



## Introduction

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Welcome to the Introduction to Medieval Music and Culture Assessment! This assessment is designed for 11-12 year old students with A1 level English proficiency, aligned with the Ukrainian curriculum. The goal is to evaluate students' understanding of the lute as a historical musical instrument, its basic parts, and its significance in medieval culture.

The lute is a stringed musical instrument with a pear-shaped body and a fretted neck. It was a popular instrument in medieval Europe, particularly during the Renaissance period. The lute was used in various settings, including courts, churches, and homes, and was played by both professional musicians and amateurs.

## Learning Objectives

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By the end of this assessment, students will be able to:

1. Identify the lute as a historical musical instrument
2. Describe the basic parts of the lute
3. Understand the role of the lute in medieval culture

## Multiple Choice Questions

Choose the correct answer for each question:

1. What is the name of the medieval musical instrument with a pear-shaped body and a fretted neck?

- a) Lute  b) Harp  c) Flute  d) Drum

2. Which of the following is a characteristic of the lute?

- a) It has a round body and a long neck  b) It has a flat back and a short neck  c) It has a pear-shaped body and a fretted neck  d) It has a triangular body and a curved neck

3. In medieval culture, what was the primary function of the lute?

- a) To accompany dance performances  b) To provide background music for feasts  c) To play solo compositions  d) To accompany vocal performances

## Short Answer Questions

Answer each question in complete sentences:

1. Describe the basic parts of the lute. (5 points)

2. What was the role of the lute in medieval culture? (5 points)

## Project-Based Question

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Create a short presentation (2-3 minutes) about the lute, including its history, parts, and significance in medieval culture. You can use visual aids, such as drawings or pictures, to support your presentation.

### Project Guidelines:

Include the following elements in your presentation:

- A brief history of the lute
- A description of the basic parts of the lute
- An explanation of the significance of the lute in medieval culture

[Space for project work]

## Marking Guide

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The following criteria will be used to assess your project:

- Content (5 points):
  - History of the lute (1 point)
  - Basic parts of the lute (1 point)
  - Significance in medieval culture (1 point)
  - Clarity and coherence of the presentation (2 points)
- Presentation skills (5 points):
  - Confidence and engagement (2 points)
  - Use of visual aids (1 point)
  - Time management (1 point)
  - Clarity of speech (1 point)

## Implementation Guidelines

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*The following guidelines should be followed when administering the assessment:*

- Time allocation: 30 minutes
- Administration tips:
  - Ensure students have access to a device with internet connection for research (if needed)
  - Provide students with a blank sheet of paper and a pencil for the short answer questions
  - Allow students to use visual aids, such as drawings or pictures, for the project-based question
  - Encourage students to ask questions if they need clarification

## Differentiation Options

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*The following differentiation options can be used to support students with varying needs:*

- For students with learning difficulties:
  - Provide a graphic organizer to help with the short answer questions
  - Offer one-on-one support during the project-based question
  - Allow students to use a text-to-speech software for the multiple choice questions
- For students with English language difficulties:
  - Provide a bilingual dictionary or a translation tool
  - Offer visual aids, such as pictures or diagrams, to support comprehension
  - Allow students to answer questions in their native language
- For gifted students:
  - Provide additional challenging questions or tasks
  - Encourage students to research and present on a specific aspect of the lute or medieval culture
  - Allow students to create a more complex project, such as a video or a podcast

## Bloom's Taxonomy Alignment

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*The assessment is aligned with the following levels of Bloom's Taxonomy:*

- Knowledge: Multiple choice questions, short answer questions
- Comprehension: Short answer questions, project-based question
- Application: Project-based question
- Analysis: Project-based question
- Synthesis: Project-based question
- Evaluation: Project-based question

## Clear Success Criteria and Evidence Collection Methods

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*The following success criteria and evidence collection methods will be used to assess student learning:*

- Students will be able to identify the lute as a historical musical instrument
- Students will be able to describe the basic parts of the lute
- Students will be able to understand the role of the lute in medieval culture
- Evidence collection methods:
  - Student answers to multiple choice questions
  - Student answers to short answer questions
  - Student presentations (project-based question)

## Additional Activities

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*The following additional activities can be used to support student learning:*

- Create a diagram of the lute and label its parts
- Research and write a short essay on the history of the lute
- Create a song or a piece of music using the lute as inspiration
- Create a poster or a brochure about the lute and its significance in medieval culture

## Glossary

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*The following terms are defined for reference:*

- Lute: a stringed musical instrument with a pear-shaped body and a fretted neck
- Medieval: relating to the Middle Ages, a period of time in European history from the 5th to the 15th century
- Frets: raised bars on the neck of a stringed instrument that divide the string into different segments
- Tuning pegs: devices used to adjust the pitch of a stringed instrument

## References

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*The following resources were used to develop this assessment:*

- "The Lute" by the Metropolitan Museum of Art
- "Medieval Music" by the BBC
- "The History of the Lute" by the Lute Society of America

## Advanced Concepts

As students progress in their understanding of medieval music and culture, they can explore more advanced concepts, such as the role of the lute in courtly love and the influence of Islamic music on medieval European music. The lute was a popular instrument in the courts of medieval Europe, and its music was often used to accompany poetry and song. The instrument's popularity can be attributed to its versatility and expressiveness, making it an ideal accompaniment to the emotional and often intricate lyrics of courtly love songs.

### Case Study: The Lute in Courtly Love

One notable example of the lute's role in courtly love is the story of Tristan and Iseult, a legendary tale of doomed love that was popular in medieval Europe. The story tells of a knight named Tristan who falls in love with his uncle's bride, Iseult, and the two engage in a secret affair. The lute is often depicted as an instrument played by Tristan, symbolizing his love and longing for Iseult. This example illustrates the significant role that the lute played in medieval culture, not only as a musical instrument but also as a symbol of love and courtly romance.

## Practical Applications

In addition to understanding the historical and cultural context of the lute, students can also explore practical applications of their knowledge. This can include learning to play the lute, composing music inspired by medieval styles, or creating art and literature that reflects the themes and motifs of medieval culture. By applying their knowledge in a practical way, students can deepen their understanding of the subject matter and develop new skills and creative abilities.

### Example: Composing Medieval-Style Music

Students can learn to compose music in the style of medieval Europe by studying the characteristic features of medieval music, such as the use of modes, drone accompaniments, and simple harmonies. They can then apply this knowledge to create their own compositions, using instruments such as the lute, recorder, or harp. This activity allows students to engage with medieval music in a hands-on way, developing their musical skills and creativity while exploring the cultural and historical context of the music.

## Assessment and Evaluation

To assess student learning, teachers can use a variety of methods, including written exams, performance assessments, and project-based evaluations. Written exams can test students' knowledge of medieval music and culture, while performance assessments can evaluate their ability to play medieval-style music or create art and literature inspired by the period. Project-based evaluations can assess students' ability to apply their knowledge in a practical way, such as by composing music, creating a medieval-style instrument, or producing a multimedia presentation about medieval culture.

### Reflection and Self-Assessment

In addition to formal assessments, students can also engage in reflection and self-assessment to evaluate their own learning and progress. This can involve keeping a journal or log of their activities, setting goals and targets for themselves, and reflecting on their strengths and weaknesses. By taking an active role in their own assessment and evaluation, students can develop a greater sense of ownership and agency over their learning, and can identify areas where they need to focus their efforts to improve.

## Extension and Enrichment

For students who wish to explore medieval music and culture in greater depth, there are a variety of extension and enrichment activities that can be undertaken. These can include attending concerts or workshops featuring medieval music, visiting museums or historical sites with medieval artifacts, or participating in medieval-themed events or reenactments. Students can also pursue independent research projects, exploring topics such as the history of the lute, the influence of medieval music on modern music, or the role of women in medieval music and culture.

### Resources for Further Learning

There are many resources available for students who wish to learn more about medieval music and culture. These can include books and articles, online courses and tutorials, and museums and cultural institutions with medieval collections. Some recommended resources include the Metropolitan Museum of Art's medieval music collection, the BBC's medieval history website, and the Lute Society of America's website and newsletter.

## Conclusion

In conclusion, the study of medieval music and culture offers a rich and rewarding learning experience for students. By exploring the history and cultural context of the lute, students can gain a deeper understanding of the music and art of medieval Europe, as well as



the social and historical forces that shaped them. Through practical applications, assessments, and extension activities, students can engage with medieval music and culture in a hands-on way, developing their knowledge, skills, and creativity while exploring the fascinating world of medieval Europe.

## Summary of Key Points

The key points of this unit on medieval music and culture include the history and cultural context of the lute, the role of the lute in courtly love and medieval culture, and the practical applications of medieval music and culture in modern times. Students have also learned about the importance of reflection and self-assessment, as well as the resources available for further learning and exploration.

## Glossary of Terms

The following glossary of terms provides definitions and explanations for key words and concepts related to medieval music and culture.

### Glossary

Lute: a stringed musical instrument with a pear-shaped body and a fretted neck. Medieval: relating to the Middle Ages, a period of time in European history from the 5th to the 15th century. Courtly love: a literary and philosophical movement that emphasized the adoration and worship of a lady from afar, often through music, poetry, and other artistic expressions.

## Bibliography

The following bibliography provides a list of sources used in the development of this unit on medieval music and culture.

### Bibliography

The Metropolitan Museum of Art. (n.d.). The Lute. Retrieved from <https://www.metmuseum.org/>. The BBC. (n.d.). Medieval History. Retrieved from <https://www.bbc.co.uk/>. The Lute Society of America. (n.d.). The Lute. Retrieved from <https://www.lutesocietyofamerica.org/>.



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