

DRAMA, VISUAL ARTS and MUSIC

UNIT PLAN

‘MEDIEVAL MARCH’

Unit Outline

Unit Title	Time Allocation	Year Level
Medieval March	4 weeks	3/4

Rational

The purpose of this unit is to take the students in levels 3 and 4, on a medieval journey during the periods of 476 AD to 1400 D. This unit is based on 3 of the Arts areas and will allow students to develop essential personal and academic skills. This unit will take place over a 4-week period that covers one, 1.5-hour lesson, from each of the 3 Arts areas every week. Students are asked to prepare assessments and presentations throughout the unit to perform and display at the Medieval March, which is to take place at the school concluding the unit. This unit will be used as a basis for the student's exploration into medieval times, and the preparation for the schools Medieval March.

Overview

This module will allow students to demonstrate what they know and what they can do with what they know through the elements of drama, music and visual arts. Learning and assessment will be based on forming, presenting and responding in drama; aurally and visually identifying and responding to music, singing and playing and reading and writing in music. The unit will also tie into other curricular areas including English, History, Science, Social Studies, Religious Education and Health and Physical Education. The major purpose for this unit is to allow the students to demonstrate and gain personal, social, creative and academic skills that are essential to everyday life.

ROLES FOR LIFELONG LEARNERS	MAIN TASK
<p>Community contributor: who contributes towards a school and social event.</p> <p>Quality producer: who works effectively in a group to construct and perform a short drama performance in a medieval setting.</p> <p>Leader and collaborator: who works efficiently and effectively in group tasks and discussions.</p> <p>Active investigator: who investigates ideas and issues that concerned medieval society.</p> <p>Designer and creator: who can create a family crest that is symbolic and meaningful.</p> <p>Effective communicator: who can communicate understanding of musical, artistic and dramatically elements.</p> <p>Reflective, self-directed learner: who can evaluate individual and peer performances.</p>	<p>This unit is a preparation for the Medieval March, a parade that the school community is asked to celebrate the medieval era. The Medieval March is a whole school, staff and family event that will display work, assessments and a range of skills from students of all levels. Students are required to present assessment pieces including musical performances, art displays, cooking, written work and folk singing that they have prepared over the 4 weeks of this unit. Students, staff and family are asked to dress up and join in on the celebrations for the Medieval March that will take place on the school grounds at the end of this unit.</p> <p>Students in levels 3 and 4 will cover 3 of the Arts areas within this unit. The assessments include individual, group and whole class activities, in which some are to be performed and displayed on the day of the Medieval March. Assessment pieces include a short drama performance, presentation of works created in visual art, and a class performance of a Gregorian chant. This unit will enable students to use their creativity to express understanding and help celebrate the highs and lows of the medieval period.</p>

CRITEREA FOR SIGNIFICANT DEMONSTRATION

Community contributor: Who contributes towards a school and social event.	Demo	Comments
DMU 3.4. Students collaboratively plan and prepare a formal performance of repertoire incorporating Level 3 concepts and elements. VA 4.2. Students make and display images and objects, considering purposes and audiences. MU 4.2. Students sing and play, individually and with others, in unison and in up to four parts, including some repertoire from memory.		
Designer and creator: Who can create a family crest that is symbolic and meaningful.		
VA 3.1. Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings. VA 4.2. Students make and display images and objects, considering purposes and audiences.		
Quality producer: Who works effectively in a group to construct and perform a short drama performance in a medieval setting.		
CR 4.3. When writing and shaping, students: choose aspects of subject matter, attributes, processes and visual resources to construct representations of people, places, events and things in ways that appeal to certain groups. DDR 4.5. Students use classroom materials to create props and sets that complement dramatic work.		

MEDIEVAL MARCH: Unit Outline for Levels 3 and 4

WEEK 1

Key Learning Area	Task	Outcomes	Areas for Assessment
Music	1. Introduction to medieval music. 2. Looking at the intervention of harmony. 3. Gregorian chant using nursery rhymes. 4. Look at Pope Gregory and the origin of the Gregorian chant. 5. Assessment explanation.	DMU 4.5. Students reflect on and communicate their ideas and responses to music using appropriate musical vocabulary. MU 4.2. Students sing and play, individually and with others, in unison and in up to four parts, including some repertoire from memory.	- A general collection of anecdotal notes on group participation and effort.
Visual Arts	1. Medieval architecture from 476 AD to 1400 D. 2. Approaches to art and analyzing a piece of artwork. 3. Nuns, monks and monasteries work sheet.	VA. 3.3. Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts. VA 4.1. Students deconstruct and reconstruct images and objects to manipulate meaning through explorations of elements and additional concepts. CU. 4.2. When reading and viewing, students: infer meanings that are not directly stated from familiar and unfamiliar subject matter and identify relevant information and draw on conclusions.	- General marking artwork analysis for structure, content and understanding. - General collecting of worksheet for marking of comprehension and understanding.

<p>Drama</p>	<p>Orientation Phase:</p> <ol style="list-style-type: none"> 1. Introduction to drama. The talk chair and what are they going to do in drama. 2. Tap and talk activity. 3. Create a medieval story. 4. Introduction to 3 forms of drama. 5. Conclude by de-rolling students using the talk chair. 	<p>DR 3.2. Students rehearse and present dramatic action for a specific purpose.</p> <p>DR 3.3. Students discuss and interpret the learning's and understandings developed through drama experiences.</p>	<p>- Formative evaluations of group displays and the forming of different elements of drama.</p>
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WEEK 2

Key Learning Area	Task	Outcomes	Areas for Assessment
Music	1. Polyphony. 2. Gregorian chant writing. 3. Practising the Gregorian chant.	DMU 3.4. Students collaboratively plan and prepare a formal performance of repertoire incorporating Level 3 concepts and elements. CR 4.1. When speaking, students: construct representations, taking account of the likely characteristics of target audience. OP 3.3. When writing and shaping, students: organise and link ideas using generic structure, layout and text connectives, and conjunctions and referring words.	- Observational notes for contribution to the class Gregorian chant.

Visual Arts	<ol style="list-style-type: none"> 1. Introduce and discuss family crests. 2. Start assessment piece. 	<p>TP 3.2. Students collaboratively generate design ideas and communicate these using presentations, models and technical terms.</p> <p>VA 3.1. Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings.</p> <p>VA 4.2. Students make and display images and objects, considering purposes and audiences.</p>	<p>- Major assessment piece part A: marking of use of materials, incorporating symbols and objects, and use of colours to identify meaning to a family crest.</p>
Drama	<p>Enhancing Phase:</p> <ol style="list-style-type: none"> 1. Explain drama assessment. 2. Discuss the essential elements of drama. 3. Discuss medieval characters. 4. Explain medieval market task and ask students to bring in materials that they have been asked to collect, to create it. 	<p>CR 4.3. When writing and shaping, students: choose aspects of subject matter, attributes, processes and visual resources to construct representations of people, places, events and things in ways that appeal to certain groups.</p> <p>DR 3.2. Students negotiate, in and out of role, a range of situations and narratives.</p>	<p>- Major assessment piece: using the play the students have written in their groups, create a short performance.</p> <p>- Observational notes on group participation and understanding of medieval society.</p>

WEEK 3

Key Learning Area	Task	Outcomes	Areas for Assessment
Music	<ol style="list-style-type: none"> 1. Check homework. 2. Medieval instruments. 3. Guessing game with medieval instruments. 4. Notation reading and playing. 5. Assessment practice. 6. Notation find-a-word. 	<p>DMU 3.5 and DMU 4.5. Students reflect on and communicate their ideas and responses to music using appropriate musical vocabulary.</p> <p>MU 4.1. Students aurally and visually analyze and respond to level 4-core content in music they hear and perform.</p> <p>DMU 3.4. Students collaboratively plan and prepare a formal performance of repertoire incorporating Level 3 concepts and elements.</p>	<ul style="list-style-type: none"> - General collection or discussion of homework task for next lesson. - Check list based on individual student's ability to read and play a short piece of music, at level 3/4. - Formative notes on class and individual progress with the class Gregorian chant.
Visual Arts	<ol style="list-style-type: none"> 1. Complete family crest. 2. Shield and flag making. 	<p>TP 3.3. Students cooperatively develop and follow production procedures to make products that reflect their design ideas.</p> <p>VA 4.2. Students make and display images and objects, considering purposes and audiences.</p>	<ul style="list-style-type: none"> - Major assessment piece part B: create a flag or shield that the family crest is to be painted onto. - Anecdotal notes on student's ability to represent a medieval structure using clay.

<p>Drama</p>	<p>Synthesizing Phase:</p> <ol style="list-style-type: none"> 1. Tap and talk. 2. Create the medieval market. 3. Play a game with the medieval characters. 4. De-role the students and reflect on the experience. 	<p>VA 4.2. Students make and display images and objects, considering purposes and audiences.</p> <p>DA 3.1. Students modify intended meanings of movement sequences using dance components.</p> <p>DDR 4.5. Students use classroom materials to create props and sets that complement dramatic work.</p>	<p>- Formative evaluation of whole class participation, representation and use of materials, in order to create a setting for a drama performance.</p>
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WEEK 4

Key Learning Area	Task	Outcomes	Areas for Assessment
Music	<ol style="list-style-type: none"> 1. Repeat rhythm activity. 2. Rhythm circle game. 3. Soundscape. 4. Assessment practice. 	<p>DDA and MU 4. Students in groups create body percussion sequences using known rhythmic patterns.</p> <p>DDA 4.4 Students create and perform sequences that could be part of an arts festival in collaboration with dance artists, visual artists, dramatists and musicians.</p> <p>DMU 3.4. Students collaboratively plan and prepare a formal performance of repertoire incorporating Level 3 concepts and elements.</p>	<p>- Non-referenced assessment based on individual student's ability to use various parts of their brains including using fine motor and visual skills.</p>
Visual Arts	<ol style="list-style-type: none"> 1. Finish flag/shield. 2. Transfer family crest onto flag/shield. 3. Collect assessment. 4. Painting perspective activity. 	<p>DVA 4.4. Students collaboratively make and display images and objects for a community event with artists/designers/crafts people.</p> <p>VA 3.1. Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings.</p>	<p>Major assessment piece pat B: students draw their family crests onto their flag or shield.</p>

Visual Arts continued		VA 4.1. Students deconstruct and reconstruct images and objects to manipulate meaning through explorations of elements and additional concepts.	
Drama	<p>Reflection Phase:</p> <ol style="list-style-type: none"> 1. Warm up with a game of clusters. 2. Performances. 3. Peer and self-reflection/evaluation. 	<p>DR 3.2. Students rehearse and present dramatic action for a specific purpose.</p> <p>DR 4.2. Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences.</p>	<p>- Major assessment piece: presentation of each groups short play. Assessment marked on use of space, use of dramatic elements, presentation of the play, use of costumes and props, appropriateness of script writing, characterisation and overall individual and group presentation.</p> <p>- Peer and self-evaluations</p>

ACKNOWLEDGEMENTS

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Department of Education, Queensland. (1993). *Drama makes meaning: teacher's handbook*.
Brisbane, Australia: Studies Directorate (Visual and Performing Arts), Department of Education, Queensland.

Kiem, P. (2000). *Ancient, Medieval and Early Modern Societies: Studies in History 1*. Melbourne, Australia: Longman.

Queensland Schools Curriculum Council. (2002). *The Arts: Years 1 to 10 Syllabus*.
Brisbane, Australia: The State of Queensland (The Office of the Queensland School Curriculum Council).

Websites:

Aussie songs for kids: http://www.gigglepotz.com/f_songs5.htm

Painting in the middle ages: <http://www.mos.org/sln/Leonardo/PaintingBeforetheRen.html>

Short stories: <http://www.eastoftheweb.com/short-stories/UBooks/HighLift.shtml>

Notation word challenge: <http://www.teachingideas.co.uk/music/files/notationwordsearch.doc>

Medieval lutes: <http://www.jubilatores.com/lute.html>

APPENDIX

- Criteria sheet for music major assessment: Gregorian chant
- Check list of understanding of musical concepts level 3/4
- Criteria sheet for drama major assessment: short drama performance
- Criteria sheet for visual arts major assessment part A: family crest
- Criteria sheet for visual arts major assessment part B: shield or flag
- Lesson plans for drama weeks 1 to 4
- Lesson plans for music weeks 1 to 4
- Lesson plans for Visual arts weeks 1 to 4

MUSIC ASSESSMENT CRITERIA SHEET: Class Gregorian chant

Outcomes that are being assessed: DMU 3.4 and MU 4.2

Students name:		Date:	
	3	2	1
Assessment preparation.	The student effectively contributed to the writing and preparation of the assessment piece with enthusiasm.	The students showed some contribution to the assessment piece, offering some ideas and input.	The students showed little or no contribution to the assessment piece, adding little or no ideas or input.
Understanding and apply.	The student showed a great depth of understanding in the purpose of the performance, and applied appropriate musical elements and knowledge to the task.	The student showed some depth of understanding in the purpose of the performance, and applied some musical elements and knowledge to the task.	The student showed little or no depth of understanding in the purpose of the performance, and applied little or no elements or knowledge to the task.
Performance as a whole class.	The class performed a well-structured and effective song that showed enthusiasm and pride in their work.	The class performed a song with some structure and effectiveness, and showed some enthusiasm and pride in their work.	The class performed a song with little or no structure or effectiveness, and showed little or no enthusiasm or pride in their work.
Performance as an individual.	The student showed enthusiasm and confidence, and took pride in the performance.	The student showed some enthusiasm and confidence, and took some pride in the performance.	The students showed little or no enthusiasm or confidence, and took little or no pride in the performance.

General comments:

Teachers Signature

Date: _____

Mark: /12

DRAMA ASSESSMENT CRITERIA SHEET: Short drama performance

Outcomes that are being assessed: DR 3.2 and DR 4.2

STUDENTS NAME:		DATE:			
	5	4	3	2	1
Group participation.	Group participation was extremely evident.	Group participation was very evident	Group participation was somewhat evident.	Group participation was hardly evident.	There was no evidence/lack of evidence of group participation.
Drama form.	The form of drama chosen was extremely appropriate and conveyed an in-depth message/understanding of medieval life.	The form of drama chosen was very appropriate and conveyed a message/understanding of medieval life.	The form of drama chosen was appropriate and conveyed some message/understanding of medieval life.	The form of drama chosen was not very appropriate and conveyed very little understanding of medieval life.	The form of drama chosen was inappropriate to the task and conveyed no understanding of medieval life.
Costumes and props.	Costumes and props were used very effectively and incorporated accordingly in the performance.	Costumes and props were used effectively and incorporated usefully in the performance.	Some costumes and props were used in the performance.	Costumes and props were used very little in the performance.	No costumes or props were used in the performance.
Characterisation.	Characterisation was presented with in-depth meaning and understanding.	Characterisation was presented with evidence of meaning and understanding.	Characterisation was presented with some evidence of meaning and understanding.	Characterisation was presented with very little evidence of meaning or understanding.	Characterisation was not presented with meaning or understanding.
Script writing.	The script was very effective and original, and was very appropriate for the task and audience.	The script was effective and original, and was appropriate for the task and audience.	The script was somewhat effective and showed some original ideas that were appropriate for the task and audience.	The script showed little effectiveness or original ideas and was not very appropriate for the task or audience.	The script showed no effectiveness or original ideas and was not appropriate for the task or audience.
Use of background setting.	The background setting was used very effectively in a functional way.	The background setting was used effectively.	Some use of background setting.	Little use of background setting.	No use of background setting.

General comments:

Date: _____

Mark: /30

Teachers Signature

VISUAL ARTS ASSESSMENT CRITERIA SHEET: Part A (Family Crest)

Outcomes that are being assessed: VA 3.1 and VA 4.2

STUDENTS NAME:		DATE:			
	5	4	3	2	1
Use of symbols, colours, animals to create meaning.	The student used a range of colours, and objects to symbolize and create an in-depth meaning of their own family background.	The student used colours and objects to symbolize and create meaning of their own family background.	The student used some colours and objects to symbolize and create meaning of their own family background.	The students used little colours or objects to symbolize or create meaning of their own family background.	The student used no colours or objects to symbolize or create meaning of their own family background.
Originality and design.	The student used original ideas to create a well thought out and effective design.	The student used original ideas to create some structure and effectiveness in design.	The student used some original ideas to create a somewhat structured and effective design.	The student used little originality to create little structure or effectiveness in design.	The student used no originality and displayed no structure or effectiveness in design.
Explanation of meaning.	The student explained an in-depth meaning intended by the symbols and colours that they used.	The student explained in detail the meaning intended by the symbols and colours that they used.	The student explained some of the meanings intended by the symbols and colours that they used.	The student explained little of the meanings intended by the symbols or colours that they used.	The student showed no explanation of the meanings intended by any colour or symbols that they used.

General comments:

Date: _____

Mark: /15

Teachers Signature

VISUAL ARTS ASSESSMENT CRITERIA SHEET: Part B (Flag/Shield)

Outcomes that are being assessed: VA 3.1 and TP 3.3.

STUDENTS NAME:		DATE:			
	5	4	3	2	1
Follows directions.	The student followed directions accordingly to produce a well-planned product.	The student followed most directions to produce a planned product.	The student followed some directions to produce a product.	The student followed little directions to produce a product.	The student did not follow directions.
Uses originality.	The students incorporated their own effective and original ideas to the product.	The student incorporated original ideas to the product.	The student incorporated some originality to the product.	The student incorporated little originality to the product.	The student incorporated no originality to the product.
Creates meaning.	The student used a range of materials, colours and forms of art to create an in-depth meaning.	The student used materials, colours and forms of art to create meaning.	The student used some materials, colours and a form of art to create meaning.	The student used little materials, colours or any form of art to create meaning.	The student used no materials, colours, or any form of art to create meaning.
Use of materials.	The student displayed an effective use and variety of additional materials.	The student used additional materials to create an effective product.	The student used some additional materials to create effectiveness.	The student used little additional materials for effectiveness.	The student used no additional materials for effectiveness.
Transferring the crest to assessment piece Part B.	The student used an in-depth and effective means of transferring their crest onto another assessment piece.	The student used an effective means of transferring their crest onto another assessment piece.	The student used a somewhat effective means to transfer their crest onto another assessment piece.	The students used little or no care of transferring their crest onto another piece of assessment.	The student did not transfer their crest onto another piece of assessment.

General comments:

Teachers Signature

Date: _____

Mark: /20

LESSON: Drama- Orientation Phase
TIME: 1.5 hours

WEEK: 1
LEVEL: 3/4

LESSON OUTCOMES

DR 3.2 and DR 3.3.

LEARNING OBJECTIVES

At the end of this lesson students will have the opportunity to demonstrate their ability to:

1. Use their imagination and knowledge about the medieval period to contribute to a continuous improvisational story.
2. Explain 3 elements of drama and how they can be used.

RESOURCES

Talk chair (chair covered with a piece of material or something to symbolize its significance), drama books, props and costumes if students wish to make use of them (for their short performance task).

LESSON PROCEDURE

Motivation:

1. Introduction to drama.

Introduce the students to the 'Talk Chair'. This unit of drama involves students to act in role; therefore the talk chair will assist in setting the context and de-rolling at the end of each session. Explain that when the talk chair is sat in, it is time for discussion, clarification, reflection, etc. Students are encouraged to use the talk chair throughout the next few weeks, however its main purpose is to de-role the students.

Explain to the students what they will be doing in the next 4 weeks; they will be exploring the medieval period by being introduced to some of the elements of drama. This is a build up to their major assessment, which is a short group performance, using the script that they are writing in English, and using one of the elements to perform their play.

Procedure:

1. Tap and talk.

Ask the students to find their own space and lay on the floor with their eyes closed. Remind the students of the area of work that they have been studying, the medieval period. Take the students on a journey back to Medieval Europe, the setting is a market place, and here they will meet and become a diverse group of medieval society. Set the scene with what they may see and hear, and who may be there. Conduct a tap-and-talk, ask the students to describe an object, person or sound that they see/hear at the medieval market when you tap them. Bring the students back by asking them to get up slowly and sit in a circle.

2. Create a story.

In a circle discuss some of the characters and what the setting may be like. In the circle, create a story using the characters in that medieval market. The teacher starts the story and being added to by each student as it goes around the circle continues it.

3. Introducing 3 forms of drama.

Introduce the students to 3 forms of drama freeze frames, improvisation and mime. Demonstrate and explain each form. Ask the students to think about the story they just made up as it went around the circle, and the different events and characters that were featured. Ask students to break into groups of 4/5 and in that group their task is to present a short 2 minute presentation on a particular part of our created medieval story. This must be done through a freeze frame, mime or short improvisation.

Give the groups 10 minutes to discuss and negotiate their task. Recall the groups and form a small stage and audience. Have each group present their part of the story.

Conclusion:

1. De-role the students.

Conclude the lesson by sitting in the talk chair and de-rolling the students. Reflect on what the students have just learnt.

ASSESSMENT/EVALUATION

1. Ability for students to use their imagination and knowledge, about the medieval period, to contribute to a continuous improvisational story.

2. Ability for students to explain 3 elements of drama and how they can be used.

EARLY FINISHERS

Students can work in their English groups to continue writing their drama script for the assessment.

LESSON/ASSESSMENT NOTES

LESSON: - Enhancing Phase
TIME: 1.5 hours

WEEK: 2
LEVEL: 3/4

LESSON OUTCOMES

CR 4.3 and DR 3.2.

LEARNING OBJECTIVES

At the end of this lesson students will have the opportunity to demonstrate their ability to:

1. Explain and demonstrate some of the essential elements of.
2. Discuss and record some of the characteristics of medieval roles in society.

RESOURCES

Assessment criteria sheet, butchers paper, marking pens, and blue tack or pins for hanging posters on the wall.

LESSON PROCEDURE

Motivation:

1. Explain assessment.

Explain the assessment component for the unit. In the groups that they students have been assigned in English, they must perform a short 10-minute play. The short play is apart of the English assessment and has already been started by the students. The performance must be no longer than 10 minutes and is to be performed in week 4 during. The play must take on a form of that the students explore in class, e.g. mime, scripted, or narrated. The play must be set in medieval times in a market place, which the students are being introduced to and are going to make during week 3 of. Students will be marked on the presentation of the play, costume, script writing, characterization and use of background setting.

Procedure:

1. Essential elements of.

Discuss the essential elements of: roles, relationships, situations, tic tension, focus, place, time, language, movement, mood and symbols. Explain each term in relation to the student's assessment, emphasizing these important elements and that they should be included in each of their performances.

2. Medieval characters.

Sit in the talk chair and remind the students of the characters that they became last week, in the medieval market. Write the characters on the board and break the students up into groups (depending on how many characters the students come up with, generally groups of 3).

Assign each group a character (more than one character if necessary). On butcher's paper, each group must write different characteristics about each of the people from medieval times. They must include dress, different phrases that they may use to represent the character in role, the characters role in society and other important points.

Have each group report back their notes on each character. Discuss if the groups agree, add any notes if necessary. Put the posters up on the wall as a reference for students.

Conclusion:

1. Explain medieval market task.

Explain to the students that next week they are going to create the medieval market in the classroom. As a class, discuss what the medieval market will have, what they have created in art for the market and what they can bring from home to add to the market.

Write a list of materials on the board for students to bring in next week.

ASSESSMENT/EVALUTION

1. Explain and demonstrate some of the essential elements of.
2. Discuss and record some of the characteristics of medieval roles in society.

EARLY FINISHERS

Students can use butchers paper to brainstorm ideas and draw diagrams of how they want the medieval market to be. This can be done in groups or as individuals.

LESSON/ASSESSMENT NOTES

LESSON: Drama- Synthesising Phase
TIME: 1.5 hours

WEEK: 3
LEVEL: 3/4

LESSON OUTCOMES
VA 4.2, DA 3.1 and DDR 4.5.

LEARNING OBJECTIVES

At the end of this lesson students will have the opportunity to demonstrate their ability to:

1. Use various materials to create a medieval setting.
2. Use kinaesthetic skills and listening skills to apply movement to various medieval characters in a game.

RESOURCES

Talk chair, butchers paper that is pinned up on classroom wall, a variety of materials for the medieval market that has been donated to the class over the term, any extra boxes or cardboard that may be needed, glue, scissors, paper, paint, material/sheets, pens etc for creating the medieval market.

LESSON PROCEDURE

Motivation:

1. Tap and talk.

Ask the students to place all the materials at the front of the room. Conduct a tap and talk with the students lying on the floor with their eyes closed. Take them back to the medieval era and into a market place scene. Introduce the people and their characteristics, using the butcher's paper notes from the last drama lesson. Ask the students to imagine how the market is set up and the different stalls and tents. Randomly tap students asking them to describe a stall, building or setting that they can see. Bring the students back by counting down and getting them to sit up.

Procedure:

1. Create the medieval market.

Sit in the talk chair and ask the students to become members of medieval society, using the butcher's paper as reference. The students are to now create the market in the classroom using the materials brought in, keeping in mind the different characters and the roles of society.

2. Play a medieval character game.

Have the students play a game using the medieval market they have just made, and the characters. Assign a movement for each character and when the teacher calls that character, the students must respond with the appropriate movement, for example when King is called the students must hop.

As the students walk around the medieval market, the teacher is to call out randomly the different characters that the students wrote on the butcher's paper. The students are to respond by conducting the different movements negotiated. Vary the speed trying to trick the students.

Conclusion:

1. De-role.

Sit in the talk chair and call the students to the floor. Reflect on what the students have created throughout the lesson and remind them that their performances are due next week

ASSESSMENT/EVALUATION

1. Students ability to use various materials to create a medieval setting, for the drama performance.
2. Students ability to use kinesthetic skills and listening skills to apply movement to various medieval characters in a game.

EARLY FINISHERS

Students are encouraged to explore the medieval market and create roles and games using the medieval characters that they have created.

LESSON/ASSESSMENT NOTES

LESSON: Drama- Reflection Phase
TIME: 1.5 hours

WEEK: 4
LEVEL: 3/4

LESSON OUTCOMES

DR 3.2 and DR 4.2.

LEARNING OBJECTIVES

At the end of this lesson students will have the opportunity to demonstrate their ability to:

1. Produce a short drama performance set in a medieval market, using an appropriate form of drama.
2. Evaluate students personal and peer performances.

RESOURCES

Any costumes, props, or music etc that students may need for their performances, set up the medieval market (if it was moved or taken down), peer and self reflection forms, assessment notes for criteria sheets and criteria sheets.

LESSON PROCEDURE

Prior the start of this lesson, students will be asked to dress in costume and have all essentials items needed for the drama performance ready.

Motivation:

1. Clusters game.

Warm the students up with a game of 'Clusters'. Students are to walk around in the space, and the teacher randomly calls out a number and the students must cluster in groups to create that number. Any students who are not in a group have to sit out. Keep calling clusters until there is only one player left.

Procedure:

1. Performances.

Ensure there is appropriate seating for the audience and commence the short performances.

Conclusion:

1. Peer and self-reflection/evaluation.

Students are asked to write a peer reflection on one of the groups that performed (the teacher is to designate which group students are to reflect for the peer feedback). Students are also given a self-evaluation to reflect on their individual and group performance. Collect the sheets after the lesson.

ASSESSMENT/EVALUTION

1. Ability for students to produce a short drama performance in groups, set in a medieval market, and using an appropriate form of drama.
2. Students ability to evaluate their own personal and group performances, as well as other peer performances.

EARLY FINISHERS

If the class finishes early, students are allowed to explore and play in the medieval market

LESSON/ASSESSMENT NOTES

Peer Reflection Form

Group: _____

Date: _____

1. What did you enjoy most about the performance?

2. What didn't you enjoy about the performance?

3. Did the group's performance reflect medieval life? In what way?

4. Did the group use the market setting in an effective way? Explain.

5. What element of drama did the group use (e.g. mime)? Was it affective? Why?

6. Are there any other notes you would like to mention about the groups performance?

Self and Group Evaluation Form

Name: _____

Date: _____

Group: _____

1. How did you contribute to the performance?

2. Do you think the performance went well? Why?

3. What would you change about the performance?

4. Do you think the entire group members contributed equally to the performance? Explain.

5. What did you enjoy most about the performance? Why?

6. Rate yourself as a group out of a score of 5 (with 1 being the lowest and 5 being the highest). Explain why.

7. Rate your individual performance out of a score of 5 (with 1 being the lowest and 5 being the highest). Explain why.

LESSON: Music

TIME: 1.5 hours

WEEK: 1

LEVEL: 3/4

LESSON OUTCOMES

DMU 4.5 and MU 4.2.

LEARNING OBJECTIVES

At the end of this lesson students will have the opportunity to demonstrate their ability to:

1. Explain why notation and harmony was introduced to music.
2. Explain where and how the Gregorian chant originated.
3. As a class attempt a Gregorian chant using nursery rhymes.

RESOURCES

CD player or computer, a variety of medieval music, including Secular music and Gregorian chants (available from I-Tunes on the internet), a Gregorian chant translated in English, black board/white board, and a collection of nursery rhymes.

LESSON PROCEDURE

Motivation:

1. Introduction to medieval music.

As a class discuss how medieval music introduced notation and harmony, and the strict musical rules of medieval music. Listen to examples of medieval music including Secular music and Gregorian chants. Describe pitch, rhythm, and tempo using musical terms (allegro, allegretto etc). Also look at how most pieces of medieval music was lost, and remains anonymous. Discuss the importance of notation.

2. Discuss harmony.

Compare music with no harmony to that with harmony, and secular music to Gregorian chants. Draw a table up on the board of the similarities and differences of each style. Also discuss and write down instruments they heard in any of the songs.

Procedure:**1. Class Gregorian chant using nursery rhymes.**

Involve the class in a Gregorian chant using a nursery rhyme such as Jack and Jill. Practice with no harmony and, then add harmony. Talk about the origin of Gregorian chants and Pope Gregory. Discuss the role of the Gregorian chant in the church.

2. Pope Gregory.

Explain the origin of Gregorian chants and their significance and purpose in the church.

Conclusion:**1. Assessment explanation.**

Explain assessment, that the class is going to write their own Gregorian chant together as a class, which will be performed on the day of the Medieval March. The chant is only to be 4 to 5 lines long and we will write it together in class next lesson. Show the class the criteria sheet so they are aware of what is being assessed.

ASSESSMENT/EVALUTION

1. Ability for students to explain why notation and harmony was introduced to music.
2. Ability for students to explain where the Gregorian chant originated.
3. Attempt to demonstrate as a class a Gregorian chant using nursery rhymes.

EARLY FINISHERS

If the students finish early, allow them to undertake an Internet search using the class computer. If there are no computers in the classroom, already have prepared search printouts. The purpose of the task is for students to find Gregorian chants to help them with ideas for writing our own chant.

LESSON/ASSESSMENT NOTES

'Gregorian Chant'

From: <http://www.op.org/domcentral/life/albertus.htm>

**Austeritate Vitae,
orationis devotione,
amore fraternitatis,
doctrinae effusione,
Albertus glorificavit
Dominum.**

By austerity of life,
devotion to prayer,
love of the brotherhood,
and outpouring of teaching,
Albert glorified the Lord.

LESSON: Music

TIME: 1.5 hours

WEEK: 2

LEVEL: 3/4

LESSON OUTCOMES

DMU 3.4, CR 4.1 and OP 3.3.

LEARNING OBJECTIVES

At the end of this lesson students will have the opportunity to demonstrate their ability to:

1. Explain and demonstrate what polyphony is in music.
2. Use appropriate words and ideas to help write a class Gregorian chant.

RESOURCES

OHT, words to Kookaburra and Ring a ring o' Rosie song's put up onto an OHT, butchers paper and marking pen, and assessment criteria sheet.

LESSON PROCEDURE

Motivation:

1. Polyphony.

Discuss as a class the intervention of polyphony (singing two songs at the same time). As a class demonstrate how polyphony works. Break the class into 2 groups and using the first verse of the Kookaburra song and Ring a Ring o' Rosie song. Have one group sing one of the songs and the other group; sing the other at the same time. Discuss the affect. Did it work well, and what other songs could they sing? As a homework task, ask the class to research modern songs that have examples of polyphony in them, it does not have to be a whole song, just a verse or chorus. Ask students to bring the examples to the next music class.

Procedure:

1. Gregorian chant writing.

Remind the students of the previous lesson on Gregorian chants and their significance in the church. On a piece of butcher's paper, brainstorm words that may be suitable to write our own Gregorian chant. Explain assessment task again.

Show the class a Gregorian chant that has been interpreted into English. This is to give the students an idea of what the words mean. As a class write a 4 to 5 line song for our class Gregorian chant. Use the words that the students have brainstormed in the writing of the chant. Negotiate with the class on words, phrases and ideas. Use the words that were brainstormed as help.

Confirm the song with the class. Identify a meaning for the song that is relevant to the students and negotiate a title.

Conclusion:

1. Practicing the Gregorian chant.

Have the students write the song into their music books for future lessons. Remind them of the homework task, and also to practice the song once speaking it as a whole class.

ASSESSMENT/EVALUTION

1. Ability for students to be able to explain what the term polyphony means, and to be able to demonstrate it as a class.
2. Ability for students to use appropriate words and ideas to help write a class Gregorian chant for assessment.

EARLY FINISHERS

Play a game of clapping cults. Students lay on their bellies in a circle with their arms stretched out in front of them and hands facing down on the floor. The idea of the game is to tap your hand and pass it around the circle only one hand tapping at a time. The aim is to make like a Mexican wave with your hands that go around the circle.

Once the students have mastered the idea, get them to cross their right arm over their neighbours arm. Then start the clapping wave and try to pass it around, remembering only one hand at a time and aim for speed. This is difficult at first because you must wait for your neighbour to clap before you can. The idea of having arms crossed over enables students to use different parts of their brains.

LESSON/ASSESSMENT NOTES

POLYPHONY TASK

'Kookaburra Song'

Kookaburra sits in the old gum tree,
Merry, merry king of the bush is he,
Laugh, Kookaburra, Laugh, Kookaburra,
Gay your life must be.

'Ring, a Ring o' Rosies'

Ring, a ring o' rosies.
A pocket full of posies.
A tish-oo! A tish-oo!
We all fall down.

LESSON: Music

TIME: 1.5 hours

WEEK: 3

LEVEL: 3/4

LESSON OUTCOMES

DMU 3.4, MU 4.1, DMU 3.5 and DMU 4.5.

LEARNING OBJECTIVES

At the end of this lesson students will have the opportunity to demonstrate their ability to:

1. To predict the pitch of an instrument based on the instruments size.
2. Read and play a short piece of music of level 3/4 standards.

RESOURCES

OHT, OHT of medieval lutes and other instruments, a range of musical instruments, school music book and instruments for song practice, class Gregorian chant to view on OHT.

LESSON PROCEDURE

Motivation:

1. Homework check.

Check homework; discuss what the students found, and what modern songs feature polyphony.

Procedure:

1. Medieval Lutes and other instruments.

Look at the many medieval Lutes discuss the different sounds and shapes. Look at other medieval instruments and discuss how they have evolved.

2. Medieval instrument guessing game.

Have a guessing game using the information of medieval instruments. Write the names of the instruments on the board, and read out little bits of information of instruments using them as clues, for the students to guess each instrument.

3. Notation reading and playing.

Students are to select a piece of music of their choice from their music books, and practice the piece. Students can use a recorder, xylophone, or piano/keyboard to practice the song. Students are to pair up with another student and perform the piece to a peer.

Conclusion:

1. Assessment practice.

Practice Gregorian chant as a class. Negotiate if the class would like to perform the song with no harmony, or with harmony.

ASSESSMENT/EVALUTION

1. Students ability to predict the pitch of medieval lutes, by looking at the size of the instruments.
2. Students ability to read and play a short piece of music of level 3/4 standards.

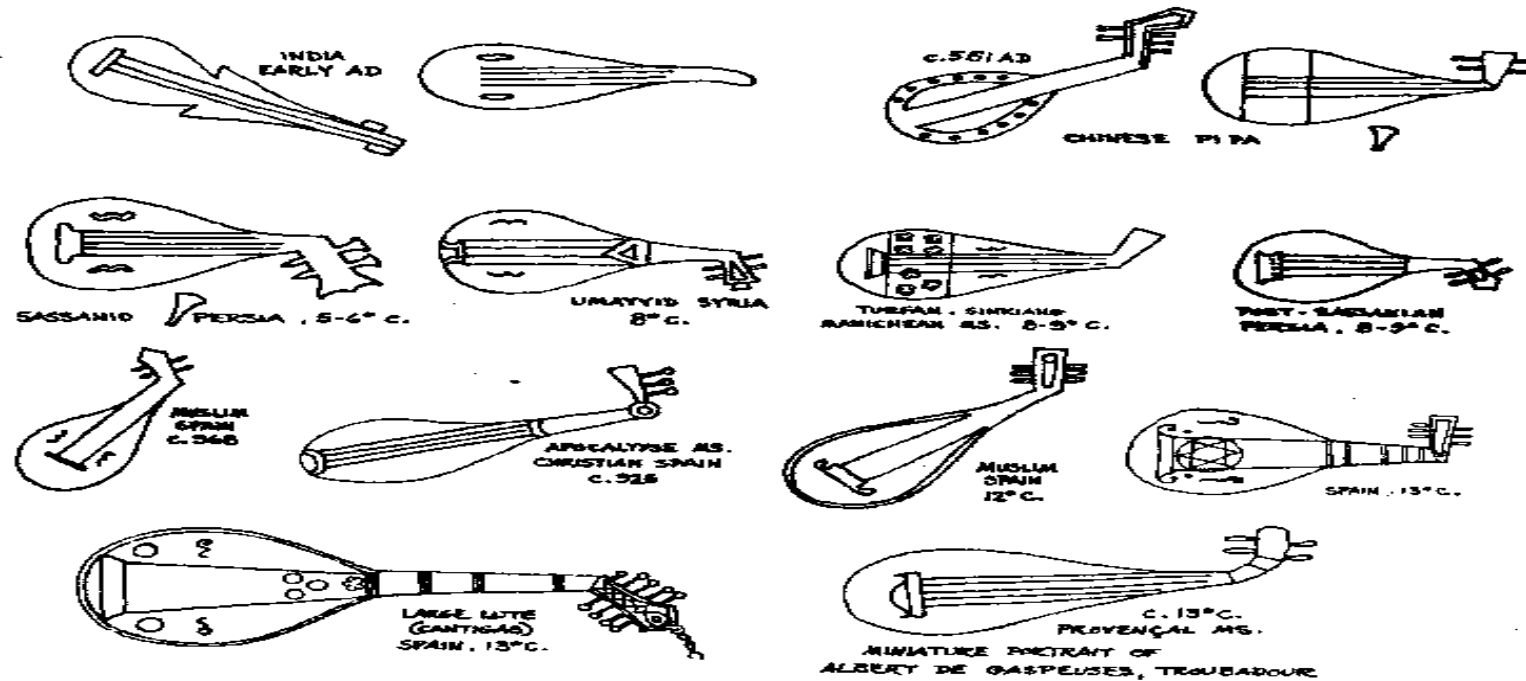
EARLY FINISHERS

Students are to complete the notation word find if they finish early.

LESSON/ASSESSMENT NOTES

Medieval Lutes

Taken from: <http://www.jubilatores.com/lute.html>



'Medieval instruments'

A Concise Guide to Medieval Instruments

Taken From: <http://www.jubilatores.com/lute.html>

Chalumeau: A simple rustic reed-pipe, an ancestor of the clarinet, with 6 to 8 finger-holes. Also applied to the shawm, and to the double-reed bagpipe chanter. Very similar in design to the Pocket Clarinet pictured here.

Dulcimer: A shallow closed box over which are stretched wires to be struck with 2 wooden hammers held in the player's hands. Also known as a *Cimbalon*. The name is also wrongly applied to certain plucked zither-like folk-instruments.

Flute: A Woodwind instrument of ancient origin formerly made of wood. From Medieval times two methods of producing sound were used: (i) blowing across a round mouth-hole as on the panpipes or transverse (side-blown) flute. (ii) blowing into a whistle mouthpiece (end-blown) as on the recorder. During Medieval times, the word flute was indiscriminately used to denote both side and end blown types.

Harp: The Harp, which is of very ancient lineage, can be simply described as an open frame over which is stretched a graduated series of strings, which are vibrated by plucking with the fingers. One early form of the harp is the *Welsh harp* or *telyn*, which has 3 rows of strings, the two outer rows (tuned in unison or octaves) giving the diatonic scale and the inner row the intermediate semitones: a simple musical modulation can be made simply by touching one of the inner strings.

Jew's Harp: One of the most simplest, and most widely distributed instruments. It consists of a tiny iron frame, open at one end, in which a single strip of metal vibrates. The frame is held between the teeth, and then the strip is plucked by the finger. The strip itself is capable of only producing one note, but the harmonics of this note are made available by resonance, through the various shapings of the cavity of the mouth. The origin of its name is unknown, and seems to be unconnected with Jewry.

Lute: A fretted stringed instrument played by plucking with fingers (or with a plectrum). The 'long lute' with the neck longer than the body predates the 'short lute' with the neck slightly shorter than the body, by several hundred years. The lute was later transformed into the European lute. The lute has a round body, like a halved pear, a flat neck with seven or more frets, and a separate pegbox usually bent back from the neck at an angle.

Lyre: An ancient Greek instrument, like a small harp in which strings were fixed to a cross-bar between two arms and plucked by fingers or plectrum.

Mandolin: A plucked instrument of the lute family, usually with 8 strings tuned in pairs and played with a plectrum, generally in a sustained tremolo.

Pan-Pipes: An ancestor of the flute, this instrument is a series (usually four to twelve) of short vertical pipes of wood, cane, or pottery fixed side by side and graduated in length to give the pitches of the different notes. The player blows across the open ends. The ancient Greeks credited the god 'Pan' with its invention.

Recorder: A woodwind instrument of ancient lineage, made without a reed. The recorder is the forerunner of the flute, but is end-blown through a whistle-mouthpiece. In Medieval times the recorder was known under the Latin name *fistula*, hence the name 'fipple flute'. It has seven finger-holes in front and one thumb-hole behind, and a beak-shaped mouthpiece.

Zither: A folk instrument, which consists of a flat wooden soundbox over which are stretched four or five melody strings, and up to thirty-seven accompanying strings. The melody strings are nearest to the player, and are stopped on a fretted fingerboard with fingers of the left hand and plucked by a plectrum on the right thumb. The accompanying strings are plucked by fingers of either hand.

First/Last Name

Grade

Homeroom

Date



Music Notation Word Challenge



Y O B E W V P A S T M L Q H H
I V T D R T C C N H A L L T K
C I E W X U I A T D A L W H A
G V M M C M T Y I R A H F G D
H A P U A U H A G Q O N M I E
T C O N R R C O N L F P T E S
N E Y A K A L L E G R O D E C
E D L R E T R A U Q I X H F E
E T N N T Z S P A C E S C L N
T S R E Y X J S H A R P T A D
X D E E C R G A I S T P I H S
I C O T B S E N I L T E P T Y
S S A B O L A J M K M A S H T

K S R D R N E P B I C E F V M
V R S L K A U Y T T R L I F A

ALLEGRO

BASS

EIGHTH

LARGO

NOTES

RESTS

SIGNATURE

STAFF

TREBLE

ANDANTE

DESCEND

FLAT

LINES

PITCH

RHYTHM

SIXTEENTH

TEMPO

VIVACE

ASCEND

DYNAMICS

HALF

NATURAL

QUARTER

SHARP

SPACES

TIME

WHOLE

LESSON: Music

TIME: 1.5 hours

WEEK: 4

LEVEL: 3/4

LESSON OUTCOMES

DDA and MU 4, DDA 4.4, and DMU 3.4.

LEARNING OBJECTIVES

At the end of this lesson students will have the opportunity to demonstrate their ability to:

1. Listen and repeat a variety of patterns, with a range of difficulty.
2. Use visual skills to continue following and passing a range of patterns in a circle.
3. Work as a class to create a musical soundscape to a short story.

RESOURCES

OHT and OHT marking pen, short story on OHT and a copy each for the students, variety of musical instruments from the music room, and class Gregorian chant to view on OHT.

LESSON PROCEDURE

Motivation:

1. Repeat rhythm activity.

Start the class with a simple warm game, where the students are to repeat back numerous clapping, and movement patterns. Include body movements such as jumping, and clapping on knees etc. Gradually make the patterns harder and more complicated.

2. Rhythm circle game.

Ask the students to sit in a circle for another response game. Explain that the aim is to continually pass different patterns around the circle, from one person to another, until the first pattern returns to the person who started it. The idea is that, depending on the size of the class; there are about 25 different patterns that the students must pass around the circle. The patterns can include body movements such as clapping and clicking, but they must be able to be done by everyone in the class. The patterns must be in a 4 beat time pattern, and any one pattern cannot be repeated. The teacher starts with a simple pattern, and the student to their left must repeat that pattern while looking at the next. This continues until the first pattern makes its way around the circle and reaches its way back to the teacher.

If a student gets confused, they must start with the next following pattern.

Procedure:

1. Soundscape: 'High and Lifted' by Mike Krath.

Place the story up on the OHT and read through it as a class. Discuss possible meaning to the story, and how can we convey our own meaning of the story through music and sounds. Discuss with the class different parts of the story and significant words that we could add sounds to. Bring out the instruments; ask if they could be used for any of the sounds. Also consider sounds that we can make with our body, so clapping, whistling, etc. Using a marking pen on the OHT sheet, underline the parts of the story that we are adding sounds. Use a key at the bottom to symbolize what the sounds are. Have the students write in the sounds on their copy of the story, and indicate what instruments or noises are being used. Negotiate roles for the soundscape and designate roles for instruments, bodily sounds and narration parts. Perform the soundscape as a class. Discuss what the students thought of the story with sounds and with out. Did the sounds work?

Conclusion:

1. Assessment practice.

Have the class practice the class Gregorian chant that was written for the Medieval March. Have a few run throughs and give feedback when necessary. Go through details of how the class is going to perform the chant on the day. *NOTE: These details will be negotiated with the other classes and teachers prior this lesson.* Let the students know where they will be performing, approximately what time, and also work on positioning and standing arrangements.

ASSESSMENT/EVALUTION

1. Students ability to listen and repeat the various patterns that are shown to them.
2. Students ability to use their visual and kinesthetic skills to continue following and passing a range of patterns in a circle.
3. Students ability to work as a class to create an appropriate and good quality musical soundscape, using musical instruments and body produced sounds.

EARLY FINISHERS

Students are working as a class throughout the whole lesson. Therefore, if the class finishes early, students will have the opportunity to work more on the Gregorian chant. Otherwise, students can use the time to complete other work concerning the Medieval March, including individual musical performances that some students are taking part in during the day, or practicing a song from their music books.

LESSON/ASSESSMENT NOTES

'High and Lifted Up'

By: Mike Krath

It was a windy day.

The mailman barely made it to the front door. When the door opened, Mrs. Pennington said, "hello", but, before she had a real chance to say "thank you", the mail blew out of the mailman's hands, into the house and the front door slammed in his face. Mrs. Pennington ran to pick up the mail.

"Oh my," she said.

Tommy was watching the shutters open and then shut, open and then shut.

"Mom," he said, "may I go outside?"

"Be careful," she said. "It's so windy today."

Tommy crawled down from the window-seat and ran to the door. He opened it with a bang. The wind blew fiercely and snatched the newly recovered mail from Mrs. Pennington's hands and blew it even further into the house.

"Oh my," she said again. Tommy ran outside and the door slammed shut.

Outside, yellow, gold, and red leaves were leaping from swaying trees, landing on the roof, jumping off the roof, and then chasing one another down the street in tiny whirlwinds of merriment.

Tommy watched in fascination.

"If I was a leaf, I would fly clear across the world," Tommy thought and then ran out into the yard among the swirl of colors.

Mrs. Pennington came to the front porch.

"Tommy, I have your jacket. Please put it on."

However, there was no Tommy in the front yard.

"Tommy?"

Tommy was a leaf. He was blowing down the street with the rest of his play-mates.

A maple leaf came close-by, touched him and moved ahead. Tommy met him shortly, brushed against him, and moved further ahead. They swirled around and around, hit cars and poles, flew up into the air and then down again.

"This is fun," Tommy thought.

The maple leaf blew in front of him. It was bright red with well-defined veins. The sun-light shone through it giving it a brilliance never before seen by a little boy's eyes.

"Where do you think we are going?" Tommy asked the leaf.

"Does it matter?" the leaf replied. "Have fun. Life is short."

"I beg to differ," an older leaf said suddenly coming beside them. "The journey may be short, but the end is the beginning."

Tommy pondered this the best a leaf could ponder.

"Where do we end up?"

"If the wind blows you in that direction," the old leaf said, "you will end up in the city dump."

"I don't want that," Tommy said.

"If you are blown in that direction, you will fly high into the air and see things that no leaf has seen before."

"Follow me to the city dump," the maple leaf said. "Most of my friends are there."

The wind blew Tommy and the maple leaf along. Tommy thought of his choices. He wanted to continue to play.

"Okay," Tommy said, "I will go with you to the dump."

The winds shifted and Tommy and the leaf were blown in the direction of the city dump.

The old leaf didn't follow. He was blown further down the block and suddenly lifted up high into the air.

"Hey," he called out, "the sights up here. They are spectacular. Come and see."

Tommy and the maple leaf ignored him.

"I see something. I see the dump." The old leaf cried out. "I see smoke. Come up here. I see fire."

"I see nothing," the maple leaf said.

Tommy saw the fence that surrounded the city dump. He was happy to be with his friend. They would have fun in the dump.

Suddenly, a car pulled up. It was Tommy's mom. Mrs. Pennington wasn't about to let her little boy run into the city dump.

"Not so fast," she said getting out of the car. "You are not allowed to play in there. Don't you see the smoke?"

Tommy watched the maple leaf blow against the wall and struggle to get over. He ran over to get it but was unable to reach it.

Mrs. Pennington walked over and took the leaf. She put it in her pocket.

"There," she said, "it will be safe until we get home."

Tommy smiled, ran to the car and got in. He rolled down the back window and looked up into the sky. He wondered where the old leaf had gone.

Perhaps one day he would see what the old leaf had seen - perhaps.

LESSON: Visual Arts

TIME: 1.5 hours

WEEK: 1

LEVEL: 3/4

LESSON OUTCOMES

VA. 3.3, VA 4.1 and CU. 4.2.

LEARNING OBJECTIVES

At the end of this lesson students will have the opportunity to demonstrate their ability to:

1. Compare and contrast architecture from the early to the late medieval period.
2. Explain an approach to analyzing a piece of artwork.
3. Use an approach to artwork, to analyze/interpret individual meaning.

RESOURCES

Collection of visuals of medieval architecture (churches, sculptures, homes, buildings etc), samples of medieval paintings from 476 AD - 1400 D, and Nuns, monks and monasteries worksheet.

LESSON PROCEDURE

Motivation:

1. Medieval architecture.

As a class, look at medieval architecture, including buildings, churches and sculptures from 476 AD to 1400 D. Discuss the architecture in terms of style, themes, and design, and compare them from the early to the late medieval stages.

Procedure:

1. Approaches to art.

Students will then look at medieval artwork and choose one piece to analyze and interpret. Students must approach the artwork and discuss it appropriately using either the Feldman approach or the Darby approach.

Conclusion:

1. Nuns, monks and monasteries worksheet.

Once students have finished analyzing an artwork, they are to read the photocopied handout on the church and medieval times, and answer the questions relating to the 3 paintings. This information has been photo copied from: Kiem, P. (2000). *Ancient, Medieval and Early Modern Societies: Studies in History 1*. Melbourne, Australia: Longman.

ASSESSMENT/EVALUTION

1. Students ability to compare and contrast architecture from the early to the late medieval period.
2. Students ability to explain one of the two approaches to analyzing a piece of artwork that was demonstrated.
3. Students ability to use one of the approaches to analyze and interpret individual meaning to an artwork.

EARLY FINISHERS

Those students who finish early will be asked to start work on next week's task, and assessment piece. Design and draw your own family crest.

LESSON/ASSESSMENT NOTES

'Feldman and Darby Approach to Art'

The Feldman approach

1. Describe: - Describe the artwork in terms of size, objects; what is it about, what is happening, or being shown?
2. Analyze: - How does the shapes, colours and texture affect the way the artwork looks.
- How are they arranged?
3. Interpret: - How do the elements in your description provide meaning for the artwork?
- Is their any significance to these elements?
4. Evaluate: - What do you think of the art work, what is your personal opinion?
- When discussion/evaluating your artwork, try to compare it with a similar piece.

The Darby Approach

Discuss the artwork in regards to what you can see? What you believe the artwork means? What was your first impression of the artwork? Do you like or dislike the artwork? What do you think other people like or dislike about the artwork? Has your impression of the artwork changed now, why?

LESSON: Visual Arts

TIME: 1.5 hours

WEEK: 2

LEVEL: 3/4

LESSON OUTCOMES

TP 3.2, VA 3.1, and VA 4.2.

LEARNING OBJECTIVES

At the end of this lesson students will have the opportunity to demonstrate their ability to:

1. Design their own family crest using animals, colours and other objects to symbolize and create meaning.

RESOURCES

Family crest template, examples of family crests, paints, crayons and pencils, donated materials including boxes, paper, sheets, newspaper, tubes, lace etc, which has been collected by teachers and parents over the term.

LESSON PROCEDURE

Motivation:

1. Family crests.

As a class, look at family crests and their backgrounds. Discuss meanings, symbols, use of colours, weapons and animals etc.

Procedure:

1. Assessment piece.

The students have 2 lessons to complete their own family crest. They must design and draw a rough copy before commencing a good copy, which is to be transferred onto a shield or flag that they are also going to make. Students must also explain what the crest symbolizes; this explanation will go on the bottom of their rough copy on the lines provided. The students can use the template provided or create their own template, but it must remain no bigger than A4 size. Before they start, discuss what they are going to draw; it must symbolize their family background. Explore the idea of symbolism with animals, colours, armor, weapons, buildings and jewels.

Use the whole lesson for drawing the crests and consultation if needed.

Conclusion:

Those students who have finished their rough copies of the crest must hand them in for marking reasons. Make sure names are on sheets and collect all finished copies. Remind those students who are not finished to keep their sheet for next lesson when they can finish them. The sheets may be completed during the week at home or in spare time if the students wish to. Explain to the students that next week they are making shields or flags. Get them to choose which piece they would like to make, show the students an example of each. Write down the numbers so that we can purchase the utensils. Note that the students cannot change their minds.

ASSESSMENT/EVALUTION

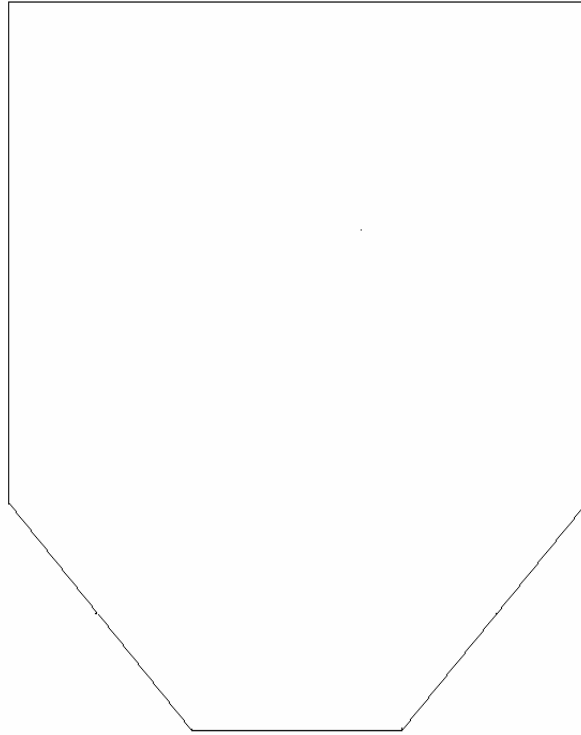
Student's ability to design their own family crest, using colours, animals, weapons and other objects to symbolize meaning to their own family background.

EARLY FINISHERS

Those students who finish early will be asked to use the art resources and donated materials, to contribute towards their medieval market. Students are encouraged to make signs, flags, buildings, trees and animals etc for their drama performance. Any props or costumes can be made utilizing this time.

LESSON/ASSESSMENT NOTES

Name:



LESSON: Visual Arts
TIME: 1.5 hours

WEEK: 3
LEVEL: 3/4

LESSON OUTCOMES

TP 3.3 and VA 4.2.

LEARNING OBJECTIVES

At the end of this lesson students will have the opportunity to demonstrate their ability to:

1. Design their own family crest using animals, colours and other objects to symbolize and create meaning.
2. Create their own flag or shield using given directions.

RESOURCES

Family crests from last lesson, sheets of cardboard no smaller than 40cms squared, rope cut into 15cm lengths, paints, pencils, crayons, aluminium foil (2 roles), glue, scissors, strips of material no smaller than 30cms squared (can use old bed sheets cut up or from spotlight), needles and thread, wooden rods only 1cm in diameter and 40cms long (available from spotlight or handyman store), cut offs of material, lace and other odds and ends that parents and others have donated to the school, black spray paint, copper wire (1 pack), and scarp pieces of paper.

LESSON PROCEDURE

Motivation:

1. Finish family crests.

Have those students who have not finished their family crest to finish them off. They have the first half of the lesson (45 minutes) to complete the crest, so that they can start their flag or shield. Ask students to listen and watch the how to make the flag/shield as they work on their crests. Crests must be finished and shields/flags must be started in this session.

Procedure:

1. Flag/shield making.

Students are asked to make a choice of creating their own shield or flag for the Medieval March. The purpose of this task is to display their family crest. Show the students how to make the flag and shield allowing them to see each process in order to make their choice.

Flag:

1. Students are to choose a piece of material, and cut it to the desired shape for their flag. Show the 2 ways they can cut their flags.
2. Show students how to sew the rods into their material and the position (depending on which design flag they chose).
3. Decorate the flag (if you wish) with other pieces of material, lace, cut offs glued on or paint etc for a background. Or you can use the cut off material and cut it to a certain shape to use as a part of your family crest.
4. Draw/paint the design of your family crest onto the flag, or use the material for some of the design.
5. Leave the glue to dry.

Shield:

1. Cut the desired shape of your shield out of the cardboard (it can be circle, U shaped or have points and corners, the design is up to the students).
2. Cut a strip of rope and cut 2 holes in the shield for the rope handle. Tie each end of the rope through the holes; use glue to hold the ends down. Students can have 1 or 2 handles if they wish.
3. Tear off enough strips of aluminium foil to cover the shield. Scrunch the aluminium foil up and fold back out.
4. Glue the strips of aluminium foil onto the cardboard. Start from the middle of the foil and spread the creases out. Fold any overlapping foil over the sides.
5. Take the shields outside where the teacher will spray paint them with black paint. Let dry (only take 5 minutes).
6. Using copper wire, rub the shield removing some of the paint, giving it an aged effect. Allow the students to decide how much they wish to rub off.
7. Draw/paint your family crest onto the shield. Students can redraw their shields onto another piece of paper and glue them on if they wish.
8. Let paint/glue dry.

Conclusion:

1. Store the flags and shields appropriately.
2. Make a note of who is finished and who is not.
3. Pack all materials up and put them away.

ASSESSMENT/EVALUTION

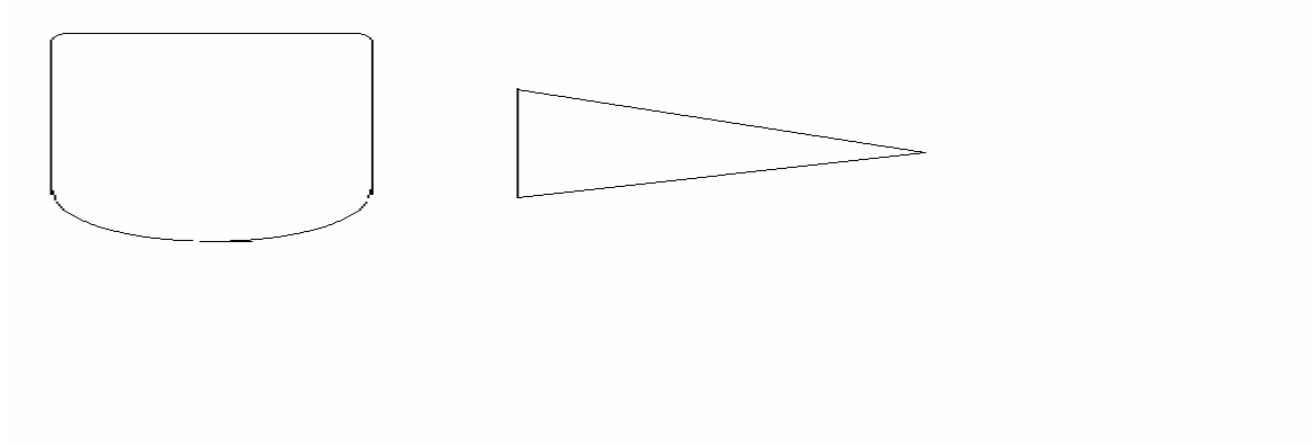
1. Student's ability to design their own family crest, using colours, animals, weapons and other objects to symbolize meaning to their own family background.
2. Students ability to create their own flag or shield using given directions.

EARLY FINISHERS

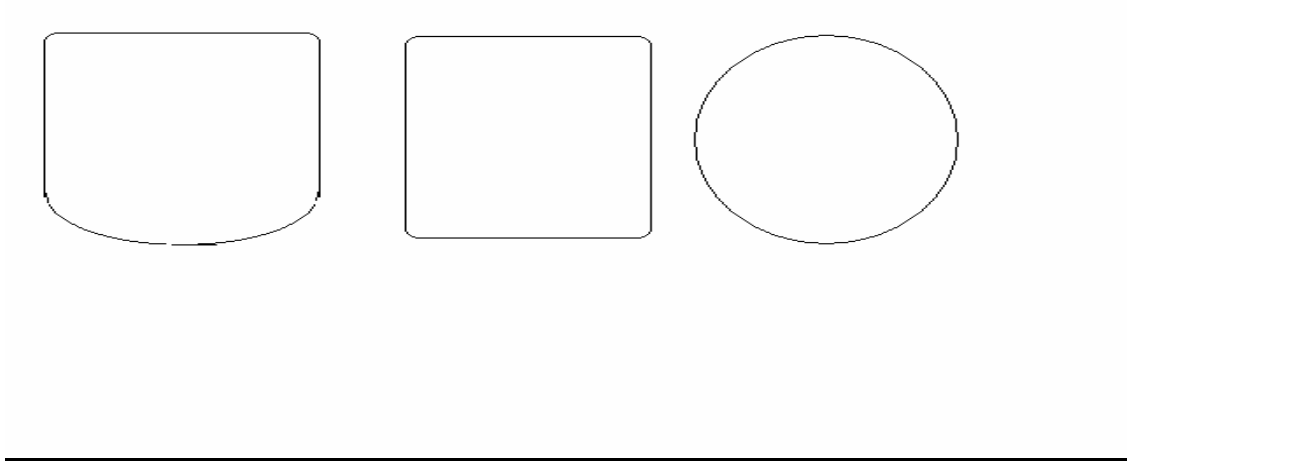
Students who finish early can start transferring their family crests onto their shields or flags. Make sure the paint or glues are dry before they start.

LESSON/ASSESSMENT NOTES

Designs for flag



Examples of designs for Shield



LESSON: Visual Arts

TIME: 1.5 hours

WEEK: 4

LEVEL: 3/4

LESSON OUTCOMES

DVA 4.4, VA 3.1 and VA 4.1.

LEARNING OBJECTIVES

At the end of this lesson students will have the opportunity to demonstrate their ability to:

1. Finish creating their own flag or shield using given directions
2. Transfer their family crest, which they designed, onto another piece of work.

RESOURCES

Family crests from last lesson, sheets of cardboard no smaller than 30cms squared, rope cut into 15cm lengths, paints, pencils, crayons, aluminium foil (2 roles), glue, scissors, strips of material no smaller than 30cms squared (can use old bed sheets cut up or from spotlight), needles and thread, wooden rods only 1cm in diameter and 40cms long (available from spotlight or handyman store), cut offs of material, lace and other odds and ends that parents and others have donated to the school, black spray paint, copper wire (1 pack), and scarp pieces of paper, grid paper, wire frame, guitar, painting perspective handout.

LESSON PROCEDURE

Motivation:

1. Finish flag/shield.

Students are to finish working on their flags and shields, which should be almost finished if not already done. Have those students still working on them to complete the work.

Procedure:

1. Transfer family crest onto flag/shield.

Students are now to put their family crest onto their flags and shields. The family crests can be painted or drawn on, or students can also use cut outs of shapes or material to make the family crest. Students can also draw their family crests onto a piece of paper and glue them onto their work if they wish. How the students chose to transfer the crest is up to them.

Conclusion:**1. Collection of assessment.**

Students are to hand in their rough copy of the family crest and shield or flag (finished or not) for the marking of assessment. These items will be returned before the day of the Medieval March. If students wish to use these items for their drama assessment they can, but must be handed in after the performance.

ASSESSMENT/EVALUTION

1. Students ability to finish creating their own flag or shield using given directions.
2. Students ability to transfer their family crest, which they designed, onto another piece of work, using a method of their choice.

EARLY FINISHERS

For those students who finish all tasks early, and painting perceptive activity has been prepared. The students will need the hand out explaining how artists found it hard to draw drawing 3-dimensional objects and make them seem 3-dimensional. The activity involves a wire frame and a guitar.

The information is on the handout, and explains the technique used by Fillippo Brunelleschi. The idea of a guitar is to tie in with the medieval theme; however the title of the task is 'drawing a medieval lute'. Place the guitar in a position behind the frame for the students to draw. Students are to keep the sheets for completion during another lesson in visual arts.

LESSON/ASSESSMENT NOTES

PAINING PERSPECTIVE ACTIVITY

‘Drawing a modern day lute’

Before 1410, painters found that making 3 dimensional objects onto a flat surface was a major problem. However, an artist by the name of Filippo Brunelleschi found that he could make objects and scenes more realistic when it came to putting them to paper. He placed a checked wire frame in front of what he wanted to draw, and drew squares like the frame on a sheet of paper. He then drew the object using the squares to mathematical position the object/scene, making it 3 dimensional. Using the ruled grid paper, draw the ‘modern day lute’ using Brunelleschi’s idea.

