

M.A.D ON MEDIEVAL

(Music, Art and Drama)

Strand

Drama, Arts and Music

Purpose

This unit provides students with an opportunity to explore the life of people who lived during the medieval period. Students will enrol as members of society living in medieval times. All students will be involved in a masquerade ball evening, where they will have the opportunity to display their created masks, perform puppetry and musical performances.

(The following has been adapted from the 'Medieval Mysteries' unit plan outlined on the Queensland Studies Authority website).

Overview

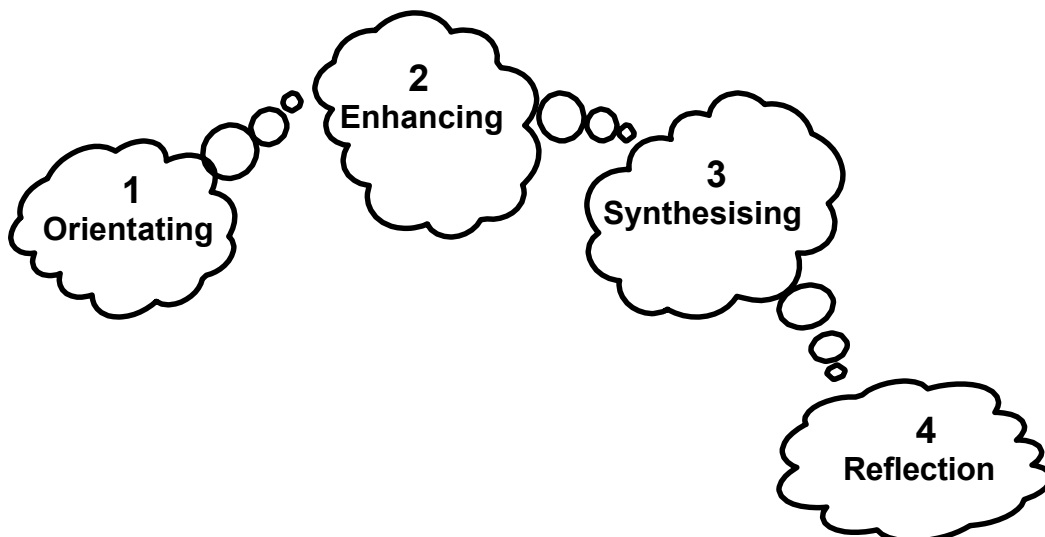
All activities are based on a learning centred approach and are organised into the following planning stages:

Orientating: Children are orientated into the arts unit by introducing them to the topic of medieval ages. Students are engaged and captivated through the performance of the teacher in roll as a medieval King or Queen.

Enhancing: Students research life in medieval times through the exploration of web sites and print materials. Students discuss the aspects of the medieval period compared against current times. This could include clothing, food and the types of entertainment and sport.

Synthesising: The student's knowledge is recalled through the development of masks and other activities. These tasks will be displayed and/or performed over the course of the Masquerade Ball Evening.

Reflection: This stage incorporates a reflection on the Masque Ball Evening and the overall unit. Students will be allocated time to reflect on the nights performance and discuss what activities they enjoyed over the course of the 4 weeks.



Core learning outcomes

M.A.D on medieval focuses on the core learning outcomes identified in the Music, Drama and Visual Arts strands of the Queensland Years 1 to 10 Arts Syllabus. The unit incorporates outcomes suitable for both level 3 and 4. This way student's are able to progress their knowledge and skill level where appropriate.

Drama Level statement: Level 3

Students, individually and in groups, shape dramatic action by negotiating in and out of role. They select and use a range of elements including time, movement and relationships, and conventions appropriate to the chosen form or style. The stimulus for drama is drawn from real-life and fictional contexts. Their dramas celebrate and express ideas, feelings or events. Students participate in drama for presentation in informal and more formal settings to audiences including other classes and year levels. Performance skills include conveying character through vocal expression, movement and gesture. They concentrate on sustaining roles and memorizing lines where appropriate. Within teacher-guided responses students use drama terminology to describe learning's and understandings developed through drama experiences.

- DR 3.1 Students negotiate, in and out of role, a range of situations and narratives.
- DR 3.2 Students rehearse and present dramatic action for a specific purpose.
- DR 3.3 Students discuss and interpret the learning's and understandings developed through drama experiences.

Drama Level statement: Level 4

Students, individually and in groups, prepare and interpret student-devised scenarios and scripts, and published scripts. They collaborate to select and apply dramatic elements including mood, focus and symbol, and selected conventions appropriate to the form or style, to shape and manage dramatic action. The stimulus for drama is drawn from school and community issues, and historical or fictional contexts. They present devised and scripted drama to entertain and inform specific audiences including other year levels, family and friends. They adapt vocal expression and movement to convey characters within a range of performance spaces. Students use drama terminology when making critical judgments about their own drama and that of others.

- DR 4.1 Students select dramatic elements and conventions to collaboratively shape improvisations and role-plays.
- DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences.
- DR 4.3 Students make supported critical judgments about the application of dramatic elements and conventions in the context of their own work and that of others.

Music Level Statement: Level 3

Students know a varied repertoire of music that they can aurally identify, sing and play in tune and in appropriate style, individually and with others. They understand and respond to a broader range of musical elements through singing, playing instruments, listening, improvising and moving. They discuss their ideas and responses to music they hear and perform using appropriate musical vocabulary.

- MU 3.1 Students aurally and visually recognise and respond to Level 3 core content in music they hear and perform.
- MU 3.2 Students sing and play a varied repertoire of extended pentatonic music, individually and with others, in unison and in up to three parts.
- MU 3.3 Students read and write musical patterns and phrases containing Level 3 core content.

Music Level Statement: Level 4

Students know a repertoire of music from a range of historical and cultural contexts that they can aurally identify, sing and play, in tune and in appropriate style, individually and with others.

Students understand and respond to a broader range of musical elements through singing, playing instruments, listening, improvising and moving. They listen to music with some understanding and use appropriate music vocabulary to communicate their opinions and ideas.

- 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.

Visual Arts Level Statement: Level 3

Students conceive, design and modify images and objects to express their experiences, feelings, ideas and observations. Students know and apply visual art design elements of line, shape, texture and colour through additional concepts of space, balance, contrast and pattern to make, display and appraise images and objects. Students work individually and collaboratively to construct and communicate intended meanings through the making and displaying of their own work in informal and formal contexts. Students identify, describe, interpret and compare images and objects from a variety of cultural and historical contexts.

- VA 3.1 Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings.
- VA 3.2 Students make and display images and objects, understanding the functions of informal and formal display.
- VA 3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts.

Visual Arts Level Statement: Level 4

Students purposefully apply visual art and design elements of line, shape, texture and colour through additional concepts of proportion, symbolism, composition, depth, abstraction, representation and non-representation. Students make, display and appraise images and objects. They work individually and collaboratively to deconstruct and reconstruct images and objects to manipulate meaning and communicate their experiences, feelings, ideas and observations. Students understand the role and function of audience and analyse own and others' images and objects from a diverse range of societies across time.

- 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 and 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.

Core content

The unit incorporates the following characteristics into a learning context.

Drama (level 3)

Elements

Movement Relationships Time

Conventions

Create roles from given information Meetings in role sequence Sequence dramatic action

Forms and Styles

Extended role plays Storytelling Written- role description

Performance Skills

Concentration in presentation of role Memorisation of lines
Movement- posture, gesture and body position to denote character
Voice- character and expression in voice projection within the classroom.

Audience

Informal and formal – another class or year level

Purpose

Celebration - Expression

Drama (level 4)

Elements

Focus Mood Symbol

Conventions

Role-reversal Develop action from given circumstances
Speak thoughts aloud (in role)

Forms and Styles

- Improvisation - Published scripts - Student- devised scenarios - Written – character profile, plot outline

- Performance Skills
 - Characterisation – maintain appropriate role
 - Experimentation with different performance spaces
 - Movement- vary for character and stage space
 - Voice- audibility, pitch and clarity, adapting projection for different spaces
- Audience
 - Informal and formal – other year levels, family and friends
- Purpose
 - Entertainment - Information

Music (level 3)

- Rhythm and metre
 - Accent and bar lines - Anacrusis
- Tone colour
 - Percussion instruments - Woodwind instruments
- Expressive elements
 - Crescendo, decrescendo - Pianissimo, fortissimo - Staccato, legato

Music (level 4)

- Rhythm and metre

- Tone colour
 - Brass instruments - solo instruments and ensembles from a range of cultural and historical contexts
- Expressive elements
 - Accents and pauses - Mezzo piano, mezzo forte
- Pitch and Melody
 - La pentatonic scale - Perfect 4th and perfect 5th intervals - Treble clef notation
- Part work
 - Melodic canons up to four parts - Rhythmic and melodic ostinatos and accompaniments
- Form and structure
 - First and second time endings

Visual Arts (level 3)

- Forms
 - Selecting from and combining: drawing, design, painting, printmaking, sculpture, ceramics, installation and performance art
- Processes
 - Compare - Control - Design - Develop - Install - Modify
- Materials
 - Various surfaces - Wet and dry media - Found and made objects
- Elements
 - Colour - Line - Shape - Texture
- Concepts
 - Balance - Contrast - Pattern - Space
- Display and exhibition
 - Functions of informal and formal display
- Functions
 - Embellishment

Visual Arts (level 4)

- Forms
 - Selecting from and combining: drawing, design, painting, printmaking, sculpture, ceramics, installation and performance art
- Processes
 - Analyse - Deconstruct images and objects - Reconstruct images and objects
- Materials
 - Various surfaces - Wet and dry media - Found and made objects
- Elements
 - Colour - Line - Shape - Texture
- Concepts
 - Abstraction - Composition - Depth - Non-representation - Proportion - Representation - Symbolism
- Display and exhibition
 - Purpose of audience
- Functions - Symbolism

Assessment

Assessment is discussed and detailed in the activities section of the module. All criteria sheets and collection samples are attached at the back of this document under teacher resources.

Background information

The historical period known as the 'Middle Ages' is reported to have stretched for nearly a thousand years, from the fall of Rome in the 5th century CE to the Renaissance period, which occurred in the 15th century CE.

Medieval society was organised into a Feudal System, with the King and his nobles at the top of the spectrum. During this period the Monarchy were seen as direct descendants of God and possessed the ability to heal sickness with a touch (The Great Chain of Being). At the bottom of the spectrum were the peasants. They comprised the majority of the population. Some of the gifted peasants were in actual fact blacksmiths, coopers and fletchers.

During the 15th Century it was common for society to attend masquerade balls. A masquerade ball is an event in which participants dress in costume (including a mask) and attend a social event. The balls were generally attended by the upper class and involved elaborate dances. Often the masquerade balls were set as a game, where by people would dress up in costume so it was difficult for people to identify them. Through out the evening, people would try and guess the identity of the 'mysterious people'. At social events such as the masquerade balls, it was common for music and plays to be performed through out the evening.

Terminology

Students have opportunities to become familiar with and use the following terminology in this module:

Feudal	Medieval ages	Peasants	Masquerade Ball
Medieval	Noble	Monarchy	Puppetry

School authority policies

Whilst implementing this unit plan, the teacher and others involved in the process must take into consideration and observe school authority policies, which are relevant to this module. Education Queensland policies on health and safety considerations for 'The Arts' can be found at www.education.qld.gov.au/.

Please refer to the Queensland Catholic Education Commission website for policies and guidelines. The web address can be found at www.qcec.qld.catholic.edu.au/.

Equity considerations

The model detailed gives students an opportunity to strengthen their understanding and appreciation of diversity and equity in an encouraging classroom environment. It includes activities that encourage students to:

- discuss and accept change
- value a variety of abilities, opinions and experience
- value multiplicity of language and cultural beliefs
- support one another's efforts
- work individually or in groups
- be involved within an encouraging environment

All the aspects outlined above must be carefully considered when making decisions about teaching strategies, assessment and classroom organisation. This will allow students to work towards 'Life Long Learning' as outlined in the Years 1 to 10 Queensland Arts Syllabus.

Support materials and references

The resources listed below provide useful information and resources, which will help with building knowledge for both teacher and students.

Please refer to the Australian Copyright Council's *Online Information Centre* at www.copyright.org.au/index.htm before utilising these resources in the classroom.

Visual

1. Baz Luhrmann (1996). *Romeo and Juliet* (DVD).

Electronic

Websites

2. Elizabeth Hlavaty (unknown). Medieval times. Retrieved October 3, 2006 from <http://members.tripod.com/~ehlavaty/medieval.html>
3. Community Learning Network (unknown). Medieval Studies Theme Page. Retrieved October 3, 2006 from http://www.cln.org/search_index.html
4. Queensland Studies Authority (2002). Medieval Music Mayhem. Retrieved October 3, 2006 from http://www.qsa.qld.edu.au/yrs1to10/kla/arts/docs/modules/mu_34_mmm.pdf
5. Queensland Studies Authority (2002). Medieval Mysteries. Retrieved October 3, 2006 from http://www.qsa.qld.edu.au/yrs1to10/kla/arts/docs/modules/dr_4_mm.pdf
6. Perrots Puppet Players (unknown). A brief history of the puppetry theatre. Retrieved October 3, 2006 from <http://www.perrottpuppetplayers.co.uk/pphist.html>
7. North West Territories Literacy Council (2006). How to kit - puppet making. Retrieved October 3, 2006 from <http://www.nwt.literacy.ca/familit/howtokit/puppet/puppet.pdf>
8. Tate Learning (2003). Make a Mask. Retrieved October 3, 2006 from <http://www.tate.org.uk/learning/kids/mask/horMask.html>
9. Discovery Education (2006). The Middle Ages. Retrieved October 3, 2006 from <http://school.discovery.com/lessonplans/programs/timesmedieval/>
10. Annenberg Media Learner (2006). Middle Ages. Retrieved October 3, 2006 from <http://www.learner.org/exhibits/middleages/feudal.html>
- 11.. Wikipdeia (2006). Defining the Middle Ages. Retrieved October 3, 2006 from http://en.wikipedia.org/wiki/Middle_Ages
12. Iowa State University (2006). A Guide to Medieval and Renaissance Instruments. Retrieved October 3, 2006 from <http://www.music.iastate.edu/antiqua/instrumf.html>
13. Kids on the Net (2006). Kids Castle. Retrieved October 3, 2006 <http://www.kidsonthenet.org.uk/castle/view.html>
14. Dr. LeBeau's Home Page (2006). All about Medieval Times. Retrieved October 3, 2006 <http://www.suelebeau.com/medievaltimes.htm>

Activities [lesson plans]

Phase 1 — Orientation (Week 1)

In this phase students are introduced to medieval times through the performance of their teacher in role as a King/ Queen. A discussion will allow the students to brainstorm and display their current knowledge of the topic. Once this is completed, students will begin research and thus orientating into visual arts, music and drama.

DRAMA

Outcomes	Activities	Gathering evidence
<p>DR 3.1 Students negotiate, in and out of role, a range of situations and narratives</p> <p>DR 4.1 Students select dramatic elements and conventions to collaboratively shape improvisations and role-plays.</p>	<p>Students:</p> <ul style="list-style-type: none"> Research life in the Middle Ages. Students utilise a variety of resources (electronic and print) to research and discover what; clothing people wore, what jobs they had, what kind of people made up a town (including royalty), what entertainment/ sport people enjoyed. In small groups students are to choose a role to perform and make up a scene that depicts the life of a person living in medieval times (1 minute maximum). The scene must show a morning activity, during work and leisure time. Each group presents a skit, which incorporates all group members. In groups students are to research (print/ electronic) and choose an act, which they would like to present at the Masque Ball Evening. Students will be allowed to perform a 3-minute puppet show. Students choose a piece whether it is a comedy, history enactment, or about a tournament. Please see teacher resource 2 (Drama). Each group is required to share their idea of a puppet show with the class. A discussion will be helpful to ensure all puppet shows are appropriate to be presented and are relative to what was performed in medieval times. 	<p>DR 3.1 and 4.1</p> <p>Assessment techniques:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher observations <input type="checkbox"/> Student teacher consultation
<p><u>VISUAL ARTS</u></p> <p>VA 3.1 Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings.</p> <p>VA 4.1 Students deconstruct and reconstruct images and objects to manipulate meaning through explorations of elements and additional concepts</p>	<p>Students:</p> <ul style="list-style-type: none"> Research masque ball evenings. The class utilises a variety of resources such as print and electronic. Students are to look for information regarding why towns had balls, who generally attended them and why, and what people wore to them (specifically masks). Watch Romeo and Juliet by Baz Luhrmann DVD (ball section only). Students view and discuss the types of masks people wore. All students are required to sketch an example of a mask, which relates to the medieval period. The mask is to be worn by the student during the Masque Ball Evening. Students need to design, plan and arrange elements to create desired effects. Are required to explain the reasoning behind their design and how it relates to the medieval period. 	<p>VA 3.1 and VA 4.1</p> <p>Assessment techniques:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher observations <input type="checkbox"/> Student teacher consultation

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MUSIC

Outcomes	Activities	Gathering evidence
<p>MU 3.1 Students aurally and visually recognise and respond to Level 3 core content in music they hear and perform.</p> <p>MU 4.1 Students aurally and visually analyse and respond to Level 4 core content in music they hear and perform.</p>	<p>Students:</p> <ul style="list-style-type: none">• Are introduced to music from the middle ages. Students research (using print and electronic) and explore some of the ways in which music was utilised in society.• Discuss the types of themes that were prevalent during the medieval period.• Listen to a segment of medieval music. Students respond to the music by drawing what comes to mind when they hear the music.• Share and discuss their illustrations• Compare the medieval music against music, which they might listen to. What is different between the types of music? What kinds of feelings do the pieces provoke?	<p>MU 3.1 and MU 4.1 Assessment techniques:</p> <ul style="list-style-type: none"><input type="checkbox"/> Teacher observations<input type="checkbox"/> Student teacher consultation

Phase 2 — Enhancing (Week 2)

In this phase students explore aspects of the medieval period. Students begin construction of art works, musical and drama pieces. These will be assessed (both formative and summative) over the course of the module and performed at the Masque Ball Evening.

Outcomes	Activities	Gathering evidence
<p><u>DRAMA</u></p> <p>DR 3.2 Students rehearse and present dramatic action for a specific purpose</p> <p>DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences.</p> <p>[This lesson also incorporates outcomes DR 3.1 and DR 4.1, which are detailed above.]</p>	<p>Students:</p> <ul style="list-style-type: none"> • Are to begin writing a small 3-minute piece for their puppetry acts. • Are assigned roles and are instructed to write lines for each character. • May like to share their ideas and thoughts with the whole class. This may inspire students who are having difficulties with creating ideas. • Are required to design a puppetry set and produce rough sketches of all characters (see teacher resource section, number 7 for ideas). • Have their work checked by the teacher before progressing to the next stage. 	<p>DR 3.2 and DR 4.2</p> <p>Assessment techniques:</p> <ul style="list-style-type: none"> • Observation • Student-teacher consultation
<p><u>VISUAL ARTS</u></p> <p>VA 3.2 Students make and display images and objects, understanding the functions of informal and formal display.</p> <p>VA4.2 Students make and display images and objects, considering purposes and audiences.</p> <p>[This lesson also incorporates outcomes VA 3.1 and VA 4.1, which are detailed above.]</p>	<p>Students:</p> <ul style="list-style-type: none"> • Discuss what materials people may have used in medieval times to create masks. This is compared against what they are using in the classroom. Discuss types of mediums, colours and how to secure them (such as plaster of paris). • Are to use their sketches to begin constructing a mask suitable for the evening ball. • Will utilise a variety of materials to create a mask, which matches the shape of their face and is appropriate to medieval times. • Who have completed their masks can display them in the classroom. Students are to explore feelings and how their artwork makes them feel. What emotions does the artwork create within the student? 	<p>VA 3.2 and 4.2</p> <p>Assessment techniques:</p> <ul style="list-style-type: none"> • Observation • Student-teacher consultation

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Outcomes	Activities	Gathering evidence
<p><u>MUSIC</u></p> <p>MU 3.2 Students sing and play a varied repertoire of extended pentatonic music, individually and with others, in unison and in up to three parts, including some repertoire from memory</p> <p>MU 4.2 Students sing and play, individually and with others, in unison and in up to four parts, including some repertoire from memory.</p> <p>[This lesson also incorporates outcomes MU 3.1 and MU 4.1, which are detailed above.]</p>	<p>Students:</p> <ul style="list-style-type: none"> • Look at different types of medieval instruments. Students listen to various pieces of music, which include medieval instruments. • Discuss all of the instruments and talk about the sounds that each makes. • Play a game of instrument bingo. Students are required to match the sound (played on the cd/tape player) with the instruments, which are on the card in front of them. When they have all instruments they call out bingo. • Listen to the instructions of the teacher. The teacher explains a game called Robin Hood and the 14 thieves. The teacher says “robin hood and the 14 thieves” followed by an action (e.g. touch elbow). The teacher makes up an action for every person in the group (i.e. if there are 20 people in the class there will be 20 actions). Each student is to have a go at all actions or until it can no longer progress. • Listen to the teacher as he/she introduces notes to be played on the recorder. The teacher demonstrates all of the notes. • Show the teacher the correct note. • Repeat rhythmic patterns played by the teacher. 	<p>MU 3.2 and MU 4.2</p> <p>Assessment techniques:</p> <ul style="list-style-type: none"> • Observation • Student-teacher consultation

Phase 3 — Synthesising (Week 3)

Students recall their knowledge from previous lessons. This knowledge is utilised to produce performances, displays and props, which will be required during the Masque Ball Evening.

Outcomes	Activities	Gathering evidence
<p><u>DRAMA</u></p> <p>DR 3.3 Students discuss and interpret the learning's and understandings developed through drama experiences</p> <p>DR 4.3 Students make supported critical judgments about the application of dramatic elements and conventions in the context of their own work and that of others.</p> <p>[This lesson also incorporates outcomes DR 3.2 and DR 4.2, which are detailed above.]</p>	<p>Students:</p> <ul style="list-style-type: none"> • Complete design and construction of puppets and display sets. • Rehearse their puppetry acts with each other. Students act out the entire set to increase confidence with the performance of their lines. • Peer assess each other's performances. Each student is required to comment on strengths and areas, which need improvement. Students accept feedback and continue with practicing their performance. • Accept feedback and practice performance whilst concentrating on altering tone, pace and pitch. This is to ensure that the correct voice is utilised where required. 	<p>DR 3.2 Assessment techniques:</p> <ul style="list-style-type: none"> • Observation • Student-teacher consultation <p>DR 3.3, DR 4.3 and DR 4.2</p> <ul style="list-style-type: none"> • Peer and self - assessment
<p><u>VISUAL ARTS</u></p> <p>VA 3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts.</p> <p>VA 4.3 Students analyse elements and additional concepts evident in images and objects from a variety of cultural and historical contexts.</p> <p>[This lesson also incorporates outcomes VA 3.2 and VA 4.2, which are detailed above.]</p>	<p>Students:</p> <ul style="list-style-type: none"> • To complete masks. Students consider functions such as personal expression and symbolism when designing and making their masks. • Discuss their masks with the teacher and other students. The teacher demonstrates how the masks were displayed during medieval times at mask balls. • Walk through out the room and display their masks as if they were at a ball. • Write a brief description about what their artwork represents, how they made it and what they like and dislike about it. • Are asked to comment and analyse each other's work. Highlighting which mask they like and why. Students are encouraged to interpret ideas displayed in each other's work and analyse design elements. This also includes discussing the types of textures and materials used by the creator. 	<p>VA 3.2 Assessment techniques:</p> <ul style="list-style-type: none"> • Observation • Student-teacher consultation <p>VA 3.3, VA 4.3 and VA 4.2 Peer and self-assessment</p>

Outcomes	Activities	Gathering evidence
<u>MUSIC</u>	Students:	MU 3.2 Assessment techniques:
MU 3.3 Students read and write musical patterns and phrases containing Level 3 core content.	<ul style="list-style-type: none"> • Practice F#. This is done by reading and playing the market song. See teacher resource 1. • The teacher introduces the students to the remainder of the notes and they practice the song. 	<ul style="list-style-type: none"> • Observation • Student-teacher consultation
MU 4.3 Students read and write short pieces of music containing Level 4 core content	<ul style="list-style-type: none"> • The teacher introduces the concept of a two-part canon. The students play the song as a two-part canon. • Play the Market song as a three part canon. • Are introduced to a new song called the Farandole. Students sing the song and then play on the recorder. Students will then be required to play it as a two and or 3 part canon. See teacher resource 1. 	MU 3.3, MU 4.3 and MU 4.2 <ul style="list-style-type: none"> • Peer and self - assessment
[This lesson also incorporates outcomes MU 3.2 and MU 4.2, which are detailed above.]	<ul style="list-style-type: none"> • Notate a known song accurately in full staff notation. 	

Phase 4 — Reflection (Week 4)

In this phase students bring all of their displays and performances together and present them during the course of a masque ball evening (after school hours). A reflection will occur the next day during school hours. If a Masque ball cannot be held on an evening, it can be run during school hours.

Outcomes	Activities	Gathering evidence
<u>DRAMA</u>		
<p>DR 3.3 Students discuss and interpret the learning's and understandings developed through drama experiences</p> <p>DR 4.3 Students make supported critical judgments about the application of dramatic elements and conventions in the context of their own work and that of others.</p> <p>[This lesson also incorporates outcomes DR 3.2 and DR 4.2, which are detailed above.]</p>	<p>Students:</p> <ul style="list-style-type: none"> • Present their performances in front of peers and parents at the mask ball evening. • Discuss their performances as a group and reflect. Students will need to describe key moments in the drama where learning has taken place [this will occur after the performance, during school hours]. • Identify what they have learnt through the performance and what it is like to present in front of an audience. • Are also encouraged to reflect on their development through out drama. Including what strengths they have displayed and what areas they would like to improve on in. 	<p>DR 3.3, DR 4.3, DR 3.2 and DR 4.2 Assessment techniques:</p> <ul style="list-style-type: none"> • Focused analysis <p>See teacher resource 2- criteria drama</p>
<u>VISUAL ARTS</u>		
<p>VA 3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts.</p> <p>VA 4.3 Students analyse elements and additional concepts evident in images and objects from a variety of cultural and historical contexts.</p> <p>[This lesson also incorporates outcomes VA 3.2 and VA 4.2, which are detailed above.]</p>	<p>Students:</p> <ul style="list-style-type: none"> • Display their masks through the process of the masque ball evening. • Discuss the process of displaying the masks [in class]. • Reflect on the process of developing the masks. What areas did they find challenging. • Talk about what other materials masks can be made from. • Explore other types of masks. The teacher presents a power point which incorporates masks from other cultures. The students discuss these masks and make observations about the colours and textures utilised. 	<p>VA 3.3, VA 4.3, VA 3.2 and VA 4.2 Assessment techniques:</p> <ul style="list-style-type: none"> • Peer Assessment <p>See teacher resource 2 (peer assessment- visual arts)</p>

Outcomes	Activities	Gathering evidence
<p><u>MUSIC</u></p> <p>MU 3.3 Students read and write musical patterns and phrases containing Level 3 core content</p> <p>MU 4.3 Students read and write short pieces of music containing Level 4 core content.</p> <p>[This lesson also incorporates outcomes MU 3.2 and MU 4.2, which are detailed above.]</p>	<p>Students:</p> <ul style="list-style-type: none"> • Perform the market song on the recorder as a three part canon at the Mask Ball Evening. • All students perform the farandole on the recorder as a two part canon. • Reflect on the night's performance. Students discuss areas, where they would like to improve (in school). • Create and form their own notation system and perform a song (i.e. market song) using a clapping sequence or instruments. 	<p>MU 3.3, MU 4.3, MU 3.2 and MU 4.2</p> <p>Assessment techniques:</p> <ul style="list-style-type: none"> • Teacher observation <p>See teacher resource 2 checklist (music)</p>

The Farandole

Dance

The musical score for 'The Farandole' consists of two systems of two staves each. The first system is labeled '1.' and '2.' and the second system is unlabeled. Both systems are in the key of D major (one sharp) and 6/8 time. The first system shows a melody in the upper staff and a bass line in the lower staff. The second system continues the melody and bass line, ending with a double bar line.

Source: E. Bolkovac and J. Johnson (ed), *150 Rounds for Singing and Teaching*, Boosey & Hawkes, 1992.

The Market Song

Old English

The musical score for 'The Market Song' consists of two systems of two staves each. The first system is labeled '1.' and '2.' and the second system is unlabeled. Both systems are in the key of D major (one sharp) and 2/4 time. The first system includes lyrics: 'Mar - ket day to - day! So quick - ly set your stalls up!'. The second system includes lyrics: 'Mar - ket day to - day! Let's see who's rea - dy now.' The melody is in the upper staff and the bass line is in the lower staff.

These music pieces have been extracted from the Queensland Studies Authority, *Medieval Music Mayhem*, 2002.

Criteria Sheet (drama)**Teacher resource 2**

Name:

Date:

ATTENTION

Attention all you budding play wrights. Are you the next William Shakespeare? If so, you may like to apply for a position-performing puppet shows for the King at his “Masquerade Ball Evening”. The King requires a group of performers to present an act.

Job Vacant

Puppetry performance group

Position duties: To provide entertainment to the King and his guests at the “Masquerade Ball Evening”.

Skills Required:

- Able to play a variety of roles (humorous, scary, dramatic)
- Good expression
- Clear speech
- Good pitch and variety of volume

During the process of the Ball you will be required to perform a puppetry act. The act is to be selected by yourself and your performance group. The performance can be humorous or you can reenact a historical event or a tournament. The King would like you to choose the performance. You will be required to produce and design your own puppets and stage set. The performance act is to run for approximately 3-5 minutes.

Criteria Sheet Puppetry Performance

Name/s:.....

Please tick the appropriate box, which matches the performance of the group.

Performance Act	Achieving well below expected level	Achieving below expected level	Achieving at the expected level	Achieving above expected level	Achieving well above expected level
Used expression					
Speech was clear and easy to understand					
The performance was clearly heard					
The students memorized lines					
The students worked together as a team					
The students captured the attention of the audience					
The performers covered the required information including:					
The performance was relevant to the medieval period					
The performance was an appropriate length					

Comments:.....

Teacher Signature:.....

Date:.....

Peer Assessment (Visual Arts)

Teacher resource 2

Students are to peer assess each other masks.

Students' Name	Is the mask relevant to the medieval period? * Please indicate with a tick if this statement is true	Has the student used a variety of materials to create their mask? * Please indicate with a tick if this statement is true	Is the mask individualistic and creative? * Please indicate with a tick if this statement is true

Comments: Please analyse and discuss the design elements of the mask.
What feelings does this mask provoke in you? How does the use of colours make you feel?

