-style-type: none"> ▪ Focused analysis ▪ Peer and self assessments <p>Recorded in:</p> <ul style="list-style-type: none"> ▪ Anecdotal records ▪ Criteria sheet ▪ Audio or visual recording 	<p>Do Students:</p> <ul style="list-style-type: none"> ▪ Play and sing in correct time? ▪ Perform music accurately? ▪ Show sensitivity to style of song using expressive elements?
<p>MU 3.3 Students read and write musical patterns and phrases containing Level 3 core content.</p> <p>MU 4.3 Students read and write musical patterns and phrases containing Level 4 core content.</p>	<p>Students May:</p> <ul style="list-style-type: none"> ▪ Understand musical notations, grand staff, note values, sharps and flats <p>Teacher may use:</p> <ul style="list-style-type: none"> ▪ Focused analysis ▪ Peer and self assessments <p>Recorded in:</p> <ul style="list-style-type: none"> ▪ Anecdotal records ▪ Criteria sheet ▪ Audio or visual recording 	<p>Do Students:</p> <ul style="list-style-type: none"> ▪ Sight read (both sing and play) unknown and known musical examples containing known elements.

Assessment – Visual Arts

	Gathering Evidence	Making Judgments
<p>VISUAL ARTS</p> <p>VA 3.1 Students design, make and modify images and objective, applying elements and additional concepts to construct meanings.</p> <p>VA 4.1 Students deconstruct and reconstruct images and objects to manipulate meaning through explorations of elements and additional concepts.</p>	<p>Students May:</p> <ul style="list-style-type: none"> ▪ Design and make a pictorial representation of their drama in a medieval style. <p>Teacher may use:</p> <ul style="list-style-type: none"> ▪ Focused analysis ▪ Student-teacher consultation <p>Recorded in:</p> <ul style="list-style-type: none"> ▪ Anecdotal records ▪ Criteria sheet 	<p>Do Students:</p> <ul style="list-style-type: none"> ▪ Control applicators such as brushes, pencils and crayons to manipulate materials and process? ▪ Compose elements of shape and colour to show balance and contrast? ▪ Develop ideas and modify existing artworks into satisfying visual solutions? ▪ Deconstruct and reconstruct artwork for intended meanings? ▪ Use visual art and design elements and concepts to communicate intentions?
<p>VA 3.2 Students make and display images and objects, considering purposes and audiences.</p> <p>VA 4.2 Students make and display images and objects, considering purposes and audiences.</p>	<p>Students May:</p> <ul style="list-style-type: none"> ▪ Decide how best to display artwork in the available space considering the audience and visual and specials of the entire exhibition. <p>Teacher may use:</p> <ul style="list-style-type: none"> ▪ Focused analysis ▪ Student-teacher consultation <p>Recorded in:</p> <ul style="list-style-type: none"> ▪ Anecdotal records ▪ Criteria sheet 	<p>Do Students:</p> <ul style="list-style-type: none"> ▪ Select appropriate display spaces for informal audiences? ▪ Consider the audience when formally displaying their work? ▪ Understand aspects of the space they are displaying their work such as its impact on the drama performance and audience viewing points?

Assessment – Visual Arts

	Gathering Evidence	Making Judgments
<p>VA 3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts.</p> <p>VA 4.3 Students analyse elements and additional concepts evident in images and objects from a variety of cultural and historical contexts.</p>	<p>Students May:</p> <ul style="list-style-type: none"> ▪ Analysis their art works and compare it to others' works and those they have encountered. <p>Teacher may use:</p> <ul style="list-style-type: none"> ▪ Focused analysis ▪ Student-teacher consultation <p>Recorded in:</p> <ul style="list-style-type: none"> ▪ Anecdotal records ▪ Criteria sheet 	<p>Do Students:</p> <ul style="list-style-type: none"> ▪ Identify, describe and compare the forms, materials, processes (including line, shape, texture, colour and symbolism) of their own and others' images including those encountered in this module? ▪

Assessment Instrument – Drama Students re-enact the scene of the great feast and deconstruct performance. This assessment criteria is to be used in conjunction with general criteria sheet (see Making Judgments – Drama) based on observations throughout this unit.			Student Name: _____ Date: _____					
Marking Criteria			A	B	C	D	E	Comments
Level 3 DR 3.1 Students negotiate in and out of role, a range of situations and narratives. DR 3.2 Rehearse and present dramatic action for a specific purpose.	Is able to step in and out of role. Supports others in role. Cooperates in rehearsal and accepts feedback from teacher and others. Considers audience. Considers performance space. Applies appropriate movement in fitting with role and others. Uses facial expressions and gestures appropriately. Applies voice as above.	Level 4 DR 4.1 Students select dramatic elements and conventions to collaboratively shape improvisations and role-plays DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audience.	Changes the mood of drama by providing new information.		Enhance mood by apply language and/or symbol.		Responds appropriately to others in role.	
			Collaborate and rehearse cooperatively to refine sections of the drama.		Interpret text for performance by basing the role on explicit information found within the script.		Apply vocal variety,	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>DR 3.3 Students discuss and interpret the learnings and understandings developed through drama experiences.</p>	<p>Identify elements of own and others' performance.</p> <p>Shows awareness of own strengths and weaknesses and personal growth.</p> <p>Substantiating opinions with relevant evidence.</p>	<p>DR 4.3 Students make supported critical judgments about the application of dramatic elements and conventions in the context of their own work and that of others.</p>	<p>movement, expressions and gestures appropriate to role.</p> <p>Show awareness of audience and response.</p> <p>Maintain roles constitutently.</p> <p>Identify, describe and evaluate specific elements of own and others' performances using appropriate terminology.</p> <p>Provide constructive advice to self and others and display sensitivity in providing feedback.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Analysis of content and form in arts works involves personal opinions. Considered evaluation and reflection.</p> <p>D - Basic knowledge and understanding of arts terms, elements, conventions and forms. Guided research allows the practical application of skills and techniques imitated from modeled examples to partially communicate ideas in arts works. Analysis of content and form in arts works is based predominantly on personal opinions. Basic evaluation and reflection.</p> <p>E - Elementary knowledge and understanding of arts terms, elements, conventions and forms. Step-by-step research allows the arrangement and manipulation of elements copied from modelled examples to communicate ideas in vague or unoriginal ways in arts works. Suggested analyses of content or form in arts works are accepted or rejected. Suggested evaluations of influential perspectives are used in responses.</p>
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Assessment Instrument – Music Students perform a polished piece of medieval music. This assessment criteria is to be used in conjunction with general criteria sheet (see Making Judgments – Music) based on observations throughout this unit.				Student Name: _____					
				Date: _____					
Marking Criteria				A	B	C	D	E	Comments
Level 3 MU 3.2 Students sing and play a variety of extended pentatonic music, individually and with others, in unison and in up to three parts, including some repertoire from memory.	Plays music correctly. Plays music with awareness of expression and fitting of the style.	Level 4 MU 4.4 Students play and sing, individually and with others, in unison and in up to four parts, including some repertoire from memory.	Plays music correctly. Plays music with awareness of expression and fitting of the style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>A - A comprehensive knowledge and understanding of terms, elements, conventions. In-depth research and skilful application of techniques. Innovative ideas to create engaging forms of communication in arts works. Insightful analysis of content and form in arts works. Critical evaluation and insightful reflection.</p> <p>B - Thorough knowledge and understanding of arts terms, elements, conventions and forms. Thorough research and proficient application of skills and techniques. Imaginative ideas to create expressive forms of communication in arts works. Analysis of content and form in arts works is detailed. Thoughtful evaluation and reflection.</p> <p>C - Sound knowledge and understanding of arts terms, elements, conventions and forms. Purposeful research and competent application of skills and techniques. Appropriate ideas to create coherent forms of communication in arts works. Analysis of content and form in arts</p>

					<p>works involves personal opinions. Considered evaluation and reflection.</p> <p>D - Basic knowledge and understanding of arts terms, elements, conventions and forms. Guided research allows the practical application of skills and techniques imitated from modeled examples to partially communicate ideas in arts works. Analysis of content and form in arts works is based predominantly on personal opinions. Basic evaluation and reflection.</p> <p>E - Elementary knowledge and understanding of arts terms, elements, conventions and forms. Step-by-step research allows the arrangement and manipulation of elements copied from modelled examples to communicate ideas in vague or unoriginal ways in arts works. Suggested analyses of content or form in arts works are accepted or rejected. Suggested evaluations of influential perspectives are used in responses.</p>
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Assessment Instrument – Visual Arts				Student Name: _____					
Students create a visual representation of the drama story as it unfolds. Students write a short explanation of their piece including artistic elements used and their overall contribution to the piece. This assessment criteria is to be used in conjunction with general criteria sheet (see Making Judgments – Visual Arts) based on observations throughout this unit.				Date: _____					
Marking Criteria				A	B	C	D	E	Comments
<p>Level 3 VA 3.1 Students design, make and modify images and objective, applying elements and additional concepts to construct meanings.</p> <p>VA 3.2 Students make and display images and objects, considering purposes and audiences.</p> <p>VA 3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts.</p>	<p>Shows control of applicators such as brush and pencils.</p> <p>Show balance and contrast through shape and colour.</p> <p>Show development of final piece through modification of existing art works.</p> <p>Integrate display into drama performance and show awareness of intended audience.</p> <p>Identify and describe the forms, materials, processes and ideas in their artwork.</p>	<p>Level 4 VA 3.2 Students make and display images and objects, considering purposes and audiences.</p> <p>VA 4.2 Students make and display images and objects, considering purposes and audiences.</p> <p>VA 4.3 Students analyse elements and additional concepts evident in images and objects from a variety of cultural and historical</p>	<p>Use visual art and design elements and concepts to convey meanings.</p> <p>Integrate display into drama performance and show awareness of intended audience.</p> <p>Identify and describe the forms, materials, processes (line, shape, texture and colour) and ideas (including symbolic) in their artwork.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>A - A comprehensive knowledge and understanding of terms, elements, conventions. In-depth research and skilful application of techniques. Innovative ideas to create engaging forms of communication in arts works. Insightful analysis of content and form in arts works. Critical evaluation and insightful reflection.</p> <p>B - Thorough knowledge and understanding of arts terms, elements, conventions and forms. Thorough research and proficient application of skills and techniques. Imaginative ideas to create expressive forms of communication in arts works. Analysis of content and form in arts works is detailed. Thoughtful evaluation and reflection.</p> <p>C - Sound knowledge and understanding of arts terms, elements, conventions and forms. Purposeful research and competent application of skills and techniques. Appropriate ideas to create coherent</p>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

		contexts.			<p>forms of communication in arts works. Analysis of content and form in arts works involves personal opinions. Considered evaluation and reflection.</p> <p>D - Basic knowledge and understanding of arts terms, elements, conventions and forms. Guided research allows the practical application of skills and techniques imitated from modeled examples to partially communicate ideas in arts works. Analysis of content and form in arts works is based predominantly on personal opinions. Basic evaluation and reflection.</p> <p>E - Elementary knowledge and understanding of arts terms, elements, conventions and forms. Step-by-step research allows the arrangement and manipulation of elements copied from modelled examples to communicate ideas in vague or unoriginal ways in arts works. Suggested analyses of content or form in arts works are accepted or rejected. Suggested evaluations of influential perspectives are used in responses.</p>
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Background Information

The medieval period spans a thousand years from approximately 500CE to 1500CE and was a dynamic period in terms of art and music as well as a period of great change socially, politically and religiously.

The Hundred Years War, which provides a backdrop for this drama, involved the English and French forces. The Battle Crecy was a decisive victory for the English in the early stages of the war.

Music changed greatly during this period. Plainchant, of which the Gregorian Chant is the most well known, is the hallmark of the early period of the Middle Ages. It is an example of monophonic music in which only one note is heard at any one time and did not have any time signature. Later developments include polyphony (more than one note heard at a time) and harmony. Musical notation also developed during this time. In music, church themes dominated although in the later medieval period, secular themes were becoming more evident.

Art, like music was dominated by church themes. Stories depicted in art were also a popular theme. The Bayeux Tapestry is a famous example.

Support Materials and References

The following resources may be help in the teaching of this unit. Teachers are encouraged to explore these (and other) materials.

Print

- Dunn, J. & O'Toole, J. (2002). *Pretending to learn*. Frenchs Forest: Pearson.
- Edwards, H. & Alexander, G. (2004). *The primary drama resource book*. Melbourne: Phoenix Education.
- Gombrich, E. H. (1995). *The story of art (16th ed.)*. London: Phaidon Press.
- Herrold, R. (2001). *New approaches to classroom music (3rd ed.)*. Upper Saddle River, New Jersey: Prentice Hall.

Student Reference

- Eastwood, K. (2004). *Medieval society*. New York: Crabtree Publishing.
- Quigley, M. (2003). *The middle ages*. Chicago: Heinemann.
- Kenyon, S. (1995). *Everyday life in the Middle Ages: The British Isles from 500 to 1500*. Cincinnati: Writer's Digest Books.
- Bhote, T. (2004). *Medieval feasts and banquets: Food, drink and celebration in the Middle Ages*. New York: The Rosen Publishing Group.
- Mason, J. (1991). *Medieval realms*. Essex: Longman Group.
- Davies, J., Henderson, T. & Richards, J. (1988). *History adventures*. Richmond, Vic: Heinemann.

Electronic

Video

- Konetchy, R. (Presenter). (1984). *The History of Art and Music* [Videotape]. United States America: EAC Productions for Marcom Projects.

Websites (All websites were accessed October, 2006)

- Medieval music links: <http://www.carolinaclassical.com/medieval.html>
- Digital Tradition folk music database: <http://sniff.numachi.com/>
- Data Dragon music education: <http://datadragon.com/education/>
- Orb Online Encyclopedia – Medieval Music:
<http://www.vanderbilt.edu/~cyrus/ORB/orbmusic.htm>
- Gregorian Chant notation: <http://www.healingchants.com/musicscoreex.html>
- Learner Org: <http://www.learner.org/exhibits/middleages/>
- Medieval people: <http://www.kyrene.k12.az.us/schools/Brisas/sunda/ma/1wendy.htm>
- Web gallery of art: <http://www.wga.hu/index1.html>
- Medieval musical instruments: <http://www.music.iastate.edu/antiqua/instrumt.html>

References used

- QSCC. (2002). *Medieval mysteries: Sourcebook module*. Retrieved October 6, 2006, from QSA website: <http://www.qsa.qld.edu.au/>
- QSCC. (2002). *The disappearing sands: Sourcebook module*. Retrieved October 6, 2006, from QSA website: <http://www.qsa.qld.edu.au/>
- QSCC. (2002). *Medieval musical mayhem: Sourcebook module*. Retrieved October 6, 2006, from QSA website: <http://www.qsa.qld.edu.au/>
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Phase 1 – Orientating

Drama

Students explore the people, culture medieval times focussing on feasts and celebrations; they participate in extended role-plays in scenes of celebration and begin to develop a context for a future celebration.

Outcomes	Activities	Gathering Evidence
DRAMA DR 4.1 Students select dramatic elements and conventions to collaboratively shape improvisations and role-plays. DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences. DR 4.3 Students make supported critical judgments about the application of dramatic elements and conventions in the context of their own work and that of others.	<ul style="list-style-type: none">▪ Students research the medieval life and times. Use printed and electronic sources to find out:<ul style="list-style-type: none">– Feudal life – kings, queens, nobles and the royal court and peasant life and the interaction between the two groups.– 100 years war, reasons for going to war and peace treaties– Feasts and banquets and the purposes of celebration▪ Display picture of a typical banquet scene (see Teacher Resources - Drama 1)▪ Students brainstorm what they see in the scene – who, what, where and why are represented. Students consider what the people in the scene might be thinking/saying.▪ Students continue to study the lives of the characters in the scene as they imagine them (so teacher input as to the historical aspects may be required); create role profiles (role-on-the-wall See Teaching Resources– Drama 2 for a description).▪ Students enrol as people in the scene and carry out a twenty second conversation. For characters in the scene that are not interacting with anyone, students present a monologue of similar length of their character’s thoughts.▪ With students still in role, teacher directs students’ thoughts to why they are celebrating (focus on the scene in the painting background). Students in their various roles, provide recounts of the battle, the reasons for going to war, the outcomes, etc.▪ Teacher in role enters and reads out announcement from the Phillip VI, king of France, requesting a peace treaty (see Teaching Resources – Drama 2).▪ Students in role and out of role discuss their reactions and possible responses and prepare a formal response.▪ Out of role, students reflect on the drama so far, their performances and the performances of others’.	DR 4.1 <ul style="list-style-type: none">▪ Teacher observations DR4.2 <ul style="list-style-type: none">▪ Focussed analysis DR 4.3 <ul style="list-style-type: none">▪ Peer and self assessment and teacher assessment

Extensions and Complementary Activities

- Students consider the viewpoint of Phillip VI – Drama
- Geography and politics of medieval times – SOSE
- Cost of conflict including the economic and human costs - SOSE
- Students explore in more depth other celebrations including festivals, saints’ feast days – RE
- Letter and information report genres – English

Phase 1 – Orientating

Music

Students listen to a two main types of medieval music and explore their purposes and themes. Students begin to develop a repertoire of medieval songs.

Outcomes	Activities	Gathering Evidence
MUSIC		MU 4.1
MU 4.1 Students aurally and visually analyse and respond to Level 4 core content in music they hear and perform	<ul style="list-style-type: none">▪ Teacher asks students what they consider medieval music to sound like and what its purposes might be?▪ Students listen to 'Gregorian Chant: Example 4' without showing the music and words (Teaching Resources – Music 1). Students listen and identify:<ul style="list-style-type: none">– Phrasing and repetition.– Beat (or lack of), any rhythmic patterns.– Contour – intervals in steps or leaps– Texture – any more than one note at a time.– What feelings are invoked and what purpose would this music serve?	<ul style="list-style-type: none">▪ Teacher observation and questioning
MU 4.2 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.	<ul style="list-style-type: none">▪ Teacher explains this style of music.▪ Teacher plays short chant (see Teaching. Students Resources – Music 2).	MU 4.2 & MU 4.3
MU 4.3 Students read and write musical patterns and phrases containing Level 4 core content.	<ul style="list-style-type: none">▪ Students listen first and then practice the tune by humming and then with the words. Students play this piece on keyboard singing in accompaniment (for a slightly more challenging piece see Teaching Resources – Music 3)▪ Students listen to 'Ductie II' (see Teaching Resources – Music 4) and identifying items above.▪ Teacher explains this style. Students compare and contrast two styles.▪ Students play the Ductie on the recorder (see Teaching Resources – 4 & 5. 5 is an easier, slightly different version)	<ul style="list-style-type: none">▪ Focussed analysis
Extensions and Complementary Activities		
<ul style="list-style-type: none">▪ Students study some composers of the medieval period and their contributions to the music of the times – Music/SOSE.▪ Development of musical notation – Music.▪ Religious music in more depth – Music/RE		

Phase 1 – Orientating

Visual Arts

Students explore and discuss medieval art, its purposes, elements and meanings. Students begin to illustrate their drama as it unfolds.

Outcomes	Activities	Gathering Evidence
VISUAL ARTS		
VA 4.1 Students deconstruct and reconstruct images and objects to manipulate meaning through explorations of elements and additional concepts.	<ul style="list-style-type: none">Teacher shows a short video on medieval art (see Teaching Resources – Visual Arts 1)Focussing on the art content, teacher checks students' understanding of purpose of art and elements of style, its meanings and how this meaning was conveyed.Teacher puts up the banquet scene picture again (see Teaching Resources – Drama 1) and asks students to comment on what elements of medieval art of the period described in the video can they see in the painting.	VA 4.1 & VA 4.3 <ul style="list-style-type: none">Focused analysisTeacher observation and questioning
VA 4.2 Students make and display images and objects, considering purposes and audiences.	<ul style="list-style-type: none">Teacher asks students what features of the painting most appeals to them eg clothing, banners, table decorations, architecture, etc.	VA 4.2 <ul style="list-style-type: none">Focused analysisTeacher observationPeer and peer assessment and teacher assessment
VA 4.3 Students analyse elements and additional concepts evident in images and objects from a variety of cultural and historical contexts.	<ul style="list-style-type: none">Students explore further examples of medieval art from a variety of print and electronic sources including Bayeux Tapestry.Teacher asks students to consider drama so far and how the story might be illustrated – what features might they emphasise.Students start to illustrate the drama including possible endings (see Student Resources – Visual Arts 1) as thumb sketches.Students informally display their work and are asked to comment briefly. Focus is on meaning and how this is represented in their sketches. Students are invited to comment on others' work.	

Extensions and Complementary Activities

- Students study some artists of the medieval period and their contributions – Visual Arts/SOSE
- Religious art in more depth – Visual Arts/RE

Phase 2 – Enhancing Drama

The story continues as students in and out of role continue to prepare for the finale.

Outcomes	Activities	Gathering Evidence
<p>DRAMA</p> <p>DR 4.1 Students select dramatic elements and conventions to collaboratively shape improvisations and role-plays.</p> <p>DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences.</p> <p>DR 4.3 Students make supported critical judgments about the application of dramatic elements and conventions in the context of their own work and that of others.</p>	<ul style="list-style-type: none"> ▪ Students re-assemble in the banquet scene. A week has passed and the conversation revolves around the possible reply to the treaty announcement. ▪ Teacher in role enters and announces that the king of France has accepted the terms of the treaty and suggests a formal signing. ▪ In role students express their reaction to the news. ▪ Out of role students plan a banquet to celebrate the signing of the peace treaty. <ul style="list-style-type: none"> – Students consider who will be invited – The setting – Where people will be situated in the drama, who they will be interacting with, what they might be thinking/saying. – Any ceremonies –exchange of gifts, etc. – The mood of the celebration ▪ Students prepare a sequences of events and key passages of dialogue, eg between the two kings, reflections from others present at the banquet and incidental conversations. ▪ Students practice the scene refining the sequence of events, introducing ballad created in music to enhance the mood. 	<p>DR 4.1</p> <ul style="list-style-type: none"> ▪ Teacher observations <p>DR4.2</p> <ul style="list-style-type: none"> ▪ Focussed analysis <p>DR 4.3</p> <ul style="list-style-type: none"> ▪ Peer and self assessment and teacher assessment

Phase 2 – Enhancing Music

Students explore medieval instruments and continue to develop their repertoire of medieval songs.

Outcomes	Activities	Gathering Evidence
MUSIC		VA 4.1 & VA 4.3
MU 4.1 Students aurally and visually analyse and respond to Level 4 core content in music they hear and perform	<ul style="list-style-type: none"> Teacher reviews the two styles of medieval music heard so far and asks what style would be played at a banquet? Teacher asks what type of instruments would the musicians at a banquet play? Teacher and students explore various medieval instruments (see Teaching Resources – Music 6) 	<ul style="list-style-type: none"> Focused analysis Teacher observation and questioning
MU 4.2 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.	<ul style="list-style-type: none"> Students are asked to listen to the instruments and asked to identify which instruments could be heard in the pieces of music listened to in the previous lesson? Students draw a quick thumbnail sketch of the instrument (see Teaching Resource – Music 7) Students then play medieval bingo as teacher plays the instruments again (without showing the pictures). 	VA 4.2
MU 4.3 Students read and write musical patterns and phrases containing Level 4 core content.	<ul style="list-style-type: none"> Students learn ‘Men of Harlech’ and practice rounds (see Teaching Resources – Music 8). Students practice playing their pieces from previous lesson. Students may wish to improvise playing/singing in a different pitch, alternately and in unison or adding a beat (to the Ductie). Other examples of music similar to Ductie can be sourced (see Teaching Resource – Music 9). Students may wish to explore these sites selecting a piece that appeals to them. Students select and practice a piece for formal assessment to be played on keyboard or recorder. 	<ul style="list-style-type: none"> Focused analysis Teacher observation Peer and peer assessment and teacher assessment

Phase 2 – Enhancing Visual Arts

Students extend their knowledge of medieval art forms and continue to develop their stories into pictorial form.

Outcomes	Activities	Gathering Evidence
VA 4.1 Students deconstruct and reconstruct images and objects to manipulate meaning through explorations of elements and additional concepts.	<ul style="list-style-type: none"> Students continue to study medieval art forms including tapestries and art that tells a story, focussing the elements typical such as accentuated lines, simple facial features (early medieval). Students also examine medieval mosaics 	VA 4.1 & VA 4.3
VA 4.2 Students make and display images and objects, considering purposes and audiences.	<ul style="list-style-type: none"> Students take their sketches and transform onto A4 size paper. A minimum of 4 to be put together to illustrate their medieval story. 	VA 4.2
VA 4.3 Students analyse elements and additional concepts evident in images and objects from a variety of cultural and historical contexts.		<ul style="list-style-type: none"> Focused analysis Teacher observation and questioning Focused analysis Teacher observation Peer and peer assessment and teacher assessment

Phase 3 – Synthesising

Drama

Students perform their banquet scene

Music

Students perform their polished pieces.

Visual Arts

Students display and photograph their illustrated medieval stories and discuss their meanings. Students prepare a short written explanation of their piece.

DRAMA

DR 4.1 Students select dramatic elements and conventions to collaboratively shape improvisations and role-plays.

DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences.

DR 4.3 Students make supported critical judgments about the application of dramatic elements and conventions in the context of their own work and that of others.

MUSIC

MU 4.2 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.

VISUAL ARTS

VA 4.1 Students deconstruct and reconstruct images and objects to manipulate meaning through explorations of elements and additional concepts.

VA 4.2 Students make and display images and objects, considering purposes and audiences.

VA 4.3 Students analyse elements and additional concepts evident in images and objects from a variety of cultural and historical contexts.

- Students perform their banquet scene with teacher filming.
- Teacher and students analyse the performance and discuss the students' ability to:
 - Convey the mood of the scene.
 - Dramatic conventions.
 - The published script.
 - Their characterisations and voice.

DR 4.1, DR 4.2

- Assessment Instrument – Drama

DR 4.3

- Assessment Instrument – Drama
- Peer and self Evaluation

- Students perform their polished pieces for 'teacher and other students'. Teacher films each performance.
- Teacher and student analyse the video tape of the performance and provide constructive comments on technique, fluency and expression.

DR 4.2

- Assessment Instrument - Music

- Students complete their artworks and prepare a short description of their work including elements used and their meanings.
- Students display and photograph their completed pieces.
- Teacher and students comment on the pieces noting their adherence to medieval art conventions and meaning conveyed.

VA 4.1, VA 4.2 & VA 4.3

- Assessment Instrument – Visual Arts

Phase 3 – Reflecting

Drama

Students reflect on their drama, their understanding of medieval culture and times. Students consider changes to include music, dance and visual arts elements for Parents' Day performance.

Music

Students reflect on their learning in medieval music and prepare for integration of their work in to drama performance for Parents' Day.

Visual Arts

Students reflect on the development in understanding on of medieval art, its elements and meanings. Students prepare for a formal display of their work for Parents' Day performance.

DRAMA

DR 4.3 Students make supported critical judgments about the application of dramatic elements and conventions in the context of their own work and that of others.

DDR 4.5 Students use classroom materials to create props and sets that complement their dramatic work.

MUSIC

DMU 4.4 Students collaboratively plan and prepare a formal performance of repertoire incorporating Level 4 concepts and elements.

VISUAL ARTS

VA 4.2 Students make and display images and objects, considering purposes and audiences.

VA 4.3 Students analyse elements and additional concepts evident in images and objects from a variety of cultural and historical contexts.

- Students consider what changes will need to be made for performance on Parents' Day including any changes in relation to (eg how will they respond to these changes in role):
 - Additional elements of live music, dance and visual art display
 - The audience
 - The dramatic space.
 - Additional props.

DR 4.3

- Peer and self Evaluation

DR 4.5

- Teacher observations

DMU 4.4

Teacher observations

VA 4.2

Teacher observations

VA 4.2

Reflection sheet

1. **LIMBOURG brothers**, Les très riches heures du Duc de Berry: Janvier (January) 1412-16 Illumination on vellum, 22,5 x 13,6 cm Musée Condé, Chantilly from <http://www.wga.hu/index1.html>
2. Role-on-the-wall – A life size piece of butchers paper in shape of person with the character’s title. An outline is made within the shape. Words are written outside the outline, denote factual information about the character including status in society, relationship to other main characters. Words written within the outline denote what the character might think or feel.
3. Letter from Phillip VI to Edward III requesting a peace treaty

Crécy-en-Ponthieu August

Your Royal Highness King Edward,

Our two great nations have been embroiled in this bitter conflict for some time now.

And while my armies lie in disarray and yours raise their heads in triumph, I humbly request that your Greatness consider a lasting truce such that both our peoples can once more live in peace and continue to prosper under the grace of God.

I look forward, expectantly to your reply.

Yours sincerely,

Phillip Valois

1. MIDI file can be found at <http://www.op.org/domcentral/life/recordar.htm>. Excerpt from Offertorium [image] (n.d.). Retrieved October 6, 2006, from <http://www.op.org/domcentral/life/recordar.htm>

OFFERTORIUM

Re- corda- re Virgo ma-ter, dum ste-te- ris in
 conspectu De- i, ut loqua- ris pro nobis bo- na, et
 ut aver- fas indigna-ti-onem su-am a
 no- bis.

2. Excerpt from 'De Virginibus' by Hildegard von Bingen [image] (n.d.). Retrieved October 6, from, <http://www.healingchants.com/musicscorex.html>

"De Virginibus"
 Antiphon No. 38
 Hildegard von Bingen
 (transcribed by Pozzi Escot)

O pul- crae fa- ci- es
 De- um as- pi- ci- en- tes

3. PDF file of music can be found at <http://wso.williams.edu/cpdl/sheet/bing-ovc.pdf>
4. MIDI file can be found at <http://www.musicaviva.com/fsmf/frame.tpl?adress=http://frescores.iespana.es/frescores/&category=medieval&sitecode=frescores>. Ductie [Image] (n.d.). Retrieved October 6, 2006, from <http://www.musicaviva.com/fsmf/frame.tpl?adress=http://frescores.iespana.es/frescores/&category=medieval&sitecode=frescores>

Ductie

Anonyme (XIV^{ème} siècle)



5. MIDI file can be found at <http://www.tradfrance.com/mgtfc02.htm>. Ductie [image] (n.d.). Retrieved October 6, 2006, from <http://www.tradfrance.com/mgtfc02.htm>

Ductie



6. Details of medieval instruments can be found at <http://www.music.iastate.edu/antiqua/instrumt.html>

7. Medieval Instrument Bingo

8. Men of Harlec [image] (n.d.). Retrieved October 6, 2006, from <http://sniff.numachi.com/pages/tiGARLICK:ttHARLCH.html>

Men of Har-lech, in the hol-low, Do you hear, like rush-ing bil-low, Wave on wave that,
'Tis the tread of Sax-on foe-men, Sax-on spear-men, Sax-on bow-men. Be they knights or
surg-ing, fol-low Bat-tles dis-tant sound? Loose the folds a-sun-der. Flag we con-quer
hinds or yeo-men They shall bite the ground!
un-der. The pla-cid sky, now calm on high, shall loose its bolts of thun-der!
On-ward 'tis our coun-try needs us, He is bra-vest, he who leads us, Hon-ours self now
proud-ly heeds us: Free-dom, God and right!

9. More medieval music can be found at <http://www.tradfrance.com/mgtfc.htm> and <http://sniff.numachi.com/>

1. Part 2 (Video 2) Medieval art and music. Konetchy, R. (Presenter). (1984). *The History of Art and Music* [Videotape]. United States America: EAC Productions for Marcom Projects.

1. Thumbnail Sketch Template

2. Student Reflection Sheet

Name:	Date:
Elements of my art work that I think were good	
Elements of my art work that I think could be improved	
What I have learned about myself during the course of this module	
What I have learned about others during the course of this module	

DRAMA**MAKING
JUDGEMENTS**

Name				Level
Date	Comments			
	Understanding Drama	Rehearsal	Performance	Interpreting Drama
General Comments				

MUSIC**MAKING
JUDGEMENTS**

Name		Level		
Date	Comments			
	Rhythm and Metre	Pitch and Melody	Part Work	Tone and Colour
General Comments				

VISUAL ARTS**MAKING
JUDGEMENTS**

Name		Level			
Date	Comments				
	Understanding Art	Creating Art	Displaying Art	Reflecting on Art	
General Comments					