

Unit title



Strand

Drama, Music, Visual art

Possible links

English

Studies of Society and Environment

Health and Physical Education

Technology

Mathematics

Religion

Arts - Dance

Purpose

Students investigate life in medieval times and use the results of their research as they create a medieval town in the classroom. Students sing, play and listen to a range of music from the middle ages in Europe. They explore some of the ways in which music was used in medieval societies and discover the tone quality of medieval instruments. Students explore visual representations of medieval times from a variety of resources and develop props for their performance.

Overview

Exploring

Students:

- Investigate and collect images of shields, crowns, stain glass windows and dragons.
- Discuss how the image of shields, crowns, stain glass windows and dragons are used.
- Explore textures, colours and features of shields, crowns, stain glass windows and dragons.
- Draft pictures of shields, crowns, stain glass windows and dragons and show their relationship.
- Research life in medieval times in Europe and create a town community.
- Investigate the roles of particular people in a medieval town.
- Study a repertoire of medieval music and discuss sounds.

Developing

Students:

- Describe elements and characteristics of medieval music.
- Portray roles of medieval people.
- Celebrate the victory of the town's recent military battle.
- Make shields, crowns, stain glass windows and dragons by using a variety of materials.
- Make drawings of people's houses, a military person and the fayre.

Responding

Students:

- Display visual art at the medieval fayre.
- Discuss visual art symbols; shields, crowns, stain glass windows and dragons; how these featured in the lives of medieval people.
- Present the characteristics of their town and the roles of each person.
- Perform music with the assistance of medieval instruments that reflect the atmosphere at the fayre.

Using this module

Focus and links

Students explore and develop an understanding of medieval times in Europe through the three strands in the Arts curriculum; Drama, music and visual arts. They form their own representations of cultural and historical contexts of medieval Europe from character portrayals (drama), music, and design and construction of art projects (visual arts). Students form medieval towns in the classroom by means of grouping students' desks together. At the completion of the four week unit students will participate in a medieval fayre.

To commemorate a victorious military, the king has declared a week of celebration in which all citizens will be present. Students in-role will officially open the fayre by performing music and towns people will discuss their role in the town and explain a piece of art, made during class.

This module provides opportunities of linking to the other Arts strands of media and dance. As well as other key learning areas (KLA) of English, studies of society and environment, health and physical education and mathematics, technology, religion and Arts - dance. If incorporating these other KLA's and Art strands into the unit, allow for additional time to enable students to demonstrate the identified outcomes.

Activities can also assist in learning of literacy, life skills and future perspectives. Through this module literacy can be developed by speaking and listening, making meaning through developing an understanding of the elements and conventions of drama, communicating meaning orally, and increasing vocabulary. Additionally, literacy skills can be enhanced through students reading and writing scripts for their scenarios. The life skills that are developed include social skills, personal development skills, self-management skills and cooperative skills. Encouraging students to think ahead and think creatively allows for the development of future perspectives.

Some students with visual, hearing or physical impairment may need assistance with some of these activities. Obtain advice from their support teachers.

Module organisation & Suggested time allocation

This module is intended to be flexible in its presentation and suitable in responding to individual class members' ideas, opinions and emotions. This module is made up of three phases, including: exploring, developing and responding. The majority of time allocated should be for the exploring and developing phases.

Evaluation of a unit of work

At completion of this module, the units of work demonstrated by students are gathered into a working portfolio to make decisions about:

- The effectiveness of teaching strategies and activities used to progress the student's learning towards the demonstrations of core learning outcomes
- Providing opportunities to allow all individual students to engage in various learning techniques, to achieve the demonstrations of core learning outcomes and reflect equity considerations
- Providing extension activities and tasks for students to demonstrate discretionary outcomes
- Students who have not yet demonstrated core learning outcomes to provide necessary assistance to achieve these outcomes
- Whether the time allocated for particular activities are appropriate
- The resources used are appropriate, effective and relevant.

After the evaluation of the unit, the information gathered can be used by teachers for several purposes. Firstly, the information can be collated to plan subsequent units of work to strengthen, support and further develop students' learning. Refer to the 'Curriculum evaluation' section in the sourcebook guidelines for further information regarding the evaluation process.

Core Learning Outcome

This module focuses on the following core learning outcomes from drama, visual arts and music strand of the *Years 1 to 10 the Arts Syllabus*.

Drama

Level Statement: Level 4

Students, individually and in groups, prepare and interpret student-devised scenarios and scripts, and publish 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 judgements about their own drama and that of others.

Core learning outcomes

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|--------|---|
| 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 judgements about the application of dramatic elements and conventions in the context of their own work and that of others. |

Discretionary learning outcomes

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| DDR 4.5 | Students use classroom materials to create props and sets that complement their dramatic work. |
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Level 3 learning outcomes

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|--------|---|
| 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 |

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.

Students aurally and visually analyse, sing, play, read and write simple musical patterns in simple time using notes of the extended do and la pentatonic scales and incorporating tonic and dominant accompaniments. They create their own music using patterns, elements and structures from Level 4 core content.

Core learning outcomes

- MU 4.1 Students aurally and visually analyse and respond to Level 4 core content in music they hear and perform.
- MU 4.2 Students sing and play, individually and with others, in unison and in up to four parts, including some repertoire from memory.

Level 3 learning outcomes

- 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 varied repertoire of extended pentatonic music, individually and with others in unison and in up to three parts, including some repertoire from memory.

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.

Core learning outcomes

- VA 4.1 Students deconstruct and reconstruct images and objects to manipulate meaning through explorations of elements and additional concepts.
- VA 4.2 Students make and display images and objects, considering purposes and audiences.
- VA 4.3 Students analyse elements and additional concepts evident in images and objects from a variety of cultural and historical contexts.

Discretionary learning outcomes

- DVA 4.4 Students collaboratively make and display images and objects for a community event with artists/designers/craftspeople.

Level 3 learning outcomes

- 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.

Other key learning areas

English

The core learning outcomes in this key learning area are in development throughout this module. The activities in this module can contribute to learning in English.

Studies of the Society and Environment

The core learning outcomes in this key learning area are in development throughout this module. The activities in this module can contribute to learning in Studies of the Society and Environment.

Health and Physical Education

Enhancing Personal Development

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

Technology

The core learning outcomes in this key learning area are in development throughout this module. The activities in this module can contribute to learning in technology.

Mathematics

The core learning outcomes in this key learning area are in development throughout this module. The activities in this module can contribute to learning in mathematics.

Religion

The core learning outcomes in this key learning area are in development throughout this module. The activities in this module can contribute to learning in religion.

Arts - Dance

The core learning outcomes in this key learning area are in development throughout this module. The activities in this module can contribute to learning in Arts – dance.

Core content

This module provides a learning context for the following core content from Level 3 & 4 of the syllabus in addition to the core content from previous levels:

Drama

	Level 3	Level 4
Elements	<ul style="list-style-type: none"> • movement • relationships • time 	<ul style="list-style-type: none"> • Mood • Symbol • Focus
Conventions	<ul style="list-style-type: none"> • create roles from given information • meetings in role • sequence dramatic action 	<ul style="list-style-type: none"> • Dramatic action • develop action from given circumstance • Speak thought aloud (in role)
Forms & Styles	<ul style="list-style-type: none"> • extended role-plays • storytelling • written — role description 	<ul style="list-style-type: none"> • Written – character profile, plot outline, improvisation
Performance Skills	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Characterisation – maintain appropriate role • Movement – vary for character and stage space • Voice – audibility, pitch and clarity, adapting projection for different spaces
Audience	<ul style="list-style-type: none"> • informal and formal another class or year level 	<ul style="list-style-type: none"> • Informal – other year levels, friends
Purpose	<ul style="list-style-type: none"> • celebration • expression 	<ul style="list-style-type: none"> • Entertainment • Information

Music

	Level 3	Level 4
Rhythm and metre	<ul style="list-style-type: none"> • Accent and bar lines 	<ul style="list-style-type: none"> • in simple time
Pitch and melody	<ul style="list-style-type: none"> • Extended do pentatonic scale 	<ul style="list-style-type: none"> • la pentatonic scale
Part work	<ul style="list-style-type: none"> • accompaniments • rhythmic and melodic canons, up to three parts 	<ul style="list-style-type: none"> • tonic and dominant accompaniments
Form and Structure	<ul style="list-style-type: none"> • binary, ternary and rondo forms • repeat signs 	
Tone Colour	<ul style="list-style-type: none"> • percussion instruments • woodwind instruments 	<ul style="list-style-type: none"> • solo instruments and ensembles from a range of cultural and historical contexts
Expressive elements		<ul style="list-style-type: none"> • accents and pause

Visual Arts

	Level 3	Level 4
Elements	<ul style="list-style-type: none"> • Colour • Line • Shape • Texture 	<ul style="list-style-type: none"> • Colour • line • shape • texture
Concepts (principles of design)	<ul style="list-style-type: none"> • Contrast • Pattern 	<ul style="list-style-type: none"> • abstraction • composition • depth • representation • symbolism
Processes	<ul style="list-style-type: none"> • Compare • Control 	<ul style="list-style-type: none"> • analyse • deconstruct images and objects • reconstruct images and objects
Display and exhibition	<ul style="list-style-type: none"> • Functions of informal and formal display 	<ul style="list-style-type: none"> • Purpose of audience
Functions	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • symbolism

Assessment

The following table provides examples of opportunities in this module for gathering evidence and making judgments about student demonstrations of The Arts core learning outcomes and discretionary learning outcomes. The table is neither exhaustive nor mandatory. Assessment opportunities should be negotiated with students to maximise their demonstrations of these outcomes in a variety of ways. Reflect with students on evidence gathered to make judgments about their demonstrations.

Outcomes	Gathering evidence	Making judgments
<p>DR 4.1 Students select dramatic elements and conventions to collaboratively shape improvisations and role-plays</p>	<p>Students may:</p> <ul style="list-style-type: none"> • participate in improvisations and role-plays • develop character profiles and plot outlines • use self assessment <p>The teacher may use:</p> <ul style="list-style-type: none"> • observation • student-teacher consultation <p>recorded in:</p> <ul style="list-style-type: none"> • checklists • student's folio <ul style="list-style-type: none"> ○ criteria sheet 	<p>Do students:</p> <ul style="list-style-type: none"> • Contribute to improvisations when in role? • Respond appropriately to others during improvisations? • Change the mood of an improvisation or role-play by introducing new information? • Enhance the mood by applying language? • Select and use specific objects, props or costumes as symbols to focus the action? • Play a range of roles that represent a differing focus on the issue? • Select and sequence moments of drama with the conscious purpose of informing an audience about an idea, issue or event?
<p>DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences</p>	<p>Students may:</p> <ul style="list-style-type: none"> • participate in rehearsal and presentation of the prepared scenario • use peer assessment <p>The teacher may use:</p> <ul style="list-style-type: none"> • focused analysis <p>recorded in:</p> <ul style="list-style-type: none"> • group discussion • student's folio <ul style="list-style-type: none"> ○ photographs/video 	<p>Do students:</p> <ul style="list-style-type: none"> • Collaborate and rehearse cooperatively in groups to refine sections of drama? • Use vocal variety when in character by changing pitch, pace, pause and volume for emphasis and effect? • Add movement qualities to stance, walk and gesture to enhance and convey characterisation? • Maintain role conveying the distinct physical and vocal traits of the character? • Show awareness of audience position when presenting drama? • Show awareness of audience's response to the performance – for example, by waiting for laughter to die down before continuing with lines? • Speak lines smoothly and from memory? • Interpret and present scenario/script as per role descriptions devised by students from the pretext?

<p>DR 4.3 Students make supported critical judgements about the application of dramatic elements and conventions in the context of their own work and that of others</p>	<p>Students may:</p> <ul style="list-style-type: none"> • make supported judgements about their own work and others' work • use peer and self assessment <p>The teacher may use:</p> <ul style="list-style-type: none"> • observation • student – teacher consultation <p>recorded in:</p> <ul style="list-style-type: none"> • student's folios • feedback sheets • anecdotal notes • checklists 	<p>Do students accurately use learned drama terminology as they:</p> <ul style="list-style-type: none"> • Describe and evaluate their own learning in and through drama? • Identify and describe drama conventions in their own and other's drama work, supporting judgements with evidence? • Identify key sections where conventions were applied? • Provide advice to self and others about ways to improve drama conventions and elements? • Show empathy and respect when reporting on other's performances?
<p>DDR 4.5 Students use classroom materials to create props and sets that compliment their dramatic work</p>	<p>Students may:</p> <ul style="list-style-type: none"> • use materials to create set design and props for their scenario <p>The teacher may use:</p> <ul style="list-style-type: none"> • observation • student – teacher consultation <p>recorded in:</p> <ul style="list-style-type: none"> • anecdotal notes • student's folio <ul style="list-style-type: none"> ○ photographic records 	<p>Do students:</p> <ul style="list-style-type: none"> • Select appropriate materials for scenario? • Select props for appropriate usage? • Create props with effective colour, texture, size and shape? • Effectively use props within designated space? • Create a set design that reflects the scenario? • Use props and set designs to suitably create the mood for the scenario?
<p>DR 3.1 Students negotiate, in and out of role, a range of situations and narratives.</p>	<p>Students may:</p> <ul style="list-style-type: none"> • Support, listen to ideas. • Encourage group members • Decisions about roles and relation with scene. <p>The teacher may use:</p> <ul style="list-style-type: none"> • observation <p>recorded in:</p> <ul style="list-style-type: none"> • checklists 	<p>Do students:</p> <ul style="list-style-type: none"> • Develop their own roles by creating role descriptions in written, verbal or visual forms which they will then use as the basis for role-plays or storytelling? • Make individual and group decisions about the dramatic situation or narrative?

<p>DR 3.2 Students rehearse and present dramatic action for a specific purpose.</p>	<p>Students may:</p> <ul style="list-style-type: none"> • develop group skills such as cooperation, toleration, negotiation, problem solving, decision making, arriving at consensus, compromising, planning, reworking, seeing a task through to completion <p>The teacher may use:</p> <ul style="list-style-type: none"> • observation <p>recorded in:</p> <ul style="list-style-type: none"> • checklists • student's folio <ul style="list-style-type: none"> ○ photographs 	<p>Do students:</p> <ul style="list-style-type: none"> • Show awareness of performance by adapting performance to suit the space? • Apply movement to suit the role? • Memorise lines? • Speak audibly with clarity? • Sustain concentration?
<p>DR 3.3 Students discuss and interpret the learning's and understandings developed through drama experiences.</p>	<p>Students may:</p> <ul style="list-style-type: none"> • Design and make objects. • Present and display art <p>The teacher may use:</p> <ul style="list-style-type: none"> • observation <p>recorded in:</p> <ul style="list-style-type: none"> • checklists • student's folio 	<p>Do students:</p> <ul style="list-style-type: none"> • Complete peer- and self-assessment tasks? • Describe and explain feelings in and about drama? • discuss personal progress in drama
<p>VA 4.1 Students deconstruct and reconstruct images and objects to manipulate meaning through explorations of elements and additional concepts</p>	<p>Students may:</p> <ul style="list-style-type: none"> • Make and design objects to create meaning. • Explore elements of medieval culture including symbolism. <p>The teacher may use:</p> <ul style="list-style-type: none"> • observation • student written descriptions <p>recorded in:</p> <ul style="list-style-type: none"> • student's folios • feedback sheets • anecdotal notes • checklists 	<p>Do students accurately use learned drama terminology as they:</p> <ul style="list-style-type: none"> • Apply actual and invented textures with paint, sand, glue and so on and transfer these onto three-dimensional shapes? • Combine and compose elements and concepts with the intention of creating harmonious compositions? • Deconstruct an artwork by analysing its meaning. What is the artwork about? What would happen if you changed (the propositions)? Does it change the meaning? Reconstruct the artwork by manipulating the intention, colours and textures to communicate new meaning? • Demonstrate control of applicators and skills when manipulating materials and processes with purposeful intent?

<p>VA 4.2 Students make and display images and objects, considering purposes and audiences.</p>	<p>Students may:</p> <ul style="list-style-type: none"> • Explore and make meaning with art work. • Investigate materials in which to construct art. <p>The teacher may use:</p> <ul style="list-style-type: none"> • observation <p>recorded in:</p> <ul style="list-style-type: none"> • student's folio <ul style="list-style-type: none"> ○ photographic records 	<p>Do students:</p> <ul style="list-style-type: none"> • Consider functions such as personal expression, substitution, narration, embellishment and symbolism when designing and making images and objects for particular display spaces or places? • identify and discuss with peers and teachers how meanings are conveyed in displays and exhibitions, considering: <ul style="list-style-type: none"> ○ the setting (environment) — informal, formal ○ audience — who is the viewer and what is the cultural context ○ marketing, media text ○ political climate ○ the artist's purpose or intent • Vary the visual settings in which made images and objects are placed to change the readings of the works?
<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>Students may:</p> <ul style="list-style-type: none"> • Research symbols according to culture and history. <p>The teacher may use:</p> <ul style="list-style-type: none"> • Observation • Written reflections <p>recorded in:</p> <ul style="list-style-type: none"> • student's folio 	<p>Do students:</p> <ul style="list-style-type: none"> • communicate ideas about images and objects that have been created in the classroom, viewed in texts or seen in community or public gallery/museum contexts by: <ul style="list-style-type: none"> ○ Identifying, describing, comparing and analysing the forms, materials and processes used e.g. this painting is abstract. It doesn't look like anything but it has lots of interesting colours and 'unreal' textures. This painting is more 'real' — you can see people but not their faces. Both of the paintings look like they have been painted with watercolours? ○ Using language appropriately to analyse made and everyday images and objects e.g. the proportions of the person in that picture are all wrong. When we drew people we looked closely at how they looked. Maybe this artist made the legs really long for a reason?
<p>DVA 4.4 Students collaboratively make and display images and objects for a community event with artists/designers/craftspeople.</p>	<p>Students may:</p> <ul style="list-style-type: none"> • Design and make objects. • Present and display art <p>The teacher may use:</p> <ul style="list-style-type: none"> • observation <p>recorded in:</p> <ul style="list-style-type: none"> • checklists • student's folio <ul style="list-style-type: none"> ○ photographs 	<p>Do students:</p> <ul style="list-style-type: none"> • Select and use specific objects, props or costumes as symbols to focus the action? • Present art in an appropriate format? • Make age appropriate objects that express symbols, culture and history of art piece? • Engage school community in visual representation of medieval culture?

<p>VA 3.2 Students make and display images and objects understanding the functions of informal and formal display</p>	<p>Students may:</p> <ul style="list-style-type: none"> Decide which art work should be displayed in fayre. <p>The teacher may use:</p> <ul style="list-style-type: none"> observation <p>recorded in:</p> <ul style="list-style-type: none"> checklists student's folio <ul style="list-style-type: none"> photographs 	<p>Do students:</p> <ul style="list-style-type: none"> Consider the display space before they make their images or objects? Select appropriate colours for informal audiences? Consider the audience when formally displaying their work?
<p>VA 3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts.</p>	<p>Students may:</p> <ul style="list-style-type: none"> Compare designs and symbolisms with peers. Discuss their art with the group. <p>The teacher may use:</p> <ul style="list-style-type: none"> observation <p>recorded in:</p> <ul style="list-style-type: none"> checklists student's folio <ul style="list-style-type: none"> photographs 	<p>Do students:</p> <ul style="list-style-type: none"> Identify, describe and compare the forms materials, processes and ideas of their own and others' images and objects? Compare the visual art and design elements and concepts seen and identify how they have been used?
<p>MU 4.1 Students aurally and visually analyse and respond to level 4 content in music they hear and perform.</p>	<p>Students may:</p> <ul style="list-style-type: none"> participate in aurally responding to medieval music <p>The teacher may use:</p> <ul style="list-style-type: none"> observation student-teacher consultation <p>recorded in:</p> <ul style="list-style-type: none"> checklists student's folio <ul style="list-style-type: none"> criteria sheet 	<p>Do students:</p> <ul style="list-style-type: none"> Contribute to improvisations when in role? Respond appropriately to others during improvisations? Change the mood of an improvisation or role-play by introducing new information? Enhance the mood by applying language? Select and use specific objects, props or costumes as symbols to focus the action? Play a range of roles that represent a differing focus on the issue? Select and sequence moments of drama with the conscious purpose of informing an audience about an idea, issue or event?

<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>Students may:</p> <ul style="list-style-type: none"> participate in rehearsal and presentation of the prepared scenario use peer assessment <p>The teacher may use:</p> <ul style="list-style-type: none"> focused analysis <p>recorded in:</p> <ul style="list-style-type: none"> group discussion student's folio <ul style="list-style-type: none"> photographs/video 	<p>Do students:</p> <ul style="list-style-type: none"> Collaborate and rehearse cooperatively in groups to refine sections of drama? Use vocal variety when in character by changing pitch, pace, pause and volume for emphasis and effect? Add movement qualities to stance, walk and gesture to enhance and convey characterisation? Maintain role conveying the distinct physical and vocal traits of the character? Show awareness of audience position when presenting drama? Show awareness of audience's response to the performance – for example, by waiting for laughter to die down before continuing with lines? Speak lines smoothly and from memory? Interpret and present scenario/script as per role descriptions devised by students from the pretext?
<p>MU 3.1 Students aurally and visually recognise and respond to level 3 core content in music they hear and perform</p>	<p>Students may:</p> <ul style="list-style-type: none"> Improvise melodies in ABA form. <p>The teacher may use:</p> <ul style="list-style-type: none"> observation <p>recorded in:</p> <ul style="list-style-type: none"> checklists student's folio 	<p>Do students:</p> <ul style="list-style-type: none"> Perform the improvised melody to a steady beat? Improvise music that has a melodic shape and that use the notes of the extended do pentatonic scale effectively Improvise music that incorporates the target rhythms appropriately? Improvise melodies that can be sung or played and that work well? Perform the task fluently
<p>MU 3.2 Students sing and play 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>Students may:</p> <ul style="list-style-type: none"> Play three part canon in rondo form. <p>The teacher may use:</p> <ul style="list-style-type: none"> observation <p>recorded in:</p> <ul style="list-style-type: none"> checklists 	<p>Do students:</p> <ul style="list-style-type: none"> Sing or play in tune and in correct time? Perform the music accurately? Maintain their parts? Show sensitivity to the style of the song, using appropriate expressive elements?

Background information

The medieval fayre is a gathering of people for trade, entertainment and amusement. After a victorious battle the King or Queen would announce a special fayre to celebrate the victory, and neighbouring villages would be invited. Medieval culture relied on the defensive strength and support of the castles that ensured the central point of a kingdom. Towns often built nearby castles to provide peasants with opportunities to trade at markets as a source of income.

The food, dress, music, art and employment of medieval culture were found in its most basic forms, where subjects often ate from stale bread and built houses that provided no warmth or hygiene. Knights were privileged to have an intensive training since infancy and fought for their lord; their shield often reflected the family crest in the colour of their kingdom. Court jesters were the form of entertainment for the King or Queen. Court jesters juggled, told jokes and many were also musicians and acrobats. Medieval culture was characterised by symbolic shields, armour, flags and an array of colour. Females were dressed in frocks with head pieces and fine clothing, while the men wore heavy clothing, often characterised by weaponry and armour.

Terminology

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

Subjects	Fiddler	Archers	Medieval
Trenches	Cantor	Crofter	Guild
Chewets	blacksmith	Mummer	Chivalry
Knight	Jester	ironmonger	Peasants
Minstrels	Journeyman	nobility	Siege
Squire	minstrel	middle ages	Feudalism

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Education Queensland policies on health and safety considerations for Drama may be found at www.education.qld.gov.au/corporate/doem/sindex/d-ind.htm.

For policies and guidelines for the Catholic sector, refer to the Queensland Catholic Education Commission website at www.qcec.qld.catholic.edu.au/www/index.cfm.

Equity considerations

This module provides opportunities for students to increase their understanding and appreciation of equity and diversity within a supportive environment. It includes activities that encourage students to:

- work individually and in groups
- being involved in a supportive environment
- value diversity of ability, opinion and experience
- value diversity of language and cultural beliefs
- support one another's efforts
- Become empowered to represent their ideas and feelings through drama and kinaesthetic forms of expression.
- being able to express they way the feel and react to the pretext
- negotiate and accept change
- being able to participate in character

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Support materials and references

The following resources may be helpful additions to your professional library. Review material before using it with students.

Information relating to copyright issues can be found at the Australian Copyright Council's *Online Information Centre* at www.copyright.org.au/index.htm. Please note the licence conditions that apply to downloading and printing information sheets from this site.

Print

Teacher reference:

O'Toole, J. (2002). *Pretending to learn: a resources pack for teachers*. Frenchs Forest Longman/Pearson Education.

O'Toole, J. (2002). *Pretending to learn: helping children learn through drama*. FrenchsForest: Longman/Pearson Education.

Queensland School Curriculum Council. (2001a). *The Arts: Years one to ten syllabus*. Brisbane: Queensland School Curriculum Council.

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Outcomes:
DR 4.1

Students select dramatic elements and conventions to collaboratively shape improvisations and role-plays.

DR 4.2

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

MU 4.1

Students aurally and visually analyse and respond to level 4 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 3.2

Students sing and play varied repertoire of extended pentatonic music, individually and with others in unison and in up to three parts, including some repertoire from memory.

VA 4.1

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

Lesson	Phase	Activities	Assessment opportunities	Outcomes developing
1	Orientating	Drama <ul style="list-style-type: none"> Read picture book 'Robin Hood' Research life in the first half of the of the thirteenth century in Europe (food, dress, culture). Investigate work and employment of subjects or citizens. Create villages in the classroom by arranging desks. (Villages surrounded the nearby castle). (see teacher resource 1) Students to present vocations to class and role-play the job description. 'Freeze-frame' (see student resource 1). 	<ul style="list-style-type: none"> Observation Student journal entry 	DR 4.1 DR 4.2
2	Orientating	Visual Arts <ul style="list-style-type: none"> Brainstorm about designs on shields. Discuss various textures and materials found on shields. Investigate the purpose of shields. Illustrate a design. Explore symbols and decorations on crowns. Discuss materials used to make crowns. Draw draft design for crown Brainstorm about dragons Where would they be found and what would they look like? What would their skin feel like? Discuss where stain glass windows are found. Explore designs and symbolism contained in windows 	<ul style="list-style-type: none"> Observation Student-teacher consultation 	VA 4.1
3	Orientating	Music <ul style="list-style-type: none"> Singing in rounds (student resource 2). Discuss what a fiddler was and the instruments played. Explore medieval instruments. Make an instrument. 	<ul style="list-style-type: none"> Observation 	MU 4.1 MU 4.2 MU 3.2

Outcomes:
DR 4.1

Students select dramatic elements and conventions to collaboratively shape improvisations and role-plays.

DR 3.1

Students negotiate, in and out of role, a range of situations and narratives.

DR 4.2

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

MU 4.1

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

MU 3.1

Students aurally and visually recognise and respond to level 3 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.

VA 4.1

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

VA 4.2

Students make and display images and objects, considering purposes and audiences.

VA 3.2

Students make and display images and objects understanding the functions of informal and formal display

Lesson	Phase	Activities	Assessment opportunities	Outcomes developing
1	Orientating	Drama <ul style="list-style-type: none"> Improvisation games (see student resource 3) Definition of improvisation and its elements. Discuss aspects of improvisation (see student resource 4) Reflection of what they have learnt from improvisation 	<ul style="list-style-type: none"> Observation Student journal entry 	DR 4.1 DR 4.2 EPD 4.4 DR 3.1
2	Orientating	Visual Arts <ul style="list-style-type: none"> Provide examples of shields and discuss what symbols represent. Use cardboard and alfoil for shields. Explain that alfoil will reflect the heat. Use colours to explain shield. 	<ul style="list-style-type: none"> Observation 	VA 4.1 VA 4.2 MAT 3.1 VA 3.2
3	Enhancing	Music <ul style="list-style-type: none"> Discuss how sounds can be produced for a medieval dual. Listen to movies and the sound effects. Explore celebration music to be played at medieval fayre. Singing in rounds (see teacher resource). Use instruments made in previous lesson to make music at medieval fayre. Make noise of dragons in small groups. 	<ul style="list-style-type: none"> Observation 	MU 4.1 MU 4.2 DR 4.1 MU 3.1

Outcomes:
DR 4.2

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

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.

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 3.1

Students aurally and visually recognise and respond to level 3 core content in music they hear and perform

VA 4.1

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

VA 4.2

Students make and display images and objects, considering purposes and audiences.

VA 3.2

Students make and display images and objects understanding the functions of informal and formal display

DVA 4.4

Students collaboratively make and display images and objects for a community event with artists/designers/craftspeople.

Lesson	Phase	Activities	Assessment opportunities	Outcomes developing
1	Enhancing/ Synthesising	Drama <ul style="list-style-type: none"> Students view performance by zen zen zo (Actor training - "Breaking boundaries") Students model their physical theatre on the performance in a group dual involving the King or Queen, informer, audience and two combatants. Students use sound effects performed in music to enhance performance and shields made in visual arts. 	<ul style="list-style-type: none"> Observation Student journal entry Group script 	DR 4.1 DR 4.2 DR 3.1 DR 3.2
2	Enhancing	Visual Arts <ul style="list-style-type: none"> Discuss dragons and find pictures of dragons. Provide example of colour and its relationship with a dragons mood Investigate parts of a dragon, head, body, wings, neck, and feet. Create separate aspects of dragon using clay and paint. 	<ul style="list-style-type: none"> Observation Student-teacher consultation 	VA 4.1 VA 4.2 VA 3.2
3	Enhancing	Music <ul style="list-style-type: none"> Develop music and songs with the use of instruments and record for the medieval fayre. Create vocal harmonies and elect jesters that sing and dance at the fayre. 	<ul style="list-style-type: none"> Observation 	MU 4.2 MU 3.1

Outcomes:
DR 4.3

Students make supported critical judgements about the application of dramatic elements and conventions in the context of their own work and that of others

DR 3.3

Students discuss and interpret the learning's and understandings developed through drama experiences.

DDR 4.5

Students use classroom materials to create props and sets that compliment their dramatic work

VA 4.2

Students make and display images and objects, considering purposes and audiences.

VA 4.3

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

VA 3.3

Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts.

DVA 4.4

Students collaboratively make and display images and objects for a community event with artists/designers/craftspeople.

Lesson	Phase	Activities	Assessment opportunities	Outcomes developing
1	Synthesising/ Reflection	Drama <ul style="list-style-type: none"> Teacher in role asks groups to present their entertainment for the King/Queen. Students display features of what the group has worked on. Using art pieces where possible and sound effects. Review and reflect as a class, on the medieval experiences from student journal. 	<ul style="list-style-type: none"> Observation Teacher assessment (see teacher resource 2) Peer assessment (see student resource 5) 	DR 4.3 DDR 4.5 DR 3.3
2	Synthesising/ Reflection	Visual Arts <ul style="list-style-type: none"> Display what the students have made and compare and analyse the images and objects. In groups make a stain glass window incorporating all elements of the medieval unit, for display at the medieval fayre. Design the town flags to start subjects procession onto stage. 	<ul style="list-style-type: none"> Observation Student-teacher consultation Peer assessment 	VA 4.2 VA 4.3 DVA 4.4 VA 3.3
3	Synthesising/ Reflection	Music <ul style="list-style-type: none"> Construct sounds to compliment the art exhibition at the medieval fayre. Rehearse group songs to present at the beginning of the medieval fayre for the King or Queen. 	<ul style="list-style-type: none"> Observation 	MU 4.2

Medieval Occupations

Baliff

In charge of allotting jobs to the peasants, building repair, and repair of tools used by the peasants.

Barber

Someone who cut hair. Also served as dentists, surgeons and blood-letters.

Blacksmith

Forged and sharpened tools and weapons, beat out dents in armour, made hinges for doors, and window grills.

Herald

Knights assistant and an expert advisor on heraldry.

Knight

A professional soldier. This was achieved only after long and arduous training which began in infancy.

Marshal

Officer in charge of a household's horses, carts, wagons, and containers. His staff included farriers, grooms, carters, smiths and clerks. He also oversaw the transporting of goods.

Minstrels

Part of the castle staff that provided entertainment in the form of singing and playing musical instruments.

Steward

Took care of the estate and domestic administration. Supervised the household and events in the great hall.

Squire

Attained at the age of 14 while training as a knight. He would be assigned to a knight to carry and care for the weapons and horse.

Watchmen

An official at the castle, responsible for security.

Ring around the rosies

Ring around the rosies,

Pocket full of posies,

Ashes, ashes,

We all fall down.

The bird upon the steeple

Sits high above the people

ah-tishoo, ah-tishoo

We all fall down.

The cows are in the meadow

Lying fast asleep

ah-tishoo, ah-tishoo

We all get up again.

This rhyme was about one of the black plagues, where symptoms included circles around the eyes (ring around the rosies), and coughing up dried blood from the lungs, resembling ashes. The pocket full of posies was a medieval belief that posies held some curative measures against the plague, so carrying around that flower would keep you safe. Finally, the last line spells out the unavoidable ending to the story, of everyone falling down, dead.

Improvisation games

Improvisation games will be implemented throughout the unit and can act as effective warm up exercises.

Statue Game

This game is simple yet effective and is best used as a warm up exercise. The teacher selects 6-8 students to stand out in a line the front of the class. One student from the class is asked to pick a piece of paper from a hat with a scenario written on it. The scenario may be, for example, that you are the zoo keeper from the town zoo and you've just found out that the elephants have broken loose. The scenario is read out aloud and the students have to instantaneously position themselves in a pose to represent the initial reaction of the character.

Scenarios will be varied and can also involve pairs or groups. It can also be done as a whole group exercise. The emphasis of the exercise is on spontaneity.

Freeze and Justify

Performed best in groups of 8-10, the game begins with the group sitting in a circle around the acting space. Two people are chosen to enter the space and begin improvising a scene with dialogue (the scene may be selected from a hat or made up from scratch). After a short while, a designated student may shout "Freeze" and the two actors must freeze in their position.

The student who stops the scene taps one of the actors on the shoulder and replaces them in exactly the same position but this time initiating a new scene. The game continues until at least every person has had a turn of acting.

The Martha Game

This game works best in groups of 8 - 12. To begin, the group stands outside the designated performance area. One person enters the space and forms their body into a statue to represent an object. The student announces what they are, e.g. a house. Instantaneously, another student must step into the space and position themselves as something else related to the first object, e.g. a tree. Gradually the students create a picture, with each student having an opportunity to turn themselves into an object as part of the picture. This game should be taught to be played at a fast paced, where students have to improvise spontaneously.

Improvisation

Improvisation is movement that is created spontaneously, ranging from free-form to highly structured, but always with an element of chance. Improvisation provides the presenter/actor with the opportunity to bring together elements quickly and requires focus and concentration. It is instant and simultaneous choreography and performance.

Improvisation is the act of making something up as you go along. This term is usually used in the context of music, theatre and dance.

Do's:

1. Take cues from scene partner.
2. Be spontaneous.

Don't(s):

1. Ignore or deny scene partner.
2. Avoid asking questions (acting is doing, not telling).

Role-play

In role-playing, participants adopt characters, or parts, that have personalities, motivations, and backgrounds different from their own. Role-playing is like being in an improvisational drama or free-form theatre, in which the participants are the actors who are playing parts. To be apart of a role-play is to assume or act out a particular character or role.

Do's:

1. Choose the character traits you want to role-play before you create your character
2. Think about your character's personal history. Consider:
 - i. Which city did he or she come from?
 - ii. What was his or her family like?
 - iii. Does he or she have any likes or dislikes?
3. Know the gender of your character.
4. Keep your character's age in mind
 - i. Are they child-like?
 - ii. Are they an adolescent?
 - iii. Are they elderly?
5. Attempt to maintain consistency with character, especially in regards to dialect
6. Stay in character, however you feel uncomfortable don't be afraid to drop out of character
7. Use in-game items to role-play.

Don't(s):

1. Role-play your own personality; remember you are taking on the role of another character/object.
2. Feel obligated to play a character that is the same gender as you are.
3. Use abbreviations when role-playing.
4. Use role-playing as an outlet or excuse to use offensive or abusive behaviour
5. Inconvenience others for the sake of role-playing.
6. Don't shout.

Cooperative Learning Peer & Self Assessment Rubric

Name _____ Date: _____

Group Members: _____

Role in Play: _____

Rate both yourself and team members on a 4 point scale on the following items. For each item, select the score that fairly represents that person's efforts and contributions to the project.

	Seldom or Never Demonstrates 1	Sometimes Demonstrates 2	Frequently Demonstrates 3	Always Demonstrates 4	Score
Responsibilities					
<i>Fulfills Team Role & Duties</i>	Does not perform any duties of assigned team role	Performs some duties	Performs all duties	Performs all duties & helps others	
<i>Participates in Action Planning</i>	Does not participate in planning even after encouragement	Participates in planning after encouragement	Participates in planning without encouragement	Participates in planning & encourages others	
<i>Shares Responsibilities</i>	Does not fulfil responsibilities & relies on others to do their work	Fulfils some responsibilities	Fulfils responsibilities	Fulfils responsibilities & helps others	
Share Information					
<i>Upholds Team Action Plan</i>	Doesn't follow the team action plan	Follows the team action plan some of the time	Follows the team action plan	Follows the team action plan & helps others stay on track	
Interactions with Team-mates					
<i>Listens to Others</i>	Always talks & does not listen to other's ideas	Usually does most of the talking & listens to some team-mates ideas	Listens to other's ideas, but sometimes talks too much	Listens to others' ideas & speaks when appropriate	
<i>Cooperates with Others</i>	Does not cooperate & argues with team-mates	Cooperates sometimes & argues with some team-mates	Cooperates with team-mates & sometimes argues	Cooperates well with others & never argues	
<i>Respects Others' Opinions or Decisions</i>	Usually does not respect opinions or decisions of others & wants things his/her way	Usually sides with someone who has a similar opinion or decision as his/her own	Usually respects opinions of team-mates & supports their decisions	Respects opinions of team-mates & supports their decisions	
<i>Asks & Discusses Questions with Team Members</i>	Does not ask or discuss questions with team-mates	Asks questions to some team-mates	Asks & discusses questions with some team-mates	Asks & discusses questions with all team-mates	

Comments: _____

Total Score: _____

Organising a drama classroom

For a drama lesson to be a positive experience for all, consideration needs to be given to the space where the lesson is to take place, as well as the way the lesson is conducted.

- Clear the space of any desks, chairs and other moveable objects, so that all students are able to move freely, on their own or in small groups in the space, without bumping into others or objects.
- When using a compact disc or tape player, it is important that it is on a table or shelf out of the way of the movement that is taking place. Be aware of the volume of the accompanying music, so that the music is designed for calming reasons. If the music is too loud students will not be able to hear teacher instructions, there will be risk of voice strain, and nearby classes will be interrupted as well as students may not be able to relax.
- The duration of a drama lesson should run approximately 45 minutes. This time does not include set-up and pack-up time.
- It is beneficial to revisit important facts or activities from previous lessons, so that students build their dramatic vocabulary and understanding.
- When props or costumes are being used, make sure it is a tidy sense to eliminate risk.

Safety considerations

Students should:

- When doing a calming activity for the start of a lesson, student should be aware of the other students' space while lying down.
- Not make physical contact with other students unless specifically needed
- Be aware of the objects around the room that may need to be avoided — for example, the edges of desks, chairs, windows or doorways.

Group considerations

Students should:

- Be considerate of other peer's opinions
- Students should listen to the teachers instructions
- Students should listen and value all peers advice
- Everyone in a group should have a voice and be heard
- All group members should work together, there is no 'I' in team

Teacher Checklist

Student Name: _____

Date: _____

	Seldom or Never Demonstrates 1	Sometimes Demonstrates 2	Frequently Demonstrates 3	Always Demonstrates 4	Comments
Responsibilities					
<i>Fulfils Team Role & Duties</i>	Does not perform any duties of assigned team role	Performs some duties	Performs all duties	Performs all duties & helps others	
<i>Participates in Action Planning</i>	Does not participate in planning even after encouragement	Participates in planning after encouragement	Participates in planning without encouragement	Participates in planning & encourages others	
<i>Shares Responsibilities</i>	Does not fulfil responsibilities & relies on others to do their work	Fulfils some responsibilities	Fulfils responsibilities	Fulfils responsibilities & helps others	
Share Information					
<i>Upholds Team Action Plan</i>	Doesn't follow the team action plan	Follows the team action plan some of the time	Follows the team action plan	Follows the team action plan & helps others stay on track	
Interactions with Team-mates					
<i>Listens to Others</i>	Always talks & does not listen to other's ideas	Usually does most of the talking & listens to some team-mates ideas	Listens to other's ideas, but sometimes talks too much	Listens to others' ideas & speaks when appropriate	
<i>Cooperates with Others</i>	Does not cooperate & argues with team-mates	Cooperates sometimes & argues with some team-mates	Cooperates with team-mates & sometimes argues	Cooperates well with others & never argues	
<i>Respects Others' Opinions or Decisions</i>	Usually does not respect opinions or decisions of others & wants things his/her way	Usually sides with someone who has a similar opinion or decision as his/her own	Usually respects opinions of team-mates & supports their decisions	Respects opinions of team-mates & supports their decisions	
<i>Asks & Discusses Questions with Team Members</i>	Does not ask or discuss questions with team-mates	Asks questions to some team-mates	Asks & discusses questions with some team-mates	Asks & discusses questions with all team-mates	

Further comments / Areas in Need of Improvement:

Arts - Dance

Possible activities:

- Incorporate and choreograph a dance for the beginning of the fayre in association with the introduction song to the King or Queen.

English Lessons

Possible activities:

- Write a journal article or diary entry regarding the scenario in which they have performed.
- Construct a piece of writing, in any genre, reflecting various events that have occurred with the scenarios.

H.P.E Lessons

Possible activities:

- Introduce medieval games fast finishers.

Mathematics Lessons

Possible activities:

- Explore measurement, space, location, direction and movement corresponding to the rooms inside a castle.

Technology Lessons

Possible activities:

- Introduce the exploration of material properties, investigating knights armour

Religion Lessons

Possible activities:

- Discuss beliefs of medieval subjects and explore medieval churches or chapels.
- Investigate traditional dress of priests or chaplains.

Arts - Dance Lessons

Possible activities:

- Examine ways that medieval people sustained the environment and ensured people were provided with food.
- Discuss changing attitudes in people from the present time to medieval society.