

Medieval Music, Making and Masters

Purpose

Why?

The medieval era has made a significant contribution to the development of modern art forms. The use of a medieval theme provides a new context for students to learn core skills and content relevant to The Arts curriculum. Students of this age range have a growing interest in world events and learning about past events is of great interest to them. For these reasons a medieval theme is relevant to upper primary and uses student interests as motivation for learning. A medieval unit brings history alive and provides a rich experience for learning through and about The Arts.

What?

This unit is designed to introduce students to life in medieval times through The Arts. The unit consists of 12 lessons which incorporate the strands of drama, visual arts and music to give students a wholistic picture of the medieval era. Students will learn about medieval instruments, notation and monophonic and polyphonic melodies through hands-on, sensory experience. The lifestyle of various people in the feudal system will be explored and enacted as part of a medieval afternoon involving the school. Students will also learn about heraldry and create a coat of arms for their family which symbolises chosen characteristics of their family.

Written by Johanna Ball

Overview

This is an intensive four week unit consisting of twelve, one and a half hour lessons. The focus of this unit is on three strands of The Arts syllabus: Drama, Music and Visual Arts. Music lessons within the unit are self contained and aim to provide students with an overview of key aspects of medieval music.

The Drama and Visual Arts lessons are organised into phases.

Orientating

Drama: The teacher reads an excerpt about the different roles and feudalism in medieval times of an informative text. Students brainstorm the different types of people they have heard about and list what they already know about these people. Students are read a letter written on behalf of a medieval king which explains the task. Students form into groups of interest and are given a particular role eg. knights, peasants... They collect as much information as possible about their given role.

Visual Arts: Students are shown a coat of arms and are told that this has been identified as belonging to medieval times. Students research and complete an 'Item Identification Report' and findings are discussed as a class.

Enhancing

Drama: Students in each group enrol as their character. Students are told by the King (teacher in role) that they have been given an opportunity to show some school children what a day in their life is like. Students in their groups collaboratively prepare and practice plays based on this theme.

Visual Arts: Students are shown a picture or real medieval coat of arms and as a class deconstruct the image/object to explore its elements and symbolism. Knowledge and findings from research may be used in the discussion.

Synthesising

Drama: Students perform their plays at a medieval afternoon for the school and record judgements on another given group relating to others performance skills and suggest ways to improve. Students are congratulated by the king on their efforts to educate the children about their lives.

Visual Arts: Students design and create their own coat of arms to represent their family. They include colour, line, shape, representation and symbolism in their work and may choose to create their coat of arms using a selection of media and surfaces.

Reflecting

Drama: As a class, the students share their own learnings and judgements about others performances.

Visual Arts: Students reflect on their own and others artworks in a journal considering design elements and concepts, ideas, feelings, observations and meaning.

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Contribution to Lifelong Learning

The tasks in this unit contribute to the development of the learner in the following lifelong learner roles:

Community contributor:

- Relates to others in group work in ways that promote peace and tolerance.
- Actively works with classmates to improve the school community's understanding of medieval life.

Quality Producer:

- Individually creates a coat of arms for the purpose of representing their family to display in the class and wider school community.
- Collaboratively creates a play about life for a given role in medieval times using resources and information that has been previously gathered.
- Develops a unique musical notation system that can be learnt and read effectively by class members.

Leader and Collaborator:

- Works cooperatively with peers in a reliable manner to achieve clearly defined objectives.
- Develops interpersonal skills to relate with other group members with sensitivity, respect and compassion.

Active Investigator:

- Uses a range of sources to find information about life in medieval times and a coat of arms.
- Judges the adequacy, worth and accuracy of the information source.

Designer and Creator:

- Uses imagination, originality and insight to create a coat of arms design and contribute to the writing of a script.
- Communicates personal meaning through the making and producing of a coat of arms.
- Generates new ways to solve problems, either individually or collaboratively that may occur throughout the unit.

Effective Communicator:

- Communicates effectively and confidently in class discussions, group situations and when performing for the school community.
- Collaboratively composes a script to convey information that is meaningful.


Reflective, Self-directed learner:

- Critically evaluates their own and others artistic work.
- Reflects on learning about medieval life and dramatic elements.
- Evaluates peers dramatic performances.
- Reflects on learning about medieval music.

Core Learning Outcomes and Core Content

This unit focuses on The Arts key learning area and the strands of Drama, Visual Arts and Music. It provides opportunities for learning Level 4 Core Content.

<u>Strand</u>	<u>Core Outcomes</u>	<u>Core Content</u>	
Drama	<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>	<p>Elements</p> <ul style="list-style-type: none"> • focus • mood • symbol <p>Conventions</p> <ul style="list-style-type: none"> • develop action from given circumstances <p>Forms and styles</p> <ul style="list-style-type: none"> • improvisation • student-devised scenarios • written-character profile, plot outline 	<p>Performance skills</p> <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. <p>Audience</p> <ul style="list-style-type: none"> • formal and informal- other year levels, family and friends <p>Purpose</p> <ul style="list-style-type: none"> • entertainment • information
Visual Arts	<p>VA 4.1 Students deconstruct and reconstruct images and objects to manipulate meaning through explorations of elements and additional concepts.</p> <p>VA 4.2 Students make and display images and objects, considering purposes and audiences.</p> <p>VA 4.3 Students analyse elements</p>	<p>Forms</p> <ul style="list-style-type: none"> • selecting from and combining: drawing, design, painting and printmaking <p>Materials</p> <ul style="list-style-type: none"> • various surfaces • wet and dry media • found and made objects <p>Elements</p> <ul style="list-style-type: none"> • colour • line 	<p>Concepts</p> <ul style="list-style-type: none"> • abstraction • composition • depth • proportion • representation • symbolism <p>Processes</p> <ul style="list-style-type: none"> • analyse • deconstruct images and objects <p>Display and exhibition</p> <ul style="list-style-type: none"> • purpose of audience

	and additional concepts evident in images and objects from a variety of cultural and historical contexts.	<ul style="list-style-type: none"> • shape • texture 	Functions <ul style="list-style-type: none"> • symbolism
Music	<p>MU 4.1 Students aurally and visually analyse and respond to Level 4 core content in music they hear and perform.</p> <p>MU 4.2 Students sing and play, individually and with others, in unison and in up to four parts including some repertoire from memory.</p> <p>MU 4.3 Students read and write short pieces of music containing Level 4 core content.</p>	<p>Rhythm and metre</p> <ul style="list-style-type: none"> •  in simple time <p>Pitch and melody</p> <ul style="list-style-type: none"> • <i>la</i> pentatonic scale • perfect 4th and perfect 5th intervals • treble clef notation- F, Bb, E' <p>Part work</p> <ul style="list-style-type: none"> • melodic canons up to four parts • rhythmic and melodic ostinatos 	<p>Form and structure</p> <ul style="list-style-type: none"> • first and second time endings, <i>da capo al fine</i>, <i>dal segno</i> <p>Tone colour</p> <ul style="list-style-type: none"> • brass instruments • solo instruments and ensembles from a range of cultural and historical contexts. <p>Expressive elements</p> <ul style="list-style-type: none"> • mezzo piano (mp) • mezzo forte (mf)

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Other Key Learning Areas

Whilst the focus of this unit is on the key learning area of The Arts it may also be integrated with the following key learning areas. Some of the English, Technology and HPE outcomes are already covered in the unit.

English

Speaking and Listening

Cu 4.1 When speaking students: select a suitable text type according to purpose in prepared and spontaneous texts.

Op 4.1 When speaking students: develop cohesive texts by using generic structure, complex clausing and associated patterns of textual resources including subject-verb agreement.

Use pace, volume, pronunciation, movement, gesture and facial expression to convey meaning.

When listening students: interpret how pace, volume, pronunciation, movement, gesture and facial expression enhance the meaning of the text.

Cr 4.1 When speaking students: construct representations, taking account of the likely characteristics of target audience.

Reading and Viewing

Op 4.2 When reading and viewing, students: Draw on generic structures, paragraphs and patterns of sentences and clauses to make meaning.

Writing and Shaping

Cu 4.3 When writing and shaping, students: select subject matter according to purpose, text type, audience and medium.

Organise subject matter that develops a storyline

Cr 4.3 When writing and shaping, students: choose aspects of subject matter, attributes, processes and visual resources to construct representations of people, places, events and things in ways that appeal to certain groups.

Technology

Information

INF 4.1 Students analyse sources and forms of information and match these to the requirements of design challenges.

INF 4.2 Students apply techniques for transforming and transmitting information for different audiences.

Health and Physical Education

Enhancing Personal Development

4.4 Students demonstrate skills and actions that support the rights and feelings of others, while adopting different roles and responsibilities in social, team or group activities.

Studies of Society and Environment

Time, Continuity and Change

TCC 4.2 Students illustrate the influence of global trends on the beliefs and values of different groups

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Christian Studies:

Christian Church

CC 4.2 Students examine the development of Christian communities to compare how beliefs and practices of these communities reflect their social and historical contexts.

Students could look at how social and historical contexts shape the church within this they may study the medieval church.

Science

Science and Society

4.1 Students outline some contributions to the development of scientific ideas made by people from different cultural and historical backgrounds

Maths

Medieval maths activities can be created to develop skills in the strands of:

Number- Creating multiplication, division, subtraction and addition problems which use medieval objects in the story problems.

Measurement- calculating area and length for medieval buildings, time-creating a calendar/timetable for the unit for students to organise their tasks and manage their time.

Chance and data- looking at statistics for health, deaths, births etc in medieval times and analysing the data.

Space- Looking at maps of a town or country and interpreting using longitude, latitude and compasses.

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Background Information

Life in Medieval Society: The Feudal System

In medieval times society was run by the feudal system which was heavily designed for a society where the majority of people were farmers. Each person in society had a set place determined by the amount of money and influence that they had. The poorer people, peasants and serfs, lived on the more wealthy peoples land in exchange for service. It was rare for people to be able to change from one place in society to another.

King: Ruler of the land

Nobles: A person born into an important family. Nobles were given land by the King but in return had to provide soldiers for the King.

Lords/Knights and Ladies: Person having power and authority over others. A Lord governed a local community and was given this land by a noble. Lords were trained knights and in return for the land they had been given they were required to serve the King in battle when necessary.

Monks: Member of the church who lived in a monastery away from the rest of the world.

Peasants/Serfs: These people worked on the land overseen by a lord and were at the bottom of society. Peasants were farmers and produced the food for society. In exchange for their work, lords allowed peasants to farm a piece of land for themselves.

Merchants: Early business people who sold their goods and traded them along a network of routes across Europe.

Camelot Village: Britain's Heritage and History. (2001). *Medieval life*. Accessed September, 25, 2006 from <http://www.camelotintl.com/village/street.html>

Quigley, M. (2003). *The middle ages*. Chicago, Illinois: Heinemann Library.

Coat of Arms

A coat of arms was a picture which gave important information about family origin and one's social rank. It was a means of instant identification for all in a society where many could not read. The colours, lines and animals were very symbolic and there were strict rules for creating a coat of arms. Coats of arms were often used in medieval times by knights on their shields as a means of recognising who was friend or foe. This was important because when knights were in their armour they were not easy to recognise. Coats of arms were also used by merchants to identify their craft or trade and by nobleman as an official seal.

Owl and Mouse Educational Software. (1998). *How to make an authentic medieval coat of arms*. Accessed September 25, 2006, from http://www.yourchildlearns.com/her_act.htm

Quigley, M. (2003). *The middle ages*. Chicago, Illinois: Heinemann Library.

Medieval Music-Overview of Development

In medieval times there was both sacred and secular music, however, most secular music has been lost over time as it was not recorded. A standard notation system had not been developed in early medieval times. Common instruments in the medieval era included the cornet or trumpet, flute, recorder, European pan flute, lute, mandolin, dulcimer, zither and the hurdy-gurdy.

Throughout the medieval era, music developed through a number of phases. At first music was monophonic, meaning that there was only one line of melody, no harmony and singing was in unison. The famous Gregorian Chant is an example of this style of music. Music then developed and polyphony was invented which meant music had two or more different melodic lines. From this came the phase of high medieval music which is often called arts antique. This music was developed with the architecture of the time. Formal musical structure was also invented. Music became increasingly melodically and rhythmically complex in late medieval times and was often put to poetry.

Jacobs, R. (2006). *Medieval music* [ACU lecture notes]. Banyo, Queensland.

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Support Materials and References

Print

Teacher Resources

Bagenal, A., & Bagenal, M. (1979). *This merry company: medieval music, dance and drama for primary schools*. London: Oxford University Press.

O'Toole, J., & Dunn, J. (2002). *Pretending to learn: helping children learn through drama*. Frenchs Forest, NSW: Pearson Education Australia.

Queensland School Curriculum Council. (2002). *The arts: years 1 to 10 syllabus*. Brisbane: Queensland School Curriculum Council.

Queensland School Curriculum Council. (2002). *The arts: years 1 to 10 sourcebook guidelines*. Brisbane: Queensland School Curriculum Council.

Student Resources

Hodge, S. (2004). *Your medieval homework helper*. Great Britain: ticktock Media Ltd.

Langley, A. (1996). *Medieval life*. Sydney: HarperCollins Publishers.

Pasquale, G. D., & Bardi, M. (2002). *Art and civilisation: medieval times*. Florence, Italy: McRae Books.

Quigley, M. (2003). *The middle ages*. Chicago, Illinois: Heinemann Library.

Shuter, J. (2005). *Life in a medieval castle*. Chicago, Illinois: Heinemann Library.

Electronic

Audio

Bagenal, A., & Bagenal, M. (1979). *This merry company: medieval music, dance and drama for primary schools* [Cassette recording]. London: Oxford University Press.

Websites

Annenberg Media. (1997). *Feudal life*. Accessed October 2, 2006, from <http://www.learner.org/exhibits/middleages/feudal.html>

Ask Jeeves for Kids. (n.d.) *The medieval era*. Accessed October 2, 2006 from <http://www.askforkids.com/fr?u=http%3A%2F%2Flibrary.thinkquest.org%2F15413%2Fhistory%2Fhistory-med.htm&bu=http%3A%2F%2Fwww.askforkids.com%2Fweb%3Fq%3DMedieval+Life%26dm%3Dlang%26page%3D1&q=Medieval+Life&o=0&l=dir&s=k&dm=lang&qt=0>

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- (2001). *Basic heraldry*. Accessed September 25, 2006, from <http://freepages.genealogy.rootsweb.com/~jkmacmul/heraldry/index.html>
- Camelot Village: Britain's Heritage and History. (2001). *Medieval life*. Accessed September 25, 2006, from <http://www.camelotintl.com/village/street.html>
- Canticum Novum. (2002). *Lessons on Gregorian chant: notation*. Accessed September 30, 2006, from http://interletras.com/canticum/Eng/notation_ENG.htm
- Higgins, S. (2003). *Medieval drama links*. Accessed September 25, 2006, from <http://collectorspost.com/Catalogue/medramalinks.htm>
- Owl and Mouse Educational Software. (1998). *How to make an authentic medieval coat of arms*. Accessed September 25, 2006, from http://www.yourchildlearns.com/her_act.htm
- Queensland School Curriculum Council. (2002). *The arts sourcebook module: medieval mysteries*. Accessed September 20, 2006, from <http://www.qsa.qld.edu.au/yrs1to10/kla/arts/modules.html#drama>
- Queensland School Curriculum Council. (2002). *The arts sourcebook module: medieval musical mayhem*. Accessed September 20, 2006, from <http://www.qsa.qld.edu.au/yrs1to10/kla/arts/modules.html#music>
- Sunda. (1997). *Life in the middle ages*. Accessed September 30, 2006, from <http://www.kyrene.k12.az.us/schools/brisas/sunda/ma/mahome.htm>
- The Internet Renaissance Band. (1997). *Medieval music*. Accessed September 30, 2006, from <http://www.csupomona.edu/%7Ejclark/emusic/medieval.html>
- Trueman, C. (2000). *The lifestyle of medieval peasants*. Accessed September 30, 2006, from http://www.historylearningsite.co.uk/medieval_peasants.htm
- Wikipedia. (2006). *Gregorian chant*. Accessed September 25, 2006, from http://en.wikipedia.org/wiki/Gregorian_chant
- Yale-New Haven Teachers Institute. (2005). *Medieval life: squires, maidens and peasants*. Accessed September 25, 2006, from <http://www.yale.edu/ynhti/curriculum/units/1986/3/86.03.03.x.html>

<u>Teaching and Learning Sequence</u>	<u>Resources</u>	<u>Assessment Opportunities</u>
<p>Week 1 Phase 1- Orientating <u>Lesson 1: Drama</u> Outcomes: DR 4.1, INF 4.1, INF 4.2, Op 4.2</p> <ul style="list-style-type: none"> • Students are read an excerpt of an informative text about the different roles and feudalism in medieval times. • Students brainstorm the different types of people they have heard about and list what they already know about these people. • Tell students to choose a role in society and create a freeze frame, representing that person from what they know so far. • Class members try to guess who the individuals are representing and discuss why they think this. • A letter (Teaching Resource D1) is delivered to the classroom (organise this with another staff member). The teacher should read the letter which has been written on behalf of a medieval king and details to the class that they have been given a special mission to teach the school about people in medieval times. Students are told that when the king comes to visit they will no longer be students but medieval people so they must prepare and learn as much as they can before he arrives. • The teacher asks the class how they should prepare and guides the students into forming roughly even interest based groups. Each group is given a particular role in society which they will become when the king arrives. • Students work in their groups to research life in medieval times with a particular focus on their role in society. Electronic, visual and print resources will be used for research. Students may consider (Student Resource D1): <ul style="list-style-type: none"> - What their person wore and ate - What jobs/responsibilities they had - Where they lived - Their place in society - What they did for entertainment 	<ul style="list-style-type: none"> -Non-fiction text about Medieval life and the roles in society. -Butchers paper -Pen -Letter from the King -Use of computers and library booked for this time. -Information sheet detailing information for students to search for -Students workbooks 	<p>DR 4.1 Observe students ability to symbolically represent a character from medieval times</p> <p>INF 4.1, INF 4.2, Op 4.2- Focused analysis of students work samples. Recorded in a checklist Observations of students research</p>

<ul style="list-style-type: none"> - What a typical day in their life was like: morning, midday, afternoon, evening. • Students are reminded that the king will be visiting next week and so they must be prepared to represent their given role accurately. <p><u>Lesson 2: Visual Arts</u></p> <p>Outcomes: VA 4.1, VA 4.3, DR 4.1, DR 4.2, Op 4.2, INF 4.1</p> <ul style="list-style-type: none"> • Students are shown a coat of arms and told that this object has been identified as belonging to medieval times. • Students are put in groups of 4-5 and asked to develop a short mime which shows the rest of the class how the artefact got to the year 2006. • Students in the audience try to work out what the students miming are communicating. • Teacher records ideas on butcher's paper. • Students' attention is then brought back to the artefact and the artistic elements of colour, line, shape and texture are discussed as well as what the painting might mean. • Students are told that the art gallery has asked them to research the artefact and complete an 'item identification report'. • Hand out item identification reports (Student Resource V1) and tell students that they are particularly interested in any information about what the colours, lines, shapes and animals might represent. • Students spend time individually researching the artefact. They will search for: <ul style="list-style-type: none"> - What is the artefact? - Who used the artefact? - What was it used for? - What do the colours represent? - What do the lines represent? - What do the animals and symbols represent? - Where would this artefact be most commonly found? • Findings are then shared as a class and identification reports are handed in. 	<ul style="list-style-type: none"> -Coat of arms -Butchers paper -Pen -Item Identification Report -Computers booked -Information books 	<p>VA 4.1- Students responses to class discussion in regards to the possible meaning of the artwork will be noted in anecdotal records.</p> <p>VA 4.3- Students contributions to class discussion specifically in relation to analysis of design elements and using appropriate language can be noted in a checklist.</p> <p>DR 4.1, DR 4.2- Checklist will be used to collect evidence of students abilities to respond appropriately to others when in role, collaborate with others to create a simple mime, add movement qualities to convey characterisation, show awareness of others in the performance space and the audience position.</p> <p>Op 4.2, INF 4.1- Students Item Identification Reports will be collected and analysed in regard to these two outcomes.</p>
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<p><u>Lesson 3: Music- Medieval Instruments</u> Outcomes: MU4.1, MU 4.2, MU 4.3</p> <ul style="list-style-type: none"> • Focusing Activity: Teacher has written the Italian terms for a range of known expressive elements on the board and two new terms: mezzo piano (mp) and mezzo forte (mf). Ask students what they think these terms might mean and why. Then on the piano (or instrument of preference) play a tune mezzo piano, then mezzo forte. Give students the opportunity to alter their ideas. Teacher then explicitly writes the correct definition next to each term. Ask members of the class to write on the board a definition for the other known terms. Students should write 1-8 in their books and for each piece they must write the expressive term which they think the piece is being played in. There may be more than one eg forte, staccato. Check the answers as a class. • Teacher has a range of medieval instruments laid out at the front of the classroom. • The teacher shows the students one instrument at a time and students draw a picture of the instrument, describe what it is made of, size, family that the instrument might belong to and who in medieval times may have used the instrument. After a few minutes the teacher should play the instrument and ask students to write down how they think the sound is made and the tone colour of the instrument. • Students discuss their ideas as a class and are given a brief explanation of each instrument. • At this level students should already know how to play the recorder (which is a medieval instrument). • They are given a <i>simple song</i> (teacher's selection) to practice playing on the recorder (should be played mp or mf). • Students then individually perform their song in front of the class. For each person students identify the expressive element of mp or mf. • The class then plays their song together. • Two medieval songs are played on a CD and students must write down what medieval instruments they think are used in the piece. 	<ul style="list-style-type: none"> -Italian terms written on the board -Music books -Medieval instruments- trumpet, flute, recorder, pan flute, lute or mandolin, dulcimer or zither, hurdy-gurdy -Recorders -Music for students to play -CD with medieval songs 	<p>MU 4.1- Checklist Students' ability to define and identify new expressive elements. Tone colour of medieval instruments. Collection and analysis of students work samples</p> <p>MU 4.2- Progressive checklist (See Assessment M1) for this outcome which records when students have demonstrated a range of skills. This lesson: play a pentatonic or diatonic piece individually, play with a class ensemble. Audio and video recordings may be used throughout the unit to demonstrate students' achievements in this outcome.</p> <p>MU 4.3- Observations recorded as anecdotal notes on each student's ability to sight read music accurately, understanding conventions of staff notation and expressive elements.</p>
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Week 2

Phase 2- Enhancing

Lesson 4: Drama

Outcomes: DR 4.1, DR 4.2, EPD 4.4, Cu 4.3

- Students are told that every time they hear the machine sound they know that the king is about to arrive. Explain that the king will be coming to provide important information and when he comes students must remember that they are no longer school students but knights, peasants.....
- Time warp/machine sound is played. Students close their eyes and imagine that the King is coming through a time machine. When the sound stops they are instructed to open their eyes.
- The king (teacher in role) asks students to form a circle and lie down and tells them that when he taps them they must say what their role in society is and answer the question. The king tells the students that it is a lovely sunny medieval morning and asks them what they are doing.
- King walks around the room and taps students who respond in role from what they have discovered in research.
- The king asks the students to sit up and explains that as he said in his letter the students (medieval people) have been chosen to show the children in this school what a day in their lives are like. The King explains that each group in society will need to work out what they are going to do to show a day in their life.
- King says that he must go but will return soon. Students close their eyes as the machine sound is played and open them when it stops.
- Teacher reminds students they are students again, asks them what instructions the King gave them and writes these on the board.
- Teacher clarifies the task more clearly. Eg. So next week you will have to do a 5 minute drama as a group in society about a day in your life.
- Instruct that students need to write a small script which they should learn, to perform for the school a day in their life as a peasant or knight etc. Remind students that they may use props such as a sun to represent the time of day.

- Machine sound effect
- CD player
- Robe and crown for the King
- Task instructions on the board
- Rubric
- Appointment Roster
- During the week the teacher should organise with selected classes to view the performances
- Students should be reminded to bring any costumes, props etc that they need.

DR 4.1- Checklist will be used to record students ability accept their change of role when the King arrives and respond appropriately to the King when in role.

DR 4.2, EPD 4.4- Observations will be made of students abilities to interact effectively in a group, to collaborate and rehearse their drama. Photographic evidence may also be taken.

All groups will be required to have a consultation with the teacher to discuss their script and progress. Students scripts will be collected once finished and annotated in relation to Drama outcomes 4.1 and 4.2.

<ul style="list-style-type: none">• Students are told that they will be marked on how well they keep in role, use verbal and non-verbal skills and create the mood. Hand out rubric (See Assessment Drama). They will also have to reflect on their drama and another group. The other group to reflect on is then allocated.• Students work collaboratively during the rest of the lesson and are given extra time throughout the week to practice their short drama.• Teacher creates an appointment roster which all groups must book. This allows the teacher to check on progress and provide assistance where necessary. <p><u>Lesson 5: Visual Arts</u> Outcomes: VA 4.1, VA 4.2, VA 4.3,</p> <ul style="list-style-type: none">• Students are shown a picture of a coat of arms from medieval times.• In pairs students discuss and make notes about how the elements have been used, where they have been placed, what the elements might represent (may use findings from previous lesson), if they like it why/why not.• As a class discuss students' ideas.• Show students a different coat of arms and as a class discuss if changing the elements changes the meaning of the artwork. Compare it to the previous artwork which has been analysed.• Tell students that they are going to create their own coat of arms (those students in the knights group may be able to use them in their performance) which symbolises characteristics of their own families. Provide students with possible meanings of colours, shapes etc on a handout (http://freepages.genealogy.rootsweb.com/~jkmacmul/heraldry/index.html) and a criteria sheet (See Assessment Visual Arts)• Student must work on a design for the remainder of the lesson. The design, detailing meaning of symbolism must be submitted for approval before next week when students will make their coat of arms. As the teacher you may wish to allow students to choose which forms and materials they will use. They must be practical and realistic.• A suggested method is that students use the paper clay media which they	<p>-Two different pictures of coat of arms</p> <p>-Handout of possible meanings</p> <p>-Paper Clay</p>	<p>VA 4.1, VA 4.3- Students notes about the elements and concepts in the artwork will be collected and analysed according to their ability to describe, identify, interpret and compare elements, concepts, ideas, feelings and observations. Observations may also be taken from class discussion about the second coat of arms and analysis of its meaning through deconstructing the elements.</p> <p>VA 4.2- During the week students' designs will be collected and annotated. Teacher should look for consideration of personal expression, embellishment and symbolism as well as use of elements.</p>
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<p>sculpture into a shield shape. Once fired this clay turns white and students can paint on their design. Students may be offered this option. If so the base must be made this lesson and fired for the next week.</p> <p><u>Lesson 6: Music- Notation</u> Outcomes: MU 4.2, MU 4.3</p> <ul style="list-style-type: none"> • Focussing Activity: Instead of writing the score of Scarborough Fair on the board write the names of each note. Students work in small groups to think of an action that begins with the letter of each note eg. C D D E. C=Clap, D=Dancing, E=Exploring. As a class, students suggest their ideas and the teacher picks one for each note letter and writes these on the board. Students practice each action as the teacher points to the note. The song is then played and the students do the actions whenever they hear the note or the teacher points to it on the board. • Teacher explains to students that the class just read a different form of notation. Revise the standard form of notation using visuals that students have been learning and introduce students to treble clef notation for F, B flat and E'. • Explain that this system of notation has not always been used and in medieval times a system for notation hadn't even been invented. Explain that much of the music has been lost because no one wrote it down. • Show students some of the notation that was used for the Gregorian chant. Ask them what their opinion of it is. As a class ask students to identify the differences between the form of notation they have learnt and this medieval form of notation. • Tell students that this is just one example of notation because there were no standard ways of writing notes like there are today. • Students are given blank staff paper, letter names and values and are asked to notate the song Scarborough Fair (See QSA sourcebook module: Medieval Musical Mayhem) accurately. Students should circle any of the new notations they have learnt this lesson. • Once this has been checked students pretend they live in the medieval era and invent their own notation system for the song. Students do not have to use the staff for their system. 	<ul style="list-style-type: none"> -Music for Scarborough Fair -Gregorian chant notation -Blank staff paper with letter names and value above -Cardboard for students invented notation systems. 	<p>MU 4.2- Progressive checklist for this outcome which records when students have demonstrated a range of skills. This lesson: sing in unison, reading from notation.</p> <p>MU 4.3- Anecdotal notes may be taken on students comparisons of Gregorian Chant notation to the standardised notation. Ability to notate and recognise F, Bb and E'. Annotated work samples of students ability to notate Scarborough Fair.</p>
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<ul style="list-style-type: none"> • Notation systems are displayed around the room • One student devised notation system is chosen and the student who created it should teach the rest of the class how to read it. • By reading this invented notation system, students sing the melody of the song. • Revise the new leaning of treble clef standard notation for F, B flat, E'. <p><u>Week 3</u> <u>Phase 3- Synthesising</u> <u>Lesson 7: Drama</u> Outcomes: DR 4.1, DR 4.2, DR 4.3, Cu 4.1, Op 4.1</p> <ul style="list-style-type: none"> • Students spend 20 mins preparing for their play. • Teacher provides students with a checklist to evaluate the group they have been given to analyse (Student Resource D2). The teacher should go through this with the class to ensure that they understand how to use it. • Students are given an order of the times each group will be acting and are reminded that the King will be coming to watch. • The King comes through the machine and students are in role. • Students move to the allocated area to perform for their audience (other school students probably grades 5 and 6). • Students watch classmates perform and analyse a given performance using the provided guidelines • Students go back to the classroom and are congratulated by the King for doing such a good job sharing their lives with the children of the school. • King leaves • Students become students again and briefly talk to a partner about their experience today. • Students are asked to reflect on their own drama performance for next week. 	<ul style="list-style-type: none"> -Evaluation Sheet/Checklist -Schedule of performances -Machine Music -CD player -King costume 	<p>DR 4.1, DR 4.2- A rubric will be used to assess each group's drama performance. Each student will receive an individual mark. The rubric will cover indicators from the listed outcomes including: selection and use of specific objects, props or costumes to focus the action or enhance the mood, addition of movement qualities to enhance and convey characterisation, demonstration of an awareness of others in the performance space, awareness of audience position and response, maintaining role and speaking lines smoothly and from memory.</p> <p>DR 4.3- Students reflections will be collected and analysed next week.</p>
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<p><u>Lesson 8: Visual Arts</u> Outcomes: VA 4.1 VA 4.2</p> <ul style="list-style-type: none"> • Teacher demonstrates a range of techniques that students may use for painting their coat of arms on various media. • Students create their coat of arms and they are put on display in the classroom. • Students reflect on the process of making their coat of arms and what it means to them in a journal in English or for homework. 	<ul style="list-style-type: none"> -Paints -Brushes -Art smocks -Other resources needed according to students designs. 	<p>VA 4.1, VA 4.2- A criteria sheet will be used to analyse students abilities to consider personal expression, embellishment and symbolism when making their coat of arms to be displayed in the classroom. Students' ability to combine and compose elements and concepts to create a harmonious composition and demonstrate control of applicators and skills when manipulating materials and processes will also be assessed.</p>
<p><u>Lesson 9: Music- Monophonic Music</u> Outcomes: MU 4.1, MU 4.2, MU 4.3</p> <ul style="list-style-type: none"> • Focus Activity: Teacher sings the la pentatonic scale (la, do, re, mi, so high la) using hand signs. Students listen the first time. The teacher sings each note and the students echo. The teacher sings the whole scale and then the children echo the scale. The teacher writes the notes up on the board and asks students what type of scale they have sung. Remind students of the do pentatonic scale (level 2 &3 core content) and explain the la pentatonic scale. • Ask students to listen to the music (Gregorian Chant) and record the feeling of the piece, what instruments they can hear, how many melody's they can hear and any repeated rhythm or melodies. • Play the Gregorian chant and then discuss students' ideas. • Explain that this was a sacred piece of music from early medieval times and it is called monophonic because it only has one line of melody. 	<ul style="list-style-type: none"> -CD of Gregorian Chant -Students books -Instruments for students to use eg. recorders, glockenspiels. 	<p>MU 4.1- Students writing will be collected to find evidence of understanding of tone colour and ostinatos.</p> <p>MU 4.2- Progressive checklist for this outcome which records when students have demonstrated a range of skills. This lesson: play pentatonic and diatonic music individually.</p> <p>MU 4.3- Focused analysis (See Assessment M2) of students'</p>

<ul style="list-style-type: none">• Teacher sings a simple melody to the students with no chords or accompaniment. Students then sing the melody in unison.• Listen again to the Gregorian chant and compare their singing to the piece.• Students are asked to compose their own plainsong using notes from the la pentatonic scale and incorporating important signs eg time signature, clef, bar lines, key, expressive elements.• Students practice singing or playing their composition• Each student plays or sings their composition for the class.• Students write numbers one to five in their books and for each piece of music that is played they are required to write whether it is monophonic and if not how many different melodies and harmonies they can hear.• Note: Perfect 5th may also be taught as it fits in very nicely with the Gregorian chant. <p><u>Week 4</u> <u>Phase 4- Reflecting</u> <u>Lesson 10: Drama</u> Outcomes: DR 4.3, Cu 4.3</p> <ul style="list-style-type: none">• To begin the reflection for each group, the selected group comes up and makes a face which represents how they felt about their performance.• Students in the 'audience' are asked how they think this drama went and why people might be feeling this way (bring out good elements and areas for improvement). Students in the group up the front then explain why they feel a certain way about their performance. The focus of this is in relation to key performance skills and conventions.• After discussion students will write a letter to the King thanking him for the opportunity to help educate the students in the school about their lives and detailing what they enjoyed about their performance and why. Also detailing what they would change next time.	<p>-Students should bring their personal reflections and evaluation/checklist of other group.</p> <p>-Authentic medieval looking paper for letter writing.</p>	<p>compositions looking at incorporation of appropriate signs and terms and ability to notate a melody using the notes of the <i>la</i> pentatonic scale.</p> <p>DR 4.3- Students individual reflections and reflection of peers will be collected and a checklist will be used to record whether students have described and evaluated their own learnings in, through and about drama, their use and peers use of performance skills-backing judgements with evidence, discuss dramatic elements and skills used and display sensitivity when critiquing others work. Relevant observations will also be taken in the class discussion.</p>
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<p>they might sing it. Discuss as a class.</p> <ul style="list-style-type: none">• Remind students about the music they learn last lesson (monophonic music) Explain that from this they developed polyphonic music which had 2 or more different melodic lines. Play a song on CD which is an example of this.• Explain that the Cherries So Ripe song is an example of a polyphonic song when it is sung as a round. Draw student's attention to the word canon on an overhead of the song. Reinforce the meaning of canon.• As a class sing the whole song together, students should focus on singing the right notes. Once students are familiar with the song split them into three groups.• Explain that we are going to make this a polyphonic song (sing in canon). One group is chosen to start singing with piano accompaniment and when they finish the first line the teacher points to the second group who starts singing. The group sings the song through 5 times and is told to listen to the different melodies being sung at the same time.• Repeat singing in canon with a different group starting.• Student in their groups practice playing the song on a xylophone or glockenspiel, reading the notation and playing the correct rhythm.• As a group, play the song in cannon.• Students listen to another canon on CD and identify the different parts being sung. This is discussed.• Students again listen to the canon on CD and this time choose the appropriate conducting pattern and conduct to the song.• Review learning from the unit through questioning, quizzes, bingo and other interesting mediums.	<p>xylophones</p>	<p>group; sing music in up to four parts, in a group.</p>
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Written by Johanna Ball

Music (M2)

Annotated Work Samples

Questions Used to Make Judgements on Students Compositions

This instrument may be used when making judgements on students' composition work samples. The questions are specifically designed for analysing students' compositions of a plainsong using the la pentatonic scale (lesson 9). It is important to have some guidelines or questions to assist you when judging students work samples. This task gives students the opportunity to demonstrate outcome MU 4.3.

Questions for Making Judgements on Students Compositions

Does the student

- Use correct stem direction when writing on the staff?
- Include the correct clef sign, bar lines, time signature and key signature?
- Include appropriate expressive elements in the composition eg. mp or mf?
- Notate the notes of the composition correctly (placement, number of beats per bar)?

Has the student

- Only used the notes of the la pentatonic scale?
- Ensured that there is only a single melody, creating a plainsong?
- Used creativity in their composition?
- Written the rhythm accurately?
- How much assistance did the student require with this task?

Written by Johanna Ball

Drama

This assessment instrument is used to assess the students' drama performances in the synthesising phase of the unit. It has a heavy focus on the drama outcomes 4.1 and 4.2. Each student will have their own rubric and will receive an individual mark although students in the same group will get the same mark for particular criteria such as audience and purpose.

Medieval Music, Making and Masters- Level 4

Drama Performance: DR 4.1, DR 4.2

Name of Student:

Date:

Group:

	Well Developed	Developing	Not Developed
Audience Purpose	The drama is both entertaining and informative. It accurately depicts a day in the medieval characters life. The drama is suitable for a year 5/6 audience	The drama is somewhat entertaining and informative. Most of the drama accurately depicts the medieval characters life. It appeals to most of the audience	The drama shows no consideration for the purpose of the performance or the audience.
Mood Meaning	Language and/or symbol, props and costumes have been used to enhance the mood. An object has been used in a repeated way throughout the performance.	Some use has been made of language, props and costumes to create mood and meaning.	No use of props, costumes or language to create mood. The meaning is not clear
Characterisation	Role is maintained for the whole performance. Characterisation is consistently enhanced and conveyed through adding movement qualities. Character accurately represents the allocated medieval person in society.	Role is maintained for most of the performance. There is some use of movement to convey characterisation. Character partly represents the allocated medieval person in society	Role is not maintained throughout the performance. No use of movement to convey characterisation. The character does not accurately represent the allocated person in medieval society.
Movement	Demonstrates an awareness of others within the performance space Shows an awareness of audience position (back is never to the audience unless it is supposed to be)	Demonstrates partial awareness of others in the performance space. Shows some awareness of the audience position	Does not demonstrate and awareness of others in the performance space or the audience position.

Written by Johanna Ball

Voice	Speaks lines smoothly and from memory. Consistently makes use of pitch, pace, tone, emphasis and articulation when speaking.	Speaks lines smoothly with some aid. Makes some use of pitch, pace, tone, emphasis and articulation when speaking.	Reads lines and speech is unclear. Does not make use of pitch, pace, tone, emphasis and articulation when speaking.
Collaboration	Works collaboratively with peers to create, rehearse and perform the drama	Contributes some ideas in the drama development and rehearsals	Does not contribute to the development of the drama.
General Comments and Suggestions for Improvement			

Written by Johanna Ball

Visual Arts

This assessment instrument is created to assist the teacher in making judgements about each student's final piece of artwork. Students will receive the criteria sheet (terms simplified) before they commence designing their work and will use it as guidelines for what is expected. This piece of assessment focuses on the Visual Arts outcomes of 4.1 and 4.2.

Medieval Music, Making and Masters- Level 4
Coat of Arms: VA 4.1, VA 4.2

Name:

Date:

Criteria	Possible Mark	Your Mark	Comments
Design - A design for the coat of arms was submitted for approval. - Elements and concepts have been considered in the design process	/5		
Purpose and Audience - Artwork demonstrates an understanding of the purpose of the task (represent their family) -The audience (peers) has been considered and artwork is appealing to them.	/5		
Use of Elements and Concepts - Colour, line, shape and texture have been used in the artwork symbolically to create meaning of family heritage. -The arrangement (composition) of the elements demonstrates thought and contributes to the meaning. -Proportion (size) of elements have been considered and suit the purpose of the artwork	/15		
Artistic Skills -A range of painting techniques have been applied in the artwork -Artwork demonstrates that student has control over art tools. -Selection of form and materials is appropriate for the task	/5		
Final Mark /30			

Written by Johanna Ball

Teacher Resources

Drama

Teacher Resource D1- Letter from a Medieval King

Dear Students of Year 7,

I am writing to inform you all that you have been selected to serve the King in a very important assignment. You are going to teach the children in your school about life in medieval times. To do this properly you must start to think like medieval people. Some of you will be peasants, some will be knights, monks, noblemen or merchants. Whatever your role in society you must begin to learn as much as possible about it to ensure that you can convince the children in your school that you are from medieval times. The King will be visiting shortly and when he comes you will no longer be students but medieval people. Remember this whenever the King comes you must be in your role. We are confident you can fulfil your duties to the King.

Knight Lancelot

Written by Johanna Ball

Student Resources

Drama

Students Resource D1- Research Guidelines

Profile
My Role in Society is

.....

Clothing: _____

Diet: _____

Jobs and responsibilities in society: _____

Wherelive/home environment: _____

Entertainment experiences: _____

Written by Johanna Ball

Students Resource D2- Peer Evaluation Checklist

Peer Evaluation Checklist

Use this checklist to evaluate the allocated group's performance. Make sure that you only tick one box for each section and write some comments about why you ticked that box. Please be sensitive to the people in your class, do not write mean things but if you think there is an area where this group could improve write it down as a kind suggestion.

Date

My Name:

Group I am Evaluating:

<u>Things to Evaluate</u> How well did the group do the following things?	<u>Very Well</u>	<u>OK</u>	<u>Not Very Well</u>	<u>Comments</u>
<u>Audience and Purpose</u> -Entertain you? -Teach you about a day in the characters lives? -Aim the drama at the grade 5 and 6 audience?				
<u>Mood and Meaning</u> -Use words, props and costumes to create a mood? -Use an object in a repeated way throughout the performance?				
<u>Characterisation</u> - Maintain their roles/character for the whole performance? -Use special movements to express their characters? -Make their characters like the real medieval people?				
<u>Movement</u> - Make sure they knew where the people in their group were on the stage? -Make sure that they looked at the audience?				
<u>Voice</u> -Know their lines? -Hear people talking? -Speak clearly? -Make their voice interesting?				

Written by Johanna Ball

Visual Arts

Student Resource V1- Item Identification Report

Item Identification Report

Name of artefact: _____

General description of the artefact: _____

Where could this artefact be found: _____

Who might the artefact belong to?: _____

What are the uses of the artefact?: _____

Meaning of the colours: _____

Meaning of the lines: _____

What might the animals and symbols represent? _____
