

Integrated Curriculum Unit Plan

*Medieval Times
In Practice*

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Title: 'Medieval Times in Practice'

Level: 4 (year 7)

Purpose/Rationale:

At the completion of this unit of work, students will be able to demonstrate many aspects of 'Medieval' times through a variety of ways using the three strands of the arts, drama, visual art and music. To learn and understand many aspects of this period of time, students will engage in many different forms of the arts in these three stands. The arts are a fun and meaningful way of learning and allow individuals to express themselves in different ways. The class will work together to achieve one major demonstration at the completion of this unit.

Overview:

The aim of this unit is to learn various aspects of the 'Medieval' times. Student will be looking at a variety of aspects of these times, such as the type and roles of people, type of music, the entertainment and what made that time so different from today. To help explore these aspects different strategies will be used, especially through the arts. To help in completing these art components, students will need to research through other areas of the curriculum. The arts strands are very interrelated and will continually overlap. Students will complete and learn through these smaller tasks and at the completion of the unit, display their work and findings to parents in the form of a medieval dinner and show.

Key Learning Outcomes:

Art Strand	Core Outcome
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, conventions and the context of their own work and that of others.
Visual Art	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.
Music	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.
	MU 4.3 Students read and write short pieces of music containing level 4 core content.

Teaching Sequence:

Week 1 (*Orientating*)

Strand: Drama

Outcomes:

DR 4.1 Students select dramatic elements and conventions to collaboratively shape improvisations and roleplays.

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

Resources:

Paper and pens

Space for working

Teacher Action	Learning Experience	Objective	Assessment Opportunity	Relation to Other Art Forms and Curriculum Areas
<ul style="list-style-type: none"> • Ask students to lie down, close their eyes and relax. Have them travel back in time to the medieval days and think about what they think it might be like to live in these times. • Use the ‘tap and talk’ strategy to share these ideas using one word only to describe the medieval days (teacher walks around the class softly tapping each student and invite them to share their ideas) • While students still have their eyes closed and thinking in this quiet space, have them start thinking about the types of people that were in the 	<ul style="list-style-type: none"> • Here students are introduced to the drama and the topic of the unit • Students would already have some knowledge of medieval times as they would have started to research it in other curriculum areas. • Here students are thinking and making connections for themselves before being told the correct information 	Forming	Observation	Oracy

Week 1 (*Orientating*)

Strand: Visual Arts

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 purpose and audience.

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

Resources:

Pictures of medieval art work

Examples of today's art

Worksheet

Art paper

Art supplies (paints, pencils)

Teacher Action	Learning Experience	Objective	Assessment Opportunity	Relation to Other Art Forms and Curriculum Areas
<ul style="list-style-type: none">• To start the lesson off have pictures of the different types of art work done in the medieval period of time. Show the pictures one at a times discussing each before moving on to the next. Discuss the artist features such as colour, shade, tone etc and also what is depicted in the pictures.• Discuss how pictures are different to today's artwork.• Discuss why artists would be painting these type of pictures. What	<ul style="list-style-type: none">• Students will be able to critically assess these pieces of artwork from what they currently know and have learnt. Here students are assessing the common elements of art work such as colour, tone etc.• Students are able to use their prior knowledge of art and combine it to new knowledge they are gaining by looking at these pictures.	Appraising images and objects	Observation	SOSE

<p>were the influences at that time?</p> <ul style="list-style-type: none"> • Also look at the type of buildings that were built in this particular time period. How they were constructed and designed? This will lead into a later visual arts lesson. • Have student complete a table showing the common elements of medieval artwork and common elements of today's artwork. Also have a third column showing any features that are common to both. (Appendix 10) • Have students draw their own picture including common elements from both the medieval times and today – divide page into three: medieval, common to both and today. ('Combining the Times') 	<ul style="list-style-type: none"> • Through having students look at medieval period architecture, they are experiencing art in a different form to what they are used to. This is a completely new learning experience. • By writing down the common elements students will be able to have a concrete record of these similarities and differences and will be able to refer to it at a later date. • Students are exploring and using different features from different periods to create a new picture altogether. They are experiencing art as a combination of many different elements. 	<p>Making images and objects</p>	<p>Collection of worksheet and drawing – mark according to criteria (Appendix 2)</p>	<p>Literacy</p>
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Week 1 (*Orientating*)

Strand: Music

Outcomes:

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

Resources:

Medieval music

Pictures of music (help stimulate ideas)

Teacher Action	Learning Experience	Objective	Assessment Opportunity	Relation to Other Art Forms and Curriculum Areas
<ul style="list-style-type: none">• Ask students to think about what type of music might have been played in medieval times.• Have students listen to some medieval music from different periods within this time.• Discuss how it is different to today's music.• Have students think about why this type of music would be played in this period of time.• Explore each piece of music, for style, tone, melody, harmony, expression etc.• Explore what instruments might be used to make the music.	<ul style="list-style-type: none">• Students are experiencing music from a different age. Most students probably have not heard this type of music before.• Students are using their prior knowledge and prior experience of music to make connections between the two types of music.• Students are putting into practice the knowledge that they have been learning in music• Students are also aurally identifying and responding to music.	Aurally and visually identifying and responding to music.	Observation	Music

<p>people) of different characters. Have students make a set of three freeze frames depicting interactions between the characters they portray. The freeze frames should show the interactions between the different characters that would take place in medieval times.</p> <ul style="list-style-type: none"> • When performing these freeze frames the rest of the class should try and understand what the groups are depicting when frozen. • Repeat a number of times. Mix up the people in the groups. 	<p>they participate in the freeze frames. All students should be encouraged to participate and no one should feel threatened as it is a relaxed environment.</p> <ul style="list-style-type: none"> • When looking at the freeze frame, students are learning to read the text of bodies from the frozen pictures. This is a key part of drama and performing. 	<p>Responding</p>		<p>Movement</p>
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Week 2 (Enhancing)

Strand: Visual Arts

Outcomes:

VA 4.2 Students make and display images and objects, considering purpose and audience.

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

Resources:

Materials for entrance frame (cardboard, paint, foam pieces, etc)

Teacher Action	Learning Experience	Objective	Assessment Opportunity	Relation to Other Art Forms and Curriculum Areas
<ul style="list-style-type: none">• Inform students that all the work that they've been doing and the work that they will be doing is leading up to a performance they will do at the end of the unit. This performance will consist of organising and conducting a dinner for the parents. The night will be medieval in style with food and entertainment (dance, music). Everyone will play the role they have been previously been assigned on the night.• From this, stimulate discussion about the houses and the buildings from the medieval style. What did they look like? What were they made of? Provide some pictures that may help students with ideas. (eg. 'Madonna	<ul style="list-style-type: none">• By letting students know what they are working towards at the beginning gives students the motivation to participate. Students will then know that their work will be used for something productive.• Students will be starting to get an appreciation for the art and the architecture of the medieval times.	Making images and objects	Observation	SOSE Visual Arts

<p>and Child’ or ‘Virgin and Child with Angels’)</p> <ul style="list-style-type: none"> • For this lesson concentrate on the entrance to the main building. Today’s lesson will be making a frame for the door of a building. Tell students this will be used on the classroom door until the main performance night at the end. Have students working in small groups to come up with some ideas that could be used. • When finished, combine ideas for the project. • Supply students with the materials that can be used to make this. 	<ul style="list-style-type: none"> • All students will need to be able to work together as it is one large art project. Students will need to learn that sometimes their ideas may not be used but they may be able to extend on someone else’s ideas. 	<p>Making and Displaying</p>		
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Week 2 (Enhancing)

Strand: Music

Outcomes:

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

Resources:

Medieval music

Pictures of medieval instruments

Collected recycled items

Teacher Action	Learning Experience	Objective	Assessment Opportunity	Relation to Other Art Forms and Curriculum Areas
<ul style="list-style-type: none"> • Introduce this lesson by playing some of the medieval music played last lesson to refresh student's memories. • Discuss what was said last lesson about this music and how it compares to today's music. Also talk about the different sounds that can be heard and discuss what type of instruments might be used in these pieces of music. • Discuss what type of instrument families can be heard (percussion, string, woodwind, brass etc). • Introduce to the class instruments that were used in the medieval times: <ul style="list-style-type: none"> ○ Cornet or Trumpet ○ Flute ○ Recorder 	<ul style="list-style-type: none"> • Students are being immersed into medieval music and becoming familiar with how it sounds and how it is made. • A collection of medieval music can be found on http://www.csupomona.edu/~jcclark/emusic/medieval.html • Students are being introduced to medieval instruments and by showing them pictures they are able to make a connection to the sound they are hearing and the 	<p>Aurally and visually identifying and responding to music</p>	<p>Observation</p>	<p>SOSE</p>

<ul style="list-style-type: none"> ○ Pan Flute ○ Lute and Mandolin ○ Dulcimer and Zither ○ Hurdy-gurdy ○ Drums <p>Have pictures of these instruments. Also point out in the music where these instruments are being used.</p> <ul style="list-style-type: none"> ● The students now make their own medieval instruments. These can be made out of collected recycled items (boxes, cardboard, tubes, cylinders, string), whatever the students can find in the classroom to use. ● These instruments are to be made so they can be used in the performance. Therefore they must be able to make a sound. 	<p>instrument that makes that sound.</p> <ul style="list-style-type: none"> ● They are starting to see how certain types of instruments can make certain sounds. ● Here students are also learning why these types of instruments were used in these times (people were limited in music experience and resources) ● Students are given a ‘hands on’ approach by creating their own instruments. ‘Hands on’ experiences are very valuable as it has students being involved rather than just sitting back and listening. ● This opportunity also gives students a chance to explore for themselves what materials in a combination, can be used to make sound. 		<p>Self Assessment – checklist (Appendix 9)</p> <p>Assessments of Instrument - checklist (Appendix 6)</p>	<p>Visual Arts</p>
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<p>might hear when living in the medieval times. (eg. buzz, clicking, grinding etc)</p> <ul style="list-style-type: none"> • Before having students stand up and open their eyes inform them that today we will be making soundscapes. Ask that when students sit up they are to put their costume piece on and that they are now in character. • Have students get into groups, ensuring there is a mixture of different characters in each group. They are to make a soundscape of a scene from the medieval times (eg. a day in the village). • Students can decide on the arrangement of the sounds, for example one student might start the sound by themselves then another student joins in doing a different sound until all students are making the sound altogether. 	<ul style="list-style-type: none"> • Again, by having this small piece of costume lets students know when to become that character and when the drama is starting. • Doing a soundscape allows students to express themselves in a different way. It is also the next step up from the freeze frames when no sound was allowed. 	<p>Presenting</p>	<p>Observation</p>	<p>Music</p>
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Week 3 (*Synthesising*)

Strand: Visual Arts

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.

Resources:

Coat of arms for display

Cardboard (A3)

Art supplies (eg. paint)

Picture of coat of arms to copy

Teacher Action	Learning Experience	Objective	Assessment Opportunity	Relation to Other Art Forms and Curriculum Areas
<ul style="list-style-type: none"> To introduce the lesson bring in a number of different coat of arms and display them at the front of the room. Inform students that they are coat of arms used to indicate certain families. Have students recall information about coat of arms from what they have been studying in other subject areas. Have students discuss features about these coats of arms (colours, 	<ul style="list-style-type: none"> Students should be familiar with what a coat of arms is as they have looked at them in SOSE. Students are starting to dissect different art techniques and are starting to explore what techniques can be used to 	Appraising images and objects	Observation	

<p>symbols, shapes etc). Discuss why these features would be used.</p> <ul style="list-style-type: none"> • Have students bring out the information they have researched about their own family coat of arms. (if students could not find their family coat of arms they were allowed to design their own from ones they have seen). • Inform students that in this lesson they will be using the designs they have found to make a larger version of their coat of arms. These coats of arms will be displayed around the classroom. • The coat of arms are to be drawn on large pieces of cardboard (A3) and painted. • When students are finished these, smaller ones on an already drawn template can be prepared to be used at the dinner for their families. 	<p>create different effects.</p> <ul style="list-style-type: none"> • Students have researched their family coat of arms in another subject area so all they have to do is copy this into a larger size. Students have to draw the coat of arms free hand so that they experience the art of drawing. • A website that has a collection of coat of arms is: www.freecoatofarms.com/catalog.html. • A template for the smaller one can be found: http://share1.esd105.wednet.edu/bishopcj/portfolios/coatofarms_template.htm 	<p>Making images and objects</p> <p>Making and displaying</p>	<p>Observation</p>	<p>SOSE</p>
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Week 3 (*Synthesising*)

Strand: Music

Outcomes:

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

MU 4.3 Students read and write short pieces of music containing level 4 core content.

Resources:

Student made instruments from previous lesson

Medieval music (used in previous lesson)

Teacher Action	Learning Experience	Objective	Assessment Opportunity	Relation to Other Art Forms and Curriculum Areas
<ul style="list-style-type: none"> • During this lesson students will be using the instruments made in the previous lesson. • Refresh student’s memories by playing some of the medieval music that was played last lesson and refresh any ideas and comments that were made about the type of music. • Inform students that today they will be playing their instruments. • Have students sit quietly and think about a name for their instrument. Then go around the class and have each student share the name of their instrument, describe how it works and demonstrate it by playing a note. • As a class, decide what sections the class should be divide up into eg. 	<ul style="list-style-type: none"> • Students are given the opportunity to play the instruments they have made. This gives students the opportunity to use something that they have created. It gives the earlier task purpose and meaning. • All children have a chance to explain their creation and can apply their musical knowledge on how to play the instrument • Here children are using the musical 	<p>Playing Instruments</p>		<p>Visual Arts</p> <p>Oracy</p>

<p>wind, string etc. and decide who should go into which group.</p> <ul style="list-style-type: none"> • From there students are to get into their groups and come up with a small arrangement using their instruments. Students should write this music. • Have each group perform their piece to the class. • When all groups have performed, change the groups around, mixing different types of instruments together. 	<p>knowledge that they have been taught into practice by creating their own small orchestra.</p> <ul style="list-style-type: none"> • When students are writing their piece of music they are experiencing both writing the music and then playing it. The children are able to follow through and complete a task fully. 	<p>Reading and writing music</p> <p>Playing Instruments</p>	<p>Assessment of performance – mark criteria (Appendix 3)</p>	<p>Music</p>
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Week 4 (Reflection)

Strand: Drama

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, conventions and the context of their own work and that of others

Resources:

Costume pieces

Space to work with

Teachers costume piece

Teacher Action	Learning Experience	Objective	Assessment Opportunity	Relation to Other Art Forms and Curriculum Areas
<ul style="list-style-type: none">Start the lesson with the students lying on the floor with their eyes closed. Start to set the scene by talking about the medieval times, the smells and sounds that they would hear if they were in the medieval times.While students are still lying on the floor explain what is going to happen in today's lesson. This lesson will involve them taking on their character and role once again. This activity will be done as a class, with everyone in character it will be	<ul style="list-style-type: none">By having students start each drama lesson the same way, helps students to know what they are about to do and what is expected of them in terms of behaviour.By having students use their costume pieces again and again helps them to know when they are in character and when they aren't.	Forming		SOSE

<p>like the happenings of a small village. A problem will be put forward and the students will have to act out a scene in relation to this problem as their character. Inform students that you will be in role.</p> <ul style="list-style-type: none"> • Have students stand up and put their costume piece on to signify when they are in role. • While students are getting up and moving the teacher will go outside the room and put on a costume piece to signify that they are now in a role as the ‘messenger’. • The teacher enters the room in role saying to the King: <i>‘My Lord, my Lord, I have just received a message from our neighbouring kingdom that their Lord, King Edward, is on his way to speak with you about urgent negotiations. I am truly sorry that you are only just hearing of this now but it has only just reached my ears. We need to prepare the castle and the village for this royal arrival.’</i> • From here the students should continue on with this scene with the king addressing his people and giving out orders. • The students should continue with this scene for as long as possible. To extend the scene further you could have someone from outside the class or one of the students being King Edward arriving. • After completing the scene have a 	<ul style="list-style-type: none"> • Teacher in a role is a very effective tool to use in the drama classroom. It can make drama more real for the students. It allows those who are not involved in drama as much as others to be drawn into participating. Having the teacher in a role helps the flow of the drama and can give a good example to the students about what is expected of them in the task. • With students engaging in this task they are immersed in the drama complete as there is no way to escape. They all have to engage in the drama to proceed with the lesson. Students should be having fun with the drama as well as it gives them a chance to play make-believe in a surreal situation. • This task of students taking on the story is an excellent way of assessing student’s creative thinking and drama skills. 	<p>Forming</p> <p>Presenting</p> <p>Responding</p> <p>Responding</p>	<p>Observation</p> <p>Self and Peer</p>	<p>Role Play</p> <p>Movement</p>
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<p>reflection and an evaluation of what happened. Have students express what they like, what could they have done better.</p> <ul style="list-style-type: none"> • Students write a report on how they did individually and as a class. 	<ul style="list-style-type: none"> • Students are given the opportunity to reflect and evaluate the scene and assess their performance. This is a good way of debriefing. 	<p>Reflecting and Evaluation</p>	<p>Assessment – criteria (Appendix 7)</p> <p>Assess performance (Appendix 1)</p>	<p>Literacy</p>
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Week 4 (Reflection)

Strand: Visual Arts

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 purpose and audience.

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

Resources:

Student's research

Pictures of castles from medieval times

Large cardboard sheet for final design

Teacher Action	Learning Experience	Objective	Assessment Opportunity	Relation to Other Art Forms and Curriculum Areas
<ul style="list-style-type: none"> • Remind students about the performance they are doing for the parents in a few weeks time. Let them know that they have done the coat of arms and the castle door for this particular night. All the work that they have done on medieval is in preparation for this night. • Prior to the lesson students have been researching and looking at layouts of castle and main buildings in the medieval times. • This lesson will be about designing 	<ul style="list-style-type: none"> • By reminding students about what they have done gives them encouragement to continue with the next task, especially if they enjoyed it. • Students have been looking at castles and different buildings in the medieval times in other subject areas such as SOSE. 			SOSE

<p>the layout of a performance night. Students are to create the whole night themselves.</p> <ul style="list-style-type: none"> • During this lesson look at more pictures and design for the layout of the medieval building. • Have students bring in the ideas they have found while researching. • Have students think about what are the common features in a dinning room of a medieval castle. Where should everyone be sitting (the layout, who should be where). What should decorate the walls and the tables? • Students should work in groups to create a design of the layout of the dinner party. • When all groups have completed this task, each group is to share their ideas with the rest of the class. • As a whole class decide upon a final layout and arrangement using ideas from all groups. (this should be drawn on a large piece of cardboard for all to see). 	<ul style="list-style-type: none"> • By having students look at architecture, they experience art in a different way. Most students probably wouldn't know that architecture is a form of art and therefore is new learning experience for them. • With students creating their own floor plan and layout of the dinner setting, gives them a 'hands-on' experience for the art form of architecture. It also allows them to use the knowledge they have learnt in this unit to create an end product. 	<p>Appraising/ Responding to images and objects</p> <p>Making images and objects</p> <p>Making and Displaying</p>	<p>Student Checklist (Appendix 8)</p> <p>Assess group design (Appendix 5)</p>	<p>Sharing ideas</p>
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Week 4 (Reflection)

Strand: Music

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.

Resources:

Samples of medieval music

Sample of dances

Instruments from previous lessons

Teacher Action	Learning Experience	Objective	Assessment Opportunity	Relation to Other Art Forms and Curriculum Areas
<ul style="list-style-type: none"> • Refer students back to one of the previous lessons when they looked at medieval music and some of the features of it. They also compared it to today's music. • Have students think back to their last drama lesson when they were all in character and participated in a scene. The scene was set up that a royal was coming to visit and the village was to put on a dinner. Have students think about when they were doing this - did anyone think about what type of music might be played at the dinner? Would music be necessary? • Discuss as a class what type of 	<ul style="list-style-type: none"> • This lesson allows students to put into practice what they have learnt over the unit, both in music and through other subject areas. • By allowing students to conduct this performance night, it allows them to feel ownership as they have put the whole night together themselves and as a team have worked out any problems that may be encountered. 	<p>Aurally and visually identifying and responding to music</p>	<p>Observation</p>	<p>SOSE Drama</p>

<p>music might be played at a dinner like the one that the class will be conducting at the end of the unit. (soft, loud, dance etc).</p> <ul style="list-style-type: none"> • Discuss with students what type of dance may be used in medieval times and what could be used at our dinner performance. • Show students different dances and, as a class, decide on what dance might be a good one to do on the night. • At the completion of this lesson students should have decided what music should be played and what dance should be done at the performance night. • Students can also practice and improve the arrangements they created in the last lesson with their self-made instruments. 	<ul style="list-style-type: none"> • Students are also being introduced to another art form - dance. Dance is very closely related to music and is another form of expression. 	<p>Engaging in movement.</p> <p>Playing music</p>	<p>Observation</p>	<p>Dance</p> <p>Movement</p>
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Teacher Resources and Support Materials

- Medieval Art
 - Castles and Paintings: <http://www.eyeconart.net/htistory/medieval.htm>
- Castles
 - <http://www.medieval-castles.org/>
 - http://www.castleonthegreen.com/html/castle_layout.htm
 - Castle layouts <http://www.medieval-castle-siege-weapons.com/medieval-castle-layout.html>
 - Castle layouts: <http://www.castlewales.com/conwy.html>.
 - <http://www.uoregon.edu/~ekrulic/medieval/kingdom.htm>.
- Medieval Music
 - Medieval music samples: <http://www.csupomona.edu/~jcclark/emusic/medieval.html>.
- Dance
 - Information about dance: <http://sca.uwaterloo.calmjc/sca/early-dance-music.html>
- Medieval Instruments
 - Pictures and information: <http://www.music.iastate.edu/antiqua/instrumt.html>
 - Information: <http://library.thinkquest.org/04oct/00588/instruments.htm>.
- Coat of Arms
 - Lesson ideas: <http://www.storyboardtoys.com/gallery/coat-of-arms-lesson-plan.htm>.
 - Template: http://share1.esd105.wednet.edu/bishopcj/portfolios/coatofarms_template.htm

Student Resources and Materials

- Costume piece to signify what character or role they are playing (hat, apron, etc)
- Information on roles: <http://www.castles-of-britain.com/castle32.htm>
- Information and designs of family coat of arms: www.freecoatofarms.com/catalog.html
- Castle layouts ideas: <http://www.uoregon.edu/~ekrulic/medieval/kingdom.htm>.
- <http://www.medieval-castle-siege-weapons.com/>

Medieval Drama Performance

Appendix 1

Name:

Year:

Date:

Strand: *Drama*

	Clearly evident	Developing	Not evident
DR 4.1 <i>Students select dramatic elements and conventions to collaboratively shape improvisations and roleplays.</i>			
Employs the use of objects, props, costume etc to enhance the dramatic meaning			
Uses different ways of changing the mood by using language, movement, space and time and how this affects the dramatic meaning.			
Able to express thoughts and feelings when in role			
Is able to apply elements and conventions form this and previous levels to improvisations and roleplays			
Worked in groups to improvise a based on some given information, such as circumstance.			
DR 4.2 <i>Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences.</i>			
Participation in improvised dramas raised from scenario			
Vocal variety when presenting role			
Maintained role for the duration of the performance			
Developed and presented relevant scenarios (medieval)			
DR 4.3 <i>Students make supported critical judgments about the application of dramatic elements, conventions and the context of their own work and that of others.</i>			
Ability to identify dramatic elements used in own work and that of other			
High level of participation in classroom discussion to evaluate handling and application of dramatic elements and conventions.			

Comments:

Combining the Times – Visual Arts

Appendix 2

Name:

Year:

Date:

Strand: *Visual Arts*

	Clearly evident	Developing	Not evident
VA 4.1 <i>Students deconstruct and reconstruct images and objects to manipulate meaning through explorations of elements and additional concepts.</i>			
Combination and composed elements and concepts with the intention of creating harmonious compositions.			
Ability to deconstruct an artwork by analysing its meaning.			
Ability to create abstract images from their observations by dissecting and rearranging parts.			
Expression of colour, line, shape, texture etc.			
VA 4.2 <i>Students make and display images and objects, considering purposes and audiences.</i>			
Ability to deconstruct and reconstruct know images and objects to make new meaning for a specified context.			
Communication through display and demonstration of understands of constructed meaning.			
VA 4.3 <i>Students analyse elements and additional concepts evident in images and objects from a variety of cultural and historical contexts</i>			
Ability to identify, describe and compare visual arts and design elements of colour, line, shape and texture.			
Ability to analyse and describe, forms, materials and processes used and compare ideas, feeling, experiences and observations.			

Comments:

Music Performance with Self-made Instruments

Appendix 3

Name:

Year:

Date:

Strand: *Music*

	Clearly evident	Developing	Not evident
MU 4.2 <i>Students sing and play, individually and with others, in unison and in up to four parts, including some repertoire from memory.</i>			
Playing pentatonic and diatonic music individually.			
Playing within a class ensemble.			
Ability to play music that reinforces learning and practises skills, concepts and elements.			
MU 4.3 <i>Students read and write short pieces of music containing level 4 core content.</i>			
Ability to compose a short melody within a group			
Ability to incorporate appropriate signs and terms in music			

Comments:

Record of Performance

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Floor Plan Design

Appendix 5

Names: _____

Date: _____

	Yes	No	Comments
Have they considered elements of medieval times?	<input type="checkbox"/>	<input type="checkbox"/>	
Are the tables arranged in an appropriate way?	<input type="checkbox"/>	<input type="checkbox"/>	
Is everyone included?	<input type="checkbox"/>	<input type="checkbox"/>	
Is there space for entertainment?	<input type="checkbox"/>	<input type="checkbox"/>	
Have they considered the space available?	<input type="checkbox"/>	<input type="checkbox"/>	
Is all drawing proportional?	<input type="checkbox"/>	<input type="checkbox"/>	

Standard of design: High / Standard / Low

Overall Comments:

Self-made Instrument

Appendix 6

Names: _____

Date: _____

	Yes	No	Comments
Has the student made good use of the resources available to them?	<input type="checkbox"/>	<input type="checkbox"/>	
Has the students considered the workings of the instruments (blowing, pulling) to make music?	<input type="checkbox"/>	<input type="checkbox"/>	
Has student considered the sound the instrument makes?	<input type="checkbox"/>	<input type="checkbox"/>	
Is the instrument easy to play?	<input type="checkbox"/>	<input type="checkbox"/>	
Is the instrument related to the medieval theme?	<input type="checkbox"/>	<input type="checkbox"/>	
Is the idea creative?	<input type="checkbox"/>	<input type="checkbox"/>	

Standard of instrument:

High / Standard / Low

Self and Peer Evaluation

Appendix 7

Names: _____

Date: _____

SELF	High	Standard	Low
Use of props effectively			
Use of drama space			
Use of language, movement, space and time to change mood and/or dramatic meaning			
Use of voice to enhance character			
Standard of improvisation			
Ability to participate and work as a whole group to achieve a given task.			
Ability to maintain role for the duration of the performance.			
PEER (group)	High	Standard	Low
Use of props effectively			
Use of space			
Interaction			
Ability to maintain role for the duration of the performance			
Ability to work as a team			
OVERALL	High	Standard	Low
Overall performance			

Floor Plan Design Checklist

Names: _____

Date: _____

	Yes	No	Comments
Have we considered elements of medieval times?	<input type="checkbox"/>	<input type="checkbox"/>	
Are the tables arranged in an appropriate way?	<input type="checkbox"/>	<input type="checkbox"/>	
Is everyone included?	<input type="checkbox"/>	<input type="checkbox"/>	
Is their space for entertainment?	<input type="checkbox"/>	<input type="checkbox"/>	
Have we considered the space available?	<input type="checkbox"/>	<input type="checkbox"/>	
Is all drawing proportional?	<input type="checkbox"/>	<input type="checkbox"/>	

Standard of design: High / Standard / Low

Self-made Instrument Checklist

Appendix 9

Names: _____

Date: _____

	Yes	No	Comments
Have I made good use of the resources available to me?	<input type="checkbox"/>	<input type="checkbox"/>	
Have I considered the workings of the instruments (blowing, pulling) to make music?	<input type="checkbox"/>	<input type="checkbox"/>	
Have I considered the sound the instrument makes?	<input type="checkbox"/>	<input type="checkbox"/>	
Is the instrument easy to play?	<input type="checkbox"/>	<input type="checkbox"/>	
Is the instrument related to the medieval theme?	<input type="checkbox"/>	<input type="checkbox"/>	
Is the idea creative?	<input type="checkbox"/>	<input type="checkbox"/>	

Standard of instrument:

High / Standard / Low

Name: _____

Common Elements		
<i>Medieval Times</i>	<i>Contemporary Times</i>	<i>Common to Both</i>

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