

Dragon Quest

Purpose

Students investigate and explore culture, art, architecture and music from the Middle Ages. Students will demonstrate and express their acquired knowledge through artwork, role play and musical presentations in their classroom.

Overview

Activities in this unit are student centred and develop musical, artistic and dramatic elements and skills related to Level 3 core outcomes. Activities will encompass the learning stages of Orientating, Enhancing, Synthesising and Reflection.

The Orientating phase will see students become familiar with life in The Middle Ages and express this through the creation of Peep Boxes that represent a scene from this period, become familiar with music relating to this period and enrole into character to help the prince on his dragon quest.

The Enhancing phase will see students design stained glass windows to be used as props, this will include the use of symmetry, asymmetry and patterns. In drama students will explore the Gregorian Chant applying pentatonic scale to written notation to an improvised Gregorian chant and draft scripts and actions for drama. The synthesising phase will see students complete stained glass windows using blending and tinting techniques while using the full colour spectrum and display windows for drama purposes. In Music students will $\frac{3}{4}$ time using percussion instruments and singing in rounds. In Drama students will complete scripts and rehearse parts and design and decide on symbolic artefact that will represent their group.

The Reflective phase will see students complete two illustrated maps of a small Medieval village and their own suburb and make comparison. In Music students complete musical piece to accompany their drama and in Drama students will present to class and complete peer and self assessment.

To bring unit to conclusion a Dragon Hunt using clues that the children created, with appropriate prizes when completed.

Background.

Students have completed research on Medieval times. Students have completed character profiles of the characters that they will represent in their drama presentation. e.g. blacksmiths, monks knights etc. Children will have Level 3 musical knowledge.

| Outcomes | TEACHER ACTIVITY RESOURCES | GATHERING EVIDENCE STUDENT ACTIVITY | LEARNING EXPERIENCE ASSESSMENT |
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| <p>Week 1</p> <p>VA 3.1 Students design, make and modify images and objects applying elements and additional concepts to construct intended meaning.</p> | <p>Visual Arts</p> <ul style="list-style-type: none"> • Introduce Medieval age to children by reading a short story. • Discuss and make available to students reference texts depicting examples of ways of life including occupations, architecture including castles and villages, nobility and peasants, religious influences using reference books, picture storybooks and computer websites. • Purpose to gather information and visual references to design scene to be recreated in shoe box activity. | <p>Students will:</p> <ul style="list-style-type: none"> • Select a scene from reference texts, picture story books or computer resources. • Design 3 side panels and the floor of box to depict the selected scene depicting a Medieval setting. e.g. village street, inside castle, scene from picture story book. • Construct 2-D and 3-D images and figures and arrange them within the enclosed space to convey meaning using a variety of materials. • Label artwork with explanation of setting using appropriate language or | <p>Orientating</p> <p>Discussion Research</p> <p>Students design, identify their observations applying visual art elements.</p> <p>Instructions for peep box and resources. (see teacher resources)</p> <p>Assessment Observation</p> |

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| <p>MU3.1 Students aurally and visually recognise and respond to Level 3 core content in music they hear and perform</p> | <p style="text-align: center;">MUSIC</p> <ul style="list-style-type: none"> • Teacher plays various orchestral examples of percussion, woodwind, string instruments plus combinations of these. Provide visual examples of these instruments. Provide examples of singing and chanting • Discuss tone, tempo, repeated patterns, verse and chorus, crescendo/decrecendo, pianissimo(soft)and fortissimo(loud) • Discuss the cultural significance eg storytelling, religious, ballads, entertaining, celebrations, dancing and when this music might be played. • Discuss woodwind, string and percussion instruments that were found in the Middle Ages e.g. tambourines, drums, recorders, lutes. | <p>name and author of book.</p> <ul style="list-style-type: none"> • Display artwork in Library for the purpose of information and art appreciation. • Children demonstrate through movement the different emotions that are evoked in the tone of music e.g. Gregorian chants to folk music. • Students will discern tone, expression, structure and for what purpose the music was created and what instrument or instruments were in the piece by completing activity sheet. | <p>Students recognise aurally the tone of woodwind, percussion and string instruments.</p> <p>Students recognise the expressive elements of crescendo, decrescendo, pianissimo and fortissimo.</p> <p>Assessment APPENDIX 1 Music Activity APPENDIX 2 Criteria sheet.</p> <p>Resources for Music examples from www.csupomona.edu/~jclark/emusic/medieval.html</p> |
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| <p>DA3.1 Students negotiate, in and out of role, a range of situations and narratives.</p> | <ul style="list-style-type: none"> • Teacher will play examples of music and singing found in the Medieval Age to which students will complete activity sheet. <p>Drama</p> <ul style="list-style-type: none"> • Teacher will discuss Medieval times and feudal systems and structure of society, clothing, way of life, recalling previous work in Music and Art lessons. e.g. - rural and urban areas, peasants, farming, kings, nobility, castles, myths and legends, knights and dragons. • List on board occupations, trades and roles of people in Medieval times using reference materials and texts. There could include peasant farmers, blacksmiths, monks, noble ladies, minstrels etc. • Brainstorm with class words that are associated with and describe a knight. Who they were and what did they did, what they wore etc. • Teacher will read first part of story ‘James and his Dragon Quest.’ (see teacher resources) • Discuss what dragons are give examples. What might James be | <ul style="list-style-type: none"> • Students create book of shields. • Children are to select a word that they think describes a knight. • Close their eyes and imagine which animal or image most depicts this virtue for them and incorporate this into the design. • Students demonstrate how this animal might sound and behave. • Students to design a shield using template given. On the back each student to write why this animal/image depicts the word they have chosen e.g. The lion is | <p>Discussion. Brainstorming. Role play. Co-operative learning groups.</p> <p>SOSE Link Character profile of the guild, occupation or position in society. Listing clothes, tools, where they lived, skills and what they might do in an average day. To be used in the development of character for role playing.</p> <p>Teacher Resource ‘James and his Dragon Quest’ Story</p> |
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| | <p>feeling? What is he thinking? As a class they are going to help James on his quest. Explain to students that they are going to create a Revered Book of Shields to present to James as he embarks on his quest.</p> <ul style="list-style-type: none"> • Students will be divided in groups of five to six, - each groups depicting one of the trades such as the blacksmiths, fletchers, or other roles associated with medieval times, monks, noble maids, knights, court jesters, stableboys and present James with a symbol and rhyming couplet that represents their group. This couplet will be put to music. • Teacher in role as James the knight. Enlist the help of teacher aide or student to represent the ‘people’ and present the book to James and so enlist the help of his loyal subjects in his quest for the dragon. Teacher recites, “Who carries this book where ever he goes. Shall have no fear and defeat his foes.” A ritual. • Classroom will have throne/ chair draped in royal colours and crown where book of shields will remain for duration of unit. | <p>a symbol of.....becauseand if James carries this with him it will ...</p> <ul style="list-style-type: none"> • Shields to be placed in book form. • At the end of each Drama lesson students will journalise what they did that day using reflective language. | <p>Shields to be kept for student’s portfolios.</p> <p>Students consider the purpose of their role play to express ideas, verbally and through movement and gestures.</p> |
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| <p>Week 2</p> <p>VA3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts.</p> <p>DR3.1 Students negotiate, in and out of role, a range of situations and narratives.</p> | <p>Visual arts.</p> <ul style="list-style-type: none"> • Artistic representations of stained glass windows to be used as props in the presentation of symbols by the groups to James in a ceremony to take place in a church. • Teacher will show examples of stained glass artwork created in cathedrals and churches in Middle Ages. Use text, visual or electronic references. • Discuss significance to culture and period of time e.g. religious scenes and noting the use of symmetry and asymmetry, repeating patterns and the use of colour and tinting to create depth and feeling in the design and patterns. <p>Drama</p> <ul style="list-style-type: none"> • Teacher enrolls students by sitting on throne in costume and holding book saying, “Who carries....” | <ul style="list-style-type: none"> • Students will draw and design a window creating pattern or religious picture to be completed next week. Using art paper divided up into a grid for symmetry and balance. Rulers, compasses, protractors, set of triangles may be used if required. • Label with description. • Students will collaboratively create a script that will be a conversation that takes | <p>Enhancing</p> <p>Possible link to Mathematics- tessellation and patterns. Reflection/mirror image.</p> <p>To be kept for student portfolio and assessment.</p> <p>Design, plan and to create and communicate idea.</p> <p>Assessment Observation. APPENDIX 3 Criteria Sheet.</p> <p>SOSE Historical and cultural research using Jigsaw learning</p> |

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| | <ul style="list-style-type: none"> • Teacher explains what a symbol is and why we use them. • Show examples of writing rhyming couplets or four line stanza. • Teacher explains that they must set scene through costume, conversation and gestures, both body and facial that depicts their characters, showing what they wore how they contributed to their society and how they lived. • Teacher explains the drama presentations will use the Frozen Effigy method of delivery. This is when actors start with a freeze frame that slowly comes to life character by character. • Students will also write a clue as to the whereabouts of the dragon (using the school grounds as the backdrop) using a rhyming 4 line stanza. e.g. Behind the doors so tall, Where there are books for all, There is placed a rock, Underneath another clue to unlock. (Under a rock behind door of Library) | <p>place between characters that would typify that group's everyday experiences topic can include the sighting of the dragon and what the symbol they will present to James.</p> <ul style="list-style-type: none"> • They also journalise their own progress each drama lesson as far as performance confidence learning. • Groups write clue. | <p>strategy.</p> <p>Role playing Script writing.</p> <p>Students improvise and create roles from given information.</p> <p>Students write scripts for role playing to be kept for portfolios for assessment.</p> <p>Students explore and develop characters for role playing.</p> <p>Students reflect on progress in written journal.</p> |
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| <p>MU 3.3 Students read and write musical patterns and phrases containing Level 3 core content.</p> | <p>Music</p> <ul style="list-style-type: none"> • Teacher will explain History of Gregorian Chants. eg: The Gregorian Chant originated in the Roman Catholic Church and used in liturgical services and often called the ‘Sung Bible’. It is unaccompanied by music with several notes sung on one syllable. Expand on this concept. • Play examples of Gregorian chant to children using DVD or CD • Teacher will create with students an improvised chant to the first ten words of ‘Our Father’ using a pentatonic scale on Keyboard or Xylophone. <p>Resources: Keyboards/xylophone/recorder Blank musical sheets.</p> | <ul style="list-style-type: none"> • Students will listen and repeat notes by singing and playing notes on musical instruments and write out in treble staff notation. • Students will write musical notation of improvised Gregorian chant using bar lines. • Student will be divided into two groups, one group will play on recorder and the second group will sing, and then swap over. | <p>Students will identify, sing, play and write a piece of music.</p> |
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| <p>Week 3</p> <p>VA3.1 Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings</p> <p>VA3.2 Students make and display images and objects, understanding the function of formal and informal display.</p> | <p>Visual Arts</p> <ul style="list-style-type: none"> • Teacher to present colour wheel or spectrum and explain the blending of colours, example yellow blend red and orange into red. • Developing hues and explore tinting and blending using the colour white for shading. • Discuss warm and cool tones. • Resources Scarp paper Acrylic paints Brushes Window designs prepared for painting from last week's lesson. Thick black pen | <ul style="list-style-type: none"> • Students practice blending and tinting using acrylic paints or pastels. • Students develop colour sequences using cool tones only and warm tones only. • Student use blending and tinting to complete stained glass windows design from previous week. • Thick black lines using felt pen to enhance picture and outline design. • Students arrange window designs into panels of four as display and props for drama. • Arrange panels in formation around room e.g. a few panels at end as if over an | <p>Synthesising</p> <p>Control of brushstrokes application of variety of white paint to achieve tones.</p> <p>Design, plan and arrange elements for desired effect.</p> <p>Apply patterns, symmetry and asymmetry to create design to communicate ideas.</p> <p>Assessment Criteria Sheet Appendix 3</p> |
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| <p>MU3.1</p> <p>Students aurally and visually recognise and respond to Level 3 core content in music they hear and perform.</p> | <p>Music</p> <ul style="list-style-type: none"> • Teacher revisit reading written music, notes from A through to G. Hand out sheet music. • Discuss $\frac{3}{4}$ time and $\frac{4}{4}$ time in music composition. • Hand out percussion instruments if available. If not clapping will suffice. <p>Resources</p> <ul style="list-style-type: none"> • Percussion instruments, triangles, tambourines, clacking sticks, drums xylophone, clapping etc • Sheet music Ode to Joy and Scarborough Fair. <p>Drama</p> <ul style="list-style-type: none"> • Enlist children into the drama once again with presenting of the book of shields. “Who carries this book” • Teacher in role “I call on my loyal people to send with me on my dragon quest with a symbol that will help | <p>alter in curved formation etc if space allows</p> <ul style="list-style-type: none"> • Label artwork with brief description • Students sing in rounds. ODE TO JOY • Play melodies on recorder using music Ode to Joy and Are you going to Scarborough Fair $\frac{3}{4}$ time and $\frac{4}{4}$ time. | <p>Students can read play music from formally composed sheet music incorporating pentatonic scale and $\frac{3}{4}$ and $\frac{4}{4}$ time.</p> |
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| <p>DR3.2 Students rehearse and present dramatic action for a specific purpose.</p> | <p>find the dragon.”</p> <ul style="list-style-type: none"> • Discuss with students props that they are going to present to James as a symbol of their particular trade/ guild/role with a description why and how this is so. | <ul style="list-style-type: none"> • The students will complete scripts and clue to find the dragon in the form of a rhyme. • Each child is to do a brief summary of their character using character profile. | <p>Assessment</p> <p>Observation Appendix 4 Criteria Sheet.</p> |
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| <p>Week 4</p> <p>VA3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts.</p> <p>MU3.3 Students read and write musical</p> | <p>Visual arts</p> <ul style="list-style-type: none"> • Teacher discusses life in medieval days and present day what trades we have now what you find in a typical medieval street in the village and what you would find in the centre of a suburb today. What is the same? What is different? • Compare differences Blacksmiths might now be replaced by a petrol and service station. • Groups are to make a symbol that represents their groups eg noble ladies could be embroidery (piece of materials with design on it) props that are to be given to James that represent their guild or profession. <p>Music</p> <ul style="list-style-type: none"> • Revisit music already covered in previous weeks and the different contexts and instruments used. <p>Resources</p> <ul style="list-style-type: none"> • Lap top computers if possible or class or library computers. | <ul style="list-style-type: none"> • Students to create a map of how a Medieval village and surrounding areas might look like, according information they have accrued over last three weeks and a map of their centre of their suburb main shopping area. • Students drama groups and use recorder/keybo ard/xylophone/ and interactive web site to design short four bar melody that would depict | <p>Reflecting</p> <p>Comparison of cultural and historical contexts.</p> |
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| <p>patterns and phrases containing Level 3 core content.</p> | <p>http://www.pbs.org/parents/creativity/ideas/pentatonic.html</p> | <p>and symbolize their group eg monks would be slow and low noble ladies light and higher pitch. In 4/4 time. Pieces to be recorded and played in presentation to James of their symbol.</p> <ul style="list-style-type: none"> • Written with whole note or half note in 4/4 times 4bar. | |
| <p>DR 3.2 Students rehearse and present dramatic action for a specific purpose.</p> | <p>Drama</p> <ul style="list-style-type: none"> • Present role plays using rehearsed scripts, costumes, props and symbolic gift, musical accompaniment to rhyming couplet. | <ul style="list-style-type: none"> • They will also do a peer analyses of the other performances and self analysis, why they like it what they could do better. What they liked best | <p>Peer/self Assessment Activity Appendix 5</p> |
| <p>Dr 3.3 Students discuss and interpret the learning and understandings developed through drama experience.</p> | <ul style="list-style-type: none"> • Teacher aide or parent to present each group giving a brief synopsis of the medieval group that they belonged prepared previously by students. <p>Conclusion Dragon hunt using clues submitted by students as rhyming couplets.</p> | <ul style="list-style-type: none"> • Students to journalise their experience incorporating all three strand. | <p>Appendix 4 Criteria Sheet</p> <p>Literacy Link to complete story with their own conclusion based on their art, musical and drama experience.</p> |
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TEACHER RESOURCE

Peep Boxes

Instructions for construction.

Materials

Shoe box with lid.

Black acrylic paint.

Small roller or paint brush.

Glue.

Variety of paper scraps, fabric and textiles, plasticine

Clear or light coloured cellophane.

Scissors.

Students will prepare a draft of the panels by drawing or describing in writing the scene they have chosen to recreate.

1. Cut 15 x 15 cm square out of lid and small 4 x 4 cm hole in the small front panel of box.
2. Paint outside of box and lid with black paint.
3. When dry place cellophane over hole in the lid this allows light to the inside of the box and gives depth to the scene.
4. Students create scene inside box using the entire space and side panels, back panel and bottom of the box.
5. Lids placed on top of boxes and labelled with description of scene or the name of the book and the author/illustrator that the scene was taken from.
6. The boxes can then be displayed in library of r classroom or other setting for others to enjoy.

TEACHER RESOURCES

In days of old, knights were bold
And dragons were wild and fierce
All except for one that is
And his name he was Pierce.

Part 1

“I just want to have some fun. Maybe there is some one who lives in that castle over there” he mumbled to himself and clumped back to his cave. (Slow clumping sound) He wasn’t angry or scared little children, burn down villages or capture princesses. No. He was lonely and just wanted someone to play with. His family and friends were ashamed of him. Dragons weren’t friendly and playful; they were fearsome, fire breathing monsters. Pierce lived in a large cave overlooking a beautiful valley and on the other side of the valley high on the mountain was large castle. “May be there was someone there who would be his friend.” Pierce thought.

Meanwhile at the castle James just could not get used to the different weapons. The jousting pole for instance. The last time he used he was riding his horse and dropped the end of the joust into the ground which caused him to go flying through the air. Great if you want to get over walls but the object was to knock the opponent off their horse. Then there was the ball and chain. Now, James was small for his age and everything was so heavy and when he swung it around it slipped out of his hands and nearly hit the king who was watching.

“Sorry Dad”, said James. The king just shook his head and said,
“If you are going to be king one day you must learn to be a brave, strong knight. Your people will need a fearless leader, someone they can look up to. I am so disappointed.”

James clumped back to the castle dejected, nearly tripping over his feet. “I can’t see through his stupid armour it’s so heavy and awkward. I’ll never be a brave knight, I hate fighting but somehow I must prove to my father that I can be a good king.” thought James.

James walked back to his bedroom along the stony, damp corridors. As he did he overheard two knights discussing a dragon that had been seen across the valley. Now a dragon’s wings were a prized trophy to a knight. To have dragon’s wings would make him a legend. James quickly changed out his heavy armour, nearly taking his ears off as he took off his helmet.

“Stupid Armour,” moaned James. James had never seen a dragon so he was very interested and if somehow he could capture it, his father would be so proud.

Part 2

James strode off into the forest and climbed the nearby hillside. Suddenly a storm blew over the hills and James tries to find shelter under the trees. The trees swayed in the wind and the rain poured down. James could hear the wind moan through the trees. It was moaning so loudly that it almost sounded real. It was real. James could make out “Wada, Wada, nobody likes me.” Surely it couldn’t be. James

looked around him and noticed a small dark cave. The moaning seemed to come from inside the cave. James peered into the blackness. He took a few steps inside; at least it was dry inside.

“Who’s that,” suddenly there came a booming voice and a blast of fire from the back of the cave. James was so scared he couldn’t move. He couldn’t breathe. He could smell burnt hair, his. He could hear the scraping of claws on the dirt and the loud thumping of wings, although his heart was thumping even louder.

Pierce looked at James. James looked at Pierce. “Oh I’m sorry,” said Pierce, “I must have been a little excited, and I hope I haven’t hurt you.”

James gulped. He was still too scared to move.

“I mean you no harm,” said Pierce, “Why I was just moaning about the fact that everyone hates me.”

“Yes, I heard you.” Said James.

“I really won’t hurt you. My name is Pierce.”

“Mine is James”

“Stay a little while James. I’ll make a fire. I’m really good at that and you can warm yourself,” invited Pierce.

James was wet and cold and cosy fire sounded wonderful and this dragon did not seem too fearsome, he was friendly in fact.

“OK” replied James.

James got to talking about their families and their dilemmas. James, how he had to prove that he was a brave knight and Pierce, how he was a ferocious dragon. So between them they hatched a plan.

Once the storm has gone James raced home as fast as his legs could carry him. (Sound effects)

“Dad, Dad, come quickly,” James cried as he burst into the throne room.

“James what is the meaning of this disruption?” demanded the King.

“I’ve done it, I’ve done it,” exclaimed James jumping up and down.

“You’ve done what besides making me extremely angry,” bellowed the King.

“I’ve captured the dragon all by myself.” Exclaimed James proudly.

The knights burst out laughing, “A dragonfly more like.”

The King smiled affectionately at his son.

“I can prove it but you have to promise something first with your honour as the King.” Implored James.

They all followed James up to the cave. There Pierce was neatly tied up. Everyone stared at amazement. James became an instant hero.

Pierce was taken back to the castle where he lived happily ever after.

According to the promise that James and his father the King made and that was that Pierce was to be made the protector of the castle and all the lands. What army would dare attack a kingdom that had its own fire breathing dragon? Pierce was able to frighten off any attackers brave enough to come close. He would simply fly over them blow a few streams of fire. It was all a lot of fun really. They would never know that he would never hurt them but best of all Pierce had a new family and lots of new friends, James became King and never had to fight a battle which is just as well because he could never get used to that awful armour.

Medieval Music
Activity Sheet

Student name:

Tone: Sound, voice or instrument.

Instrument: Woodwind, percussion or string.

Expression: Loud, soft, crescendo, decrescendo, Pianissimo, fortissimo,
drone harmony, contrast.

Structure: verse, repetition, length, melody.

Purpose: Ballad, dancing etc

Example 1 Gregorian Chant

Example 2 Trotto

Example 3 Estampia

Example 4 De bonte, de valour

Appendix 2

| STUDENTS | CRITREA SHEET FOR MEDIEVAL MUSIC ACTIVITY SHEET | | |
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| | High | Medium | Low |
| Listen and identify a variety of musical excerpts and state purpose in relation to the Medieval Society. | Listens attentively and names and identifies all excerpts accurately and clearly stating purpose and context in which music is played, and indicating high level of understanding. | Names and identifies most excerpts stating purpose and context in which music is played indicating sound level of understanding. | Names and identifies one or two excerpts shows a low level of understanding of content. |
| Student use appropriate musical terminology to describe structure and musical elements of musical pieces. | Uses appropriate musical terminology, identifies, crescendo decrescendo, harmony, contrast, drone, pianissimo, fortissimo, mood to explain clearly and accurately the musical elements in chose pieces of music. | Able to explain and identify some elements of chosen piece using musical terminology. | Unable to identify one or two musical elements of chosen pieces of music. |
| Identify tone of music. | Identifies most of the instruments/voice that are being used. | Identifies some of the instruments/voice that are being used. | Recognises one or two instruments. |
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Appendix 3

| STUDENTS | CRITREA SHEET FOR STAINED GLASS WINDOW | | |
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| | High | Medium | Low |
| Displays ability to apply the elements for symmetry, patterns, asymmetry to design of stained glass window | Analyses and interprets the use of relevant art elements and principles with reference to specific task using suggested materials, techniques to excellent standard. | Uses some of the art elements suggested and applies techniques with moderate success. | Requires teacher support to design artwork that is relevant to suggested artistic medium. |
| Understanding of how the cultural and historical dimensions influenced how artworks can be interpreted and the use appropriate language to label and describe artwork. | Evaluates the influence of relevant dimensions and applies appropriately to artwork. | Identifies some of the influences from cultural and historical dimensions and applies to artwork. | Refers to at least one dimension when interpreting artwork. |
| Applies techniques of tinting and apply hues to artwork to create design for stained glass window use relevant language conventions and art terminology | Communicates ideas clearly and creatively using relevant and accurate language conventions and art terminology. | Communicates using language conventions and art terminology. | Uses language conventions and terminology that is inconsistent and not always accurate. |

Appendix 4

| STUDENTS | CRITREA SHEET FOR DRAMA ASSESSMENT | | |
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| | High | Medium | Low |
| <p>Display ability to role play as medieval character.</p> <p>Working co-operatively in group situation.</p> | <p>Expresses confidence in role/character using movement, voice modulation and uses facial and body gestures to enhance character.</p> <p>Contributes positively to group dynamic, expresses ideas confidently and listens to other ideas respectfully so group can achieve task effectively.</p> | <p>Participates in role/character and uses some voice, gesture and movement to interpret the character in role.</p> <p>Makes attempt to express ideas and usually listens to others ideas. Usually works with others to achieve task.</p> | <p>Participates in role, but is reluctant to use voice and movement or gesture while in role.</p> <p>Demonstrates little interest in task, contributes little and requires teacher to prompt for ideas or about role or dialogue required for task.</p> |
| <p>Contributes to production of scripts</p> | <p>Confidently, creatively and consistently contributes to development of script with sound knowledge of medieval character with appropriate language and expression.</p> | <p>Contributes some ideas toward the development of scripts and has some knowledge of the medieval character that they will represent and appropriate dialogue that would be used.</p> | <p>Contributes little to the development of scripts and requires prompting from teacher for ideas and requires encouragement to participate.</p> |
| <p>Reflection of drama experience through self and peer analysis.</p> | <p>Reflects and analyses drama experience using expressive and appropriate language to communicate ideas and reflections and suggesting areas for improvement as well as achievements.</p> | <p>Communicates feelings about drama experience, self and others' performances.</p> | <p>Has limited vocabulary to express feelings and requires teacher assistance to complete task.</p> |

Peer Assessment and Self Assessment

Student name:

Date:

Explain in your own words which group's presentation you enjoyed the most and **why**.

What part of the Drama process did you enjoy the most? (you can use your journals to help remind you)

What area of your performance or group work could you improve or change to make a better experience for yourself and others?

APPENDICES

- Appendix 1 Medieval Music Activity Sheet.
- Appendix 2 Criteria Sheet for Musical Assessment
- Appendix 3 Art Criteria Sheet
- Appendix 4 Drama Criteria Sheet.
- Appendix 5 Peer /Self Assessment Sheet.

Teacher Resources

(Not included in word count.)

James and his Dragon Quest.
Instruction for peep boxes.
Instructions for Stained Glass windows.

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