

Medieval Unit Plan

By Lucia Martin

Title/Levels: Year Level 3- "The Knights and Ladies of the Dark Ages"

Unit Description:

The Medieval Times were both interesting and enjoyable to study. They are relevant to us today because they show us our heritage and our accomplishments. They also show us a simpler time where the arts played an integral part in preserving the culture.

This unit will teach about what life was like during the Medieval Times, through music, drama and visual arts. Students will learn about ballads, musical instruments, crests, and story telling. They will learn about themselves as they create a code of chivalry and a coat of arms.

The unit will conclude with a Medieval Festival, where students can perform for their peers, including the ballads they have learnt and written, display the gargoyle mugs and other forms of art work they have made and conclude the day with a medieval play called *St George and the Dragon*.

The day will include invitations for parents to attend the Medieval Day, costumes, displays of artwork, research, performance of drama play, and performance of medieval song.

The students will be assessed on their final product based on the criteria for the significant demonstration task.

Through out the semester work will be collected, and marked off on a check list as the student has demonstrated each learning area of the outcome. Students will also have the opportunity to peer and self assess work

Roles for Lifelong Learners	Main Task	Clustered Outcomes
<p>The arts unit will help the students to become life long learners through:</p> <p>>Knowledgeable person with deep understanding</p> <p>>Complex thinker</p> <p>>Responsive creator</p> <p>>Active Investigator</p>	<p>Who demonstrates the value and variety of cultural perspectives of a medieval community through participating and providing quality art work to display at the medieval day.</p> <p>Who is able to analyse medieval art, music and drama and develop a critical appreciation of the medieval era. They develop relationships between medieval music, art work and drama in relation to their current world.</p> <p>Who, through visual, auditory, musical, kinaesthetic, spoken and written forms demonstrate imagination, sensitivity and visual awareness to the medieval world.</p> <p>Who investigates, through various techniques the musical, dramatic and visual perspectives of medieval Europe.</p>	<p><i>DR 3.2, VA 3.2, MU 3.2</i></p> <p><i>DR 3.3, VA 3.3, MU 3.2</i></p> <p><i>DR 3.1, DR 3.3, VA 3.1, MU3.1</i> <i>DDA, DDR, DME, DMU & DVA 1, CU3.1</i></p> <p><i>DDR 1.4</i> <i>DR 3.1, DR 3.3, VA 3.1, MU3.1</i></p> <p><i>DME, MU & VA 3</i></p>

>Effective Communicator	Who communicates effectively and confidently in a range of contexts for school audiences.	VA3.2, MU3.3, DR 3.1, CU3.1, OP3.1
>A participant in an independent world	Who negotiates and cooperates in decision making, and who works effectively in groups to achieve shared goals and to contribute to group projects.	DME, MU & VA 3 MU3.1, VA3.2, DR 3.3.
>Reflective, Self-directed learner	Who begins to evaluate their own product and behaviour.	DR3.3, VA3.1, CR3.1

Strand: Drama

Outcomes:

- 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 learnings and understandings developed through drama experiences.

Teacher Action	Learning Experiences	Strategy	Drama Objective	Relationship to other Art forms
Phase One This lesson is designed to go along with the picture book <i>Saint George and the Dragon</i> , retold by Margaret Hodges, Illustrated by Trina Schart	Orientation Children are aided in ‘orientating’ to the drama by establishing their relationship and understanding of the	<i>Teacher narration</i>	<i>Responding</i>	<i>Oracy</i>

<p>Hyman. (Little, Brown and Company, 1984) Children are invited to sit around the medieval display area to gather a feel of the story and the setting and use their imaginations. After the story is finished children are asked to lie down on the floor and close their eyes and mention their favourite part of the story (Linguistic/Auditory)</p>	<p>Dragon in the story. They are reminded of the commitment they must give to the drama lessons.</p>	<p><i>Tap and Talk</i></p>	<p><i>Forming</i></p>	
<p>Tell students that you noticed that the Dragon has many separate, important parts, and that each part plays its own role in the story. Invite students to raise their hand and tell you what one of the parts of the dragon is? (Without too much coaching the students should be able to come up with: Head/Mouth, Tail, Wings, Claws, and maybe Body.)</p> <p>Discuss other characters in the book such as St George, what type of person was he? How did the story make you feel?</p> <p>(Linguistic/Auditory)</p>	<p>‘Orientating’ the children further into the world of medieval myth and dragons by asking the children respond to the story of St George and the Dragon by being asked to talk and discuss characters in the story and what was happening in the story. The children are able to start to become ‘Engaged’ as the children interactively establishing more and moving towards the dramatic world.</p>	<p><i>Shared discussion</i></p>	<p><i>Responding</i></p>	<p><i>Storytelling</i></p>
<p>Why are the wings special or important in the story? (They let the dragon fly, at one time he flies into</p>	<p>Children are encouraged to respond through drawing and discussion of their work. The students start to</p>	<p><i>Drawing and sharing through discussion</i></p>	<p><i>Responding</i></p>	<p><i>Visual Arts</i></p>

<p>the sky with the Knight, and it is in the wing that the Knight first wounds the Dragon.) Why is the tail special or important in the story? (It has two sharp stings on it, it is half a mile long, and when the Knight is trapped by it, he cuts off the end of it.) Why are the claws special or important in the story? (They grab the Knight, and later in the story he cuts one of them off.) Why are the head and the mouth important in the story? (It breathes fire and almost cooks poor George, and it is by running a spear through the mouth that George finally kills the Dragon.)</p> <p>Ask students to close their eyes and lie on the floor. Ask students if they had their own dragon what might it look like? Would it breathe fire? Could this dragon fly? Is your dragon a friendly dragon? Ask students to mention one thing about their dragon.</p> <p>Now ask students to form groups of four (will need to have structured organisation) and draw their own special dragon.(Linguistic/Visual</p>	<p>become immersed in their work. The teacher will collect the pictures to be displayed around the room. Students are then asked to reflect on their lesson about their dragon and other students' dragons and what they thought of the lesson.</p> <p>The teacher will conduct a table that mentions the character in the story, including the dragon and the knight. Students are asked to talk about and write down adjective to describe the characters.</p>	<p><i>Writing</i></p>	<p><i>Responding</i></p> <p><i>Forming</i></p>	<p><i>Oracy</i></p> <p><i>Literacy</i></p>
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/Auditory).				
<p>Phase 2</p> <p>The teacher re-introduces the theme of medieval myths to the children and asks for their co-operation in the drama.</p> <p>Students are asked to look at the pictures that they had completed in regard to the previous drama lesson. Students are then asked to lie on the floor and close their eyes and picture their own dragon Students are then asked to Who can think of a way to use their whole body to make the Dragon's tail? Ask the students to divide into 4 groups each group is giving a different body part and need to demonstrate ways to becoming the tail for example. Or Who can think of a way to use their whole body to make the Dragon's Wings? Claws? Mouth? (give each as much time as seems appropriate.)</p> <p>Groups are able to use and make props around the room to enhance their performance (This will tie in</p>	<p>Enhancing</p> <p>The teacher is able to build on student's drama skill and relate movement to the story of the dragon. Students will have the opportunity to demonstrate to the class their idea of a dragon through the use of the body. Students will also have the opportunity to work together in groups and build upon their own ideas with that of other classmates</p>	<p><i>Reading the text of the bodies</i></p>	<p><i>Forming Presenting Responding</i></p> <p><i>Forming Presenting Responding</i></p>	<p><i>Movement</i></p> <p><i>Dance</i></p> <p><i>Drama</i></p> <p><i>Visual Arts</i></p>

<p>together? And record in their drama journal</p> <p>Students are then asked to help create the medieval town in the book. They are asked to use objects that they have brought in and help to create their own medieval area in the classroom</p> <p>(Linguistic/Auditory, spatial, visual)</p>				
<p>Phase 3</p> <p>Students are taken back to their medieval area and the book is read again. The characters of the story are then discussed along with how the knight and how the dragon might be feeling.</p> <p>The students will then have the opportunity to discover how the dragon was feeling when they act out the epic battle between Knight (the teacher) and Dragon.</p> <p>There are four major confrontations, during each of which a different body part is affected. The wing is injured</p>	<p>Synthesising</p> <p>The students are able to act out the battle that took place between the Dragon and the knight. They will have the opportunity to discover being the dragon during the battle. The teacher may act out the battle in a variation, for example students make have the opportunity to become the knight. Teachers may use props to make the imagination easier for the students. The whole process is done in slow motion and carefully. The teacher may be dressed in a knights costume with a sword and the students may use props to accentuate their dragon</p>	<p><i>Teacher in role of Knight</i></p> <p><i>Brain storming</i></p> <p><i>Creating</i></p>	<p><i>Forming</i></p>	<p><i>Drama</i></p> <p><i>Kinaesthetic</i></p> <p><i>Oracy</i></p>

<p>with a fake sword .That child pretends to be an injured wing, and the Dragon flies in circles. The "tail" swings around to stab at me with its "stings" one or two children are "hacked off" who wriggle on the ground separate from the rest of the Dragon. I hack off the most alert "front claw" in the same way. Finally the dragon opens its "mouth" the sword is run through it and it dies.</p> <p>Students are then invited to share their own experience of being part of the dragon</p>			<p><i>Presenting</i></p>	
<p>Phase 4</p> <p>In this last stage, the teacher reflects on what has happened. The students are asked to lie on the floor and close their eyes and listen to the medieval music that is playing and think about the story and the dragon which re-enrols the children.</p> <p>The students are invited to discuss their feelings that they have experience over the drama duration.</p>	<p>Reflection</p> <p>This is the concluding stage of the drama unit and it is important that children are given adequate closure to the work. They should discuss the importance of imagination, and mythical creatures in storytelling. The teacher should then debrief with the children on the entire experience.</p> <p>The experience of the story can be later depicted to music, making storytelling</p>	<p><i>Sharing</i></p> <p><i>Listening</i></p>	<p><i>Responding</i></p>	<p><i>Oracy</i></p>

<p>They are to revisit the characters of the book and devise a way in which they will be able to present their story of the battle between the knight and the dragon to the whole school as a final presentation.</p> <p>Students will be able to practice their play to music make props and devise roles to students including, the dragon, narrator of the story, the knight and the peasants to be later presented at assembly as a concluding piece.</p>	<p>come to life.</p>		<p><i>Forming</i></p> <p><i>Presenting</i></p>	<p><i>Discussion</i></p> <p><i>Demonstration</i></p>
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Strand: Visual Arts
Outcomes

- *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.*

Teacher Action	Learning Experiences	Strategy	Visual Art Objective	Relationship to other Art forms
Phase One	Orientation	<i>Teacher narration</i>	<i>Appraising images and objects</i>	<i>Oracy</i>

<p>Students will be able to demonstrate art appreciation, art history- Medieval architecture and also understanding beliefs of people of the middle ages</p> <p>Students are present characteristics of Medieval architecture (Video: <i>Gargoyles: Guardians of the Gate</i>)</p> <p>Present gargoyles, medieval bestiary- -reasons for bestiary as a teaching tool (majority of people could not read, but understood the symbolism). (Linguistic/Auditory/ visual)</p>	<p>Children are aided in ‘orientating’ of the art of medieval time. The visuals allows students to become familiar with the art work of the time and be introduced to a little bit of history as well</p>	<p><i>Visual aids</i></p>		
<p>Students are shown Images of Gothic architecture and Medieval Beasts (myths) from the Internet and National Geographic -- and other sources (ArtSpace kit on Cathedrals) and examples of gargoyles (art prints and purchased "gargoyles")</p> <p>These images are spoken about and explained to the children</p> <p>The teacher then demonstrated the drawing techniques--combining</p>	<p>Students will be guided to drawing their own mythical creature based on the information that the teacher has given. These pictures will be collected for display, students are also asked to fill out a sheet (see appendix) which describes the art work.</p>	<p><i>Shared discussion</i></p> <p><i>Demonstrations</i></p> <p><i>Visual arts</i></p>	<p><i>Making images and objects</i> <i>Appraising images and objects</i></p>	<p><i>Oracy</i></p> <p><i>Kinas ethic</i></p>

<p>animal forms and textures Discuss Medieval Bestiary--stories and symbolism</p> <p>Students are asked to draw an imaginary animal by combining parts of three or more animals.(Visual/)</p>				
<p>Phase 3</p> <p>Students will be encouraged to develop their understanding of using clay to develop a ceramic mug with gargoyle figure.</p> <p>Before this lesson a review is needed by the teacher of the following topics:</p> <ul style="list-style-type: none"> • Review characteristics of Medieval architecture • Review gargoyles, medieval bestiary • Images of Gothic architecture from the • Internet and National Geographic • Examples of ceramic mugs (teacher made) - purchased gargoyle sculptures 	<p>Synthesising</p> <p>The first part of this lesson is for students to be able to revisit their previous medieval art. Students will have the learning experience to</p> <p>Understanding ceramic vocabulary</p> <p>Explore slab technique and pinch techniques of forming clay and sprigging of added elements.</p> <p>Develop skills in manipulating clay; decorating techniques</p>	<p><i>Teacher demonstrating and revising</i></p>	<p><i>Making images and objects</i></p>	

<ul style="list-style-type: none"> Review of vocabulary <p>The teacher will also provide resources and information that will help the students to make their clay mug. Students will then have the opportunity to practice the techniques that they have learnt.</p>		<i>creating</i>		
<p>Phase 4</p> <p>In this last stage, the teacher reflects on what has happened. Students are asked to create their own gargoyle ceramic mug. Students are asked to design mug on newsprint - plan how medieval beastie will guard mug (use previous drawing as a model for animal)</p> <p>Students are asked to shape beastie using pinch technique--add patterns--wings, horns, etc</p> <p>Fuse beastie to mug (beastie can be climbing side - forming handle - resting on top - climbing out -- some even made it fly over the mug by</p>	<p>Reflection</p> <p>This is the concluding stage of the art unit and students will need to have closure and an end result of what they have learnt. The importance of medieval art is revisited and children are asked to share on their experiences, including their favourite and least favourite events.</p> <p>Their mug is meant to reflect gothic architecture or landscape of the middle ages- carve in designs--sprig on designs--score and slip additions. It is meant to represent the medieval era and demonstrate their understanding of the unit.</p> <p>At the end of the unit student work will</p>	<p><i>creating</i></p> <p><i>Sharing</i></p> <p><i>Listening</i></p>	<p><i>Making images and objects</i></p> <p><i>Making and displaying</i></p>	<p><i>Oracy</i></p> <p><i>Discussion</i></p> <p><i>Demonstration</i></p>

<p>supporting with a dowel rod)</p> <p>Carve, press in patterns and textures—add additional press-mold elements as desired</p> <p>Glaze after bisque firing- use underglazes with clear glaze over or use Majolica technique.</p>	<p>be on display for the medieval day. Students will be able to comment on other students work. The teacher will be able to mark the final product and include it in part of the significant demonstration.</p>	<p><i>Displaying</i></p>		
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Strand :Music

Outcomes

- *MU 3.1 Students aurally and visually recognize 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, including some repertoire from memory.*
- *MU 3.3 Students read and write musical patterns and phrases containing Level 3 core content.*

Teacher Action	Learning Experiences	Strategy	Music Objective	Relationship to other Art forms
<p>Phase One Students will be asked to sit in the medieval area in the classroom.</p>	<p>Orientation Children are aided in ‘orientating’ of the music</p>	<p><i>Teacher narration</i></p>	<p><i>Aurally and visually identifying to music</i></p>	<p><i>Oracy</i></p>

<p>Students are asked to discuss what they think they see in front of them(pictures medieval instruments)</p> <p>Students are then introduced to the names and sounds of the instruments including: Bagpipe, Dulcian, Harp, Kortholt, Harpsichord, Percussion, Pipe, Recorder.</p> <p>Students will then have the opportunity to go to the computer labs and work with a partner to experience the sounds of medieval music following this linkhttp://www.s-hamilton.k12.ia.us/antiqua/instrumt.html</p> <p>Students are then asked to complete a sheet about the website and are asked to choose one instrument and research it including, name, type, period used, who used it, what did it sound like, etc (see appendix of worksheets).</p> <p>(Auditory/ visual/ linguistic)</p>	<p>of medieval time. The visuals and sounds allows students to become familiar with the type of instruments and also the types of music for example ballads. The history of the music and why the people of the time were using it can also be introduced at this time.</p>	<p><i>Visual aids Technology</i></p>		
<p>Phase 2</p> <p>Students are asked to sit in the medieval area of the classroom and are reintroduced to the medieval music topic.</p>	<p>Enhancing</p> <p>The teacher is able to build upon the prior knowledge of the student's music. Students</p>	<p><i>Instruments</i></p>	<p><i>Aurally and visually identifying to music</i></p>	

<p>Show students pictures of the different medieval instruments, and play recordings of each instrument.</p> <p>Students then are able to discuss their findings with the class and their findings are written on to a table for display in the classroom. The students should discuss the instruments—their sounds and their similarities/differences to modern day instruments.</p> <p>Have students listen again to the medieval music and ask students to guess what instruments are being used.</p> <p>Show students the recorder and demonstrate how to play different notes.</p> <p>Pass out recorders and give students opportunity to experiment with them.</p>	<p>will have the opportunity to demonstrate identify, analyse, & compare institutions, traditions, & art forms of past and present societies</p>			
<p>Phase 3</p> <p>After this lesson students can then be introduced to the types of music that was played in the medieval era and have understanding and examples of what each means. Including</p>	<p>Synthesising Students are aware of medieval musical elements through singing, playing instruments, listening, improvising and moving, during the lesson</p>	<p><i>Teacher demonstrating and revising</i></p>	<p><i>Aurally and visually identifying to music</i></p>	<p><i>Movement Drama</i></p>

<ul style="list-style-type: none"> • Gregorian Chant • Religious Music -Used in churches to worship God/ Songs made up of monotone chants/ No harmony/ No instrumentation/ Song topics about religious happenings such as the nativity • Secular Music -Songs had melody /Songs had instrumentation /Song topics include protest, love, holidays, and everyday life/ Used as an art rather than a tradition/Not church music. <p>Students can practise moving around the room to each type of music.</p>				
<p>Students then come together and discuss how each musical theme made them feel.</p> <p>They are asked if they think any of the music is similar to today's music? Teacher sings <i>do-mi-so-do</i> using hand-signs with class echoing the singing. Class repeats, concentrating on correctness of pitch. Class claps the patterns. They are asked to listen to the music and practice singing and reading a medieval song- (see appendix) which they will later perform at the medieval day.</p> <p>(Linguistic/Auditory/Gestural/Spatial/Visual)</p>		<p><i>Sharing</i></p> <p><i>Listening</i></p>	<p><i>Aurally and visually identifying to music</i></p> <p><i>Singing and playing</i></p>	

<p>Phase 4 In this last stage, the teacher reflects on what has happened. Students come Together in the medieval area and discuss Their unit work on music. Students will be able to revisit the area of the medieval music they researched and the teacher will be able to discuss the students' Findings with the whole class.</p> <p>To finish off their unit students will then have the opportunity to practice in their groups their own medieval song of choice. They will have to practice to read the</p> <p>The students can create the musical instrument that they researched with their partner which will be put on display at the medieval day at their school.</p>	<p>Reflection The teacher should encourage the children to discuss their ideas and responses to music that they heard. Students will be able to perform using appropriate musical vocabulary.</p> <p>The teacher will be able to reflect on the units work and allow students to discuss their work and feelings and opinions of the medieval theme.</p>	<p><i>Creating</i></p>	<p><i>Aurally and visually identifying to music</i></p>	<p><i>Visual art</i></p>
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Criteria for Significant Demonstration- Medieval Arts

Name of Student _____

Date of Assessment _____

Teacher _____

Class _____



Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge and Understanding of the techniques taught in the medieval topic	Demonstrates an excellent grasp of the value and variety of cultural perspectives of a medieval community through participating and providing quality art work to display at the medieval day.	Demonstrates a good grasp of the value and variety of cultural perspectives of a medieval community through participating and providing quality art work to display at the medieval day.	Demonstrates a fair grasp of the value and variety of cultural perspectives of a medieval community through participating and providing quality art work to display at the medieval day.	Demonstrates a poor grasp of the value and variety of cultural perspectives of a medieval community through participating and providing quality art work to display at the medieval day.
Thinking / Inquiry	Demonstrates and presents excellent analyses of medieval art, music and drama and develop a critical appreciation of the	Demonstrates and presents a good analyse of medieval art, music and drama and develop a critical appreciation of the	Demonstrates and presents a fair analyse of medieval art, music and drama and develop a critical appreciation of the	Demonstrates and presents a poor analyse of medieval art, music and drama and develop a critical appreciation of the

	medieval era. They investigate through various techniques, relationships between medieval music, art work and drama in relation to their current world.	medieval era. They investigate through various techniques, relationships between medieval music, art work and drama in relation to their current world.	medieval era. They investigate through various techniques, relationships between medieval music, art work and drama in relation to their current world.	medieval era. They investigate through various techniques, relationships between medieval music, art work and drama in relation to their current world.
Communication	Excellent communication in a range of contexts for school audiences, confidently and effectively	Good communication in a range of contexts for school audiences, confidently and effectively	Fair communication in a range of contexts for school audiences, confidently and effectively	Poor communication in a range of contexts for school audiences, confidently and effectively
Application/ Reflective	Excellent application of knowledge to content And evaluation of their own product and behaviour.	Good application of knowledge to content and evaluation of their own product and behaviour.	Fair Application of knowledge to content and evaluation of their own product and behaviour.	Poor Application of knowledge to content and evaluation of their own product and behaviour.
Teamwork	Excellent negotiation and cooperation in decision making, and who works effectively in groups to achieve	Good negotiation and cooperation in decision making, and who works effectively in groups to achieve	Fair negotiation and cooperation in decision making, and who works effectively in groups to achieve	Poor negotiation and cooperation in decision making, and who works effectively in groups to achieve

	shared goals and to contribute to group projects.	shared goals and to contribute to group projects.	shared goals and to contribute to group projects.	shared goals and to contribute to group projects.
Comments/ Suggestions				

Criteria for Internet Research on Medieval Music

Name of Student _____

Date _____

Teacher _____

Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge/ Understanding	Demonstrates excellent grasp of key facts, ideas, and concepts related to topic.	Demonstrates good grasp of key facts, ideas, and concepts related to topic.	Demonstrates fair grasp of key facts, ideas, and concepts related to topic.	Demonstrates poor grasp of key facts, ideas, and concepts related to topic.
Thinking/ Inquiry	Superior use of inquiry and analysis to pursue Internet research	Good use of inquiry and analysis to pursue Internet research	Fair use of inquiry and analysis to pursue Internet research	Poor use of inquiry and analysis to pursue Internet research
Communication	Excellent	Good	Fair	Weak

	communication of research findings and personal analysis	communication of research findings and personal analysis	communication of research findings and personal analysis	communication of research findings and personal analysis
Application	Excellent employment of Internet research skills and technologies	Good employment of Internet research skills and technologies	Fair employment of Internet research skills and technologies	Poor employment of Internet research skills and technologies
Comments				

<i>Portfolio Reflection-Classroom Visual Arts</i>	<i>Date</i> _____ <i>Teacher</i> _____
Name _____	
This is my work. I am calling it _____	
This is how I did it: _____	

This is why I did it: _____

This is how I evaluated it: _____

This is what I still need to work on: _____

“Gathering Evidence of Medieval Art Work”

Students Name _____

Date _____

Evidence of.....	Demonstrated/ Date/ Picture taken?	Comment
<p><u>Planning of Art Work</u></p> <p>Clear Evidence of</p> <p>Design and Originality of Picture</p> <p>Craftsmanship of Pot</p>		

<p><u>Evidence of Techniques</u></p> <p>Patterns/textures</p> <p>Colour plan</p> <p>Use of Tools</p> <p>Scratch technique</p> <p>Construction of Pots</p> <p>Glazing of Pot</p>		
<p><u>Display and Evaluation of Finishing Product</u></p> <p>Creatively Displayed</p> <p>Evaluation of Product</p> <p>Peer Evaluation</p> <p>Product is within context</p> <p>Quality of Work</p> <p>Respect for Students and Other Art Work</p>		

<u>Extra Comment</u>		
“Collecting Evidence of Drama Presentation” Observational Assessment Name of Student _____ Teacher _____		
Attributes Required	Demonstrated / Date / Was the performance Videoed?	Comment
<p style="text-align: center;"><u>DR 3.1</u></p> <p><u>Students may demonstrate :</u></p> <ul style="list-style-type: none"> • explore and use different time frames to sequence or enhance dramatic action in regard to relationship and movement. • step into role by adopting the attitudes, purpose and status of the character and then step out of role to make decisions about key moments within the drama and/or possible future directions of the situation or narrative • support others in and out of role by listening to and accepting their ideas; encouraging them to vocalise ideas; involving everyone in making decisions about 		

<p>what the roles will be and how they will relate to each other; encouraging ideas for the direction the drama will take</p> <ul style="list-style-type: none"> • suggest possible directions and future scenarios for the drama, both in and out of role. 		
<p style="text-align: center;"><u>DR 3.1</u></p> <p><u>Students may:</u></p> <p>In rehearsal:</p> <ul style="list-style-type: none"> • cooperate by accepting advice, feedback and ideas from others • repeat, refine and rework moments and scenes • show awareness of performance space by adapting the performance to suit the space. Spaces may include one end of a classroom, a raised stage in the school hall or theatre-in-the-round where the audience is on three or four sides. <p>In performance:</p> <ul style="list-style-type: none"> • apply movement to suit the role and stage space • face the audience as appropriate • sustain the established facial, gestural and vocal characteristics of the role 		

<ul style="list-style-type: none"> • use voice, language and movement to express a range of roles • sustain role by concentrating on the action, staying in role 		
<p style="text-align: center;"><u>DR3.3</u></p> <p><u>Students may :</u></p> <p>identifying what has been learnt in, through and about drama while in role, out of role, rehearsing and presenting to an</p> <ul style="list-style-type: none"> • identifying own strengths and challenges and identifying personal progress through discussion and diary entries • contributing to written and oral role description e.g. character description of dragon and knight 		

Appendix

Teacher and Student Resources

Examples of Art work to be used in Lesson



Age of Discovery- Medieval Art and Renaissance. (2006) . Retrieved September 30, 2006, from the Princeton online website:
<http://www.princetonol.com/groups/iad/lessons/middle/ageof.htm>

Arts and Craft. (2006). Retrieved September 12, 2006, from Bob's Place of Education Links online website:
<http://www.bobsedulinks.com/lessons.htm>

A Guide to Medieval and Renaissance Music. (2004). Medieval Musical Instruments. Retrieved September 12, 2006 from online website: <http://mahan.wonkwang.ac.kr/link/med/art/music/instrument/instrumt.html>

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Hodges, M. (1984). *Saint George and the Dragon*. USA: Brown and Company.

Incredible Art Resources. (2006). Retrieved September 20, 2006, from the Princeton online website:
<http://www.princetonol.com/groups/iad/lessons/middle/Lessons/6beast.htm> and
<http://www.princetonol.com/groups/iad/lessons/middle/Lessons/6-mug.htm>

Medieval Activities. (2006). Retrieved September 15, 2006, from Child Fun online website:
<http://www.childfun.com/modules.php?name=News&file=article&sid=153>

Materials: Clay, clay modelling tools, Cloth, rolling pins, guide sticks Slip dishes, Stamps and gadgets for texture, Soup cans, Newspaper, Drawing paper, Glazes and under glazes 9x12 tag board pencils, erasers bestiary handouts jungle animal handouts, animal books, animal photographs assorted crayons (regular plus new varieties - Glitter - Gems - Pearls - Silver Swirls) fine point black markers, India ink (drop of dishwashing liquid), newspapers, brushes scratch tools, Computer - printer for frames 13"x19" tag board for frames. Props and Costumes

Gargoyles - Guardians at the Gate DVD (Weasel Disc Records, 2005)

Music Internet Research Sheet

Names of Students _____ Date _____ Teacher _____ Topic _____

You are asked to research on the internet one particular instrument relating to the Medieval Era with a partner. You will need to discuss your finding with the rest of your peers

1. What is the Name of our Instrument?

2. What does our instrument sound like?

3. Is our instrument similar to any other instruments we are familiar with?

4. What type of music was usually played on our instrument?

5. Who usually played our instrument?

6. What did our instrument look like? (Draw a picture)

7. Is our instrument used today?

8. List the things that your liked and did not like about your instrument

Example of Visual Task

The Serpantahorse

My medieval bestiary is a serpantahorse, because of the strong resemblance it has with the serpent and the horse.

The serpantahorse is a large creature. It lives in a forest, with lots of hills and bodies of water for it needs to drink at least 51 gallons of water a day to survive. The serpantahorse is a peaceful creature. It has no enemies or predators. Its bright colours scare away any animals that would threaten it in any way.

The serpantahorse is a herbivore, which means it eats only plants. A serpantahorse will travel with a herd until it is about 80 years old. It will then leave the herd and wander alone. The average life span of a serpantahorse is about 180 years. In the last 2 years of its life, the serpantahorse will begin to die slowly, but without pain.

Serpantahorses are considered to be leaders of the forest, so when one dies, a moment of silence washes over the land.

Serpantahorses have wings so they can fly to new places when food becomes scarce. Their serpent tail helps them slither up trees to the branches. This is where it sleeps for about 5 hours.

The serpantahorse is a truly unique creature and will continue to live on in our imaginations for as long as our mind creates.

Note: This writing was centered in a Medieval border frame. I am sorry that the image file was too big to send. I will try to get a reduced size posted to give you an idea what they looked like. Most student stories were about this length although I did have one student write several pages. All stories were printed with choice of Medieval frame on parchment paper and were saved in a note book - our own "Bestiary" which was on display at our art show. Another copy was printed for students to take home.

Middle Ages Writing Evaluation of Picture

Name _____

Date _____

The purpose of this task is to improve your skills in writing about art and using art vocabulary. You will also show your knowledge of medieval culture and architecture. This task will accompany your arts work at the medieval day here at school. **WRITE IN PARAGRAPH FORM.**

1. Describe your animal completely. Be sure to give him or her a name (check out some of the names given animals in the Middle Ages). Be sure to include colors, patterns, textures and shapes.... and any resemblance to any other existing animals.

2. Tell about the special powers your animal might have. What meaning or moral does he hold for the people (of today or from long ago)? Is he magical? Powerful? Large or small? Be sure to be creative in your writing.

3. Where does your animal live? Is he nocturnal? What does he eat? How does he protect himself against predators? Describe his surroundings completely. Does he live in a castle? A cave? A Gothic cathedral? What does the building look like?
(give some characteristics).

Resources:

Age of Discovery- Medieval Art and Renaissance. (2006) . Retrieved September 30, 2006, from the Princeton online website: <http://www.princetonol.com/groups/iad/lessons/middle/ageof.htm>

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