

HTAV CONFERENCE, 2011

ART, LITERATURE AND THE MEDIEVAL

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THIS SESSION FOCUSES ON A PROGRAM AT THE NGV THAT LINKS MEDIEVAL HISTORY, ART AND LITERATURE. DEVELOPED IN RESPONSE TO A REQUEST FROM A SCHOOL FOR A PROGRAM THAT PROVIDES A CONTEXT FOR THE STUDY OF THE FLEMISH NOVEL, WITH A SWORD IN MY HAND (2010), STUDENTS VIEW PAINTINGS, ILLUMINATED SCRIPTS, SCULPTURES, STAINED GLASS WINDOWS AND DECORATIVE ARTS THAT CAST LIGHT ON THE MIDDLE AGES INCLUDING KEY CHARACTERS AND EVENTS IN THE NOVEL. THE PROGRAM OFFERS GREAT SCOPE FOR ENRICHING LEARNING OUTCOMES IN HISTORY AND FOR CREATING AUTHENTIC CONNECTIONS ACROSS THE CURRICULUM.



SUMMARY OF THE TEXT.

CHAPTER 1.

- ▣ **KNIGHTS, FREE CITIES, TRADE, EXOTIC, POLITICS (KINGS, POPE), COUNT OF FLANDERS - LEADER, WARRIOR, DIPLOMAT, LANGUAGES, THE ARTS**
- ▣ **CONTEXT - Date: 1347, Place: CASTLE OF MALE, EVENT: BIRTH OF MARGUERITE, COUNTESS OF FLANDERS.**
- ▣ **MEDICAL PRACTICES, SUPERSTITION, RELIGION, SEASONS, MORVA**
- ▣ **KEY CHARACTERS: COUNT AND HIS WIFE THE DUCHESS OF BRABANT, THE NEW BORN MARGUERITE.**
- ▣ **FAMINE - EXTENDED WINTER, GRAIN DISEASE, CONCERNS.**

CHAPTER 2

- ▣ **CLOTHES, JEWELLERY, LADIES IN WAITING, PORTRAITS OF COUNTS, THE CASTLE, HORSES AND KNIGHTS, SCENTS, JOUSTING EVENT, THE LOCAL AREA, PERSONAL HYGIENE, MAKE-UP/PERSONAL GROOMING (BLEACH HAIR WITH DOVE DROPPINGS! PLUCK FOREHEAD HAIR), MANNERS (NOT SPITTING ON THE TABLE LINEN), TABLE MANNERS (NOT LIKE ENGLISH NOBLEMEN WHO HAVE JUST LEARNT TO WALK UPRIGHT).**
- ▣ **A SWORD IS PROMISED TO HER BY THE CASTLE BLACKSMITH. SWEARING, CASTLE ACTIVITIES, BRUGES DESCRIBED.**

CHAPTER 3

- ▣ **A SON IS BORN BUT DIES EARLY.**
- ▣ **THE PLACE AND FUNCTION OF RELIGION (RELICS, RITUALS, FESTIVALS, OFFICES, STORIES, LEGENDS, PRAYER, CHAPELS)**
- ▣ **MOTHER SENT AWAY. SUFFERS A BREAKDOWN.**

CHAPTER 4

- ▣ **HARVEST, CELEBRATION, "I'M GOING TO HAVE TO LEARN ENGLISH." WAR PREPARATIONS AND ACCOUNTS.**

CHAPTER 5.

- ▣ **RECOUNTING OF THE WAR BETWEEN THE FRENCH AND ENGLISH.**
- ▣ **THE CARRYING OF RELICS INTO BATTLE TO PROTECT AND EMBOLDEN**
- ▣ **THE COUNTING OF THE COUNTESS'S LANDS TO BE INHERITED.**
- ▣ **HISTORY OF THE COUNT OF FLANDERS**
- ▣ **THE TORTURE OF NOT HAVING A MALE HEIR.**

CHAPTER 6

- ▣ **CHAPEL - BIBLE, LATIN**
- ▣ **CONCERN ABOUT CONCEPTION THROUGH THE AUDITORY CANALS. (MARY'S POSSIBLE EXPERIENCE)**
- ▣ **EDUCATION - MUSIC, POETRY, ARITHMETIC, GEOMETRY, DRAWING, HARP, EMBROIDERY, FRENCH, LATIN (SPICY FLEMISH FROM SERFS)**
- ▣ **HORSES AND THE BOYS TRAINING.**
- ▣ **LEARNING TO PAINT ON A PANEL WITH OIL PAINTS (EVERY YOUNG LADY HAS TO PAINT A PORTRAIT) SHE PAINTS HER FATHER.**
- ▣ **VERY CRITICAL OF HER LOOKS (THROUGHOUT THE BOOK)**
- ▣ **MARGUERITE IS LEFT HANDED AND CANED FOR IT**
- ▣ **TRAVELLING FRANCISCAN FRIAR TEACHES MARGUERITE ASTRONOMY AND THE PLACE OF THE DIVINE.**

CHAPTER 7

- ▣ **MARGUERITE IS 9 YEARS OLD AND KNOCKS ABOUT WITH THE BOYS.**
- ▣ **PUBLIC EXECUTIONS WITH MERCHANTS, EEL SKINNERS, NOBLE LADIES, BROTHEL KEEPERS, CAKE SELLERS, PICK POCKETS, PURSE SNATCHERS, PRIEST HEARS CONFESSION AND HANGMAN DOES HIS JOB (PAID BY MAN TO BE KILLED TO SHORTEN HIS DEATH) BODIES ON DISPLAY FOR WEEKS**
- ▣ **EXECUTION BASED ON CRIME**
- ▣ **RODERICK - SON OF THE GUILD LEADER - MARGUERITE'S NEMESIS**

- HISTORICAL EVENT RECALLED - RED NIGHT - THE MASSACRE IN BRUGES 50 YEARS AGO BY GUILD LEADERS AGAINST THE NOBILITY
- FIELD EPISODE AGAINST AN ITALIAN TRADER. SHE DEFENDS HER YOUNG FRIEND AGAINST THIS DAGGER WELDING FOREIGNER.
- FURTHER ANTICS ARE MENTIONED - DEAD RATS IN BED, BADGERS AND DOGS SET FREE IN COURTYARD, TOILET SEAT CUT, ETC... FATHER FORBIDS HER TO BE WITH THE BOYS AND TO WEAR A CORSET.

CHAPTER 8

- FRANCE AND ENGLAND BRETAGNY PEACE TREATY
- ENGLAND TRIPS BY COUNT
- TREASURY - COUNT HAS COINS STRUCK IN HIS IMAGE
- ENGLISH WOOL IS WOVEN INTO CLOTH IN FLANDERS - DYED, CUT AND SEWN INTO DRESSES, TROUSERS, SHIRTS, CLOAKS, TABLE CLOTHES, BED LINEN AND HORSE BLANKETS.
- FLEMISH GUILDS - 54 OF THEM; PAY TAXES TO THE COUNT BUT DO WHAT THEY WANT.
- EXOTIC ANIMALS ARE GIVEN AND PLACED IN THE GHENT ZOOLOGICAL GARDENS
- CLIMATE - MINI ICE AGE (SNOW IN SEPTEMBER)
- PRIEST'S TAKE ON WOMEN - "LEADS MEN INTO CONFUSION. SHE IS AN INSATIABLE BEAST, SHE IS IN A PERPETUAL STATE OF WAR, A DAILY DEVASTATION, A HOUSE FILLED WITH STORMS. YOU YOUNG LADY MARGUERITE OF MALE ARE THE SLIPPERY SLIDE INTO THE ABYSS..."
- WILLEM - MARGUERITE'S FIRST LOVE. 'IT LASTS 28 DAYS.'
- SUPERSTITION SURROUNDING THE DRAWN OUT WINTER
- STORIES - BOOKS - ROOM OF ST ANNE. 17 BOOKS LOCKED AWAY, WRAPPED IN RED SILK AND WRITTEN BY HAND, COSTING A FORTUNE (THOUSANDS OF FLEMISH POUNDS), PAGES ON LAMB'S SKIN, INK FROM SOUR OAK SOAP AND COLOURED BY GROUND INCEST SHELLS. STORIES ARE ABOUT -
 1. THE WISE WOLF IZEGRIM
 2. THE AMAZONS
 3. KNIGHT EVERARD
 4. THE YOUNG DRUID SERVANT
 5. THE SAILOR HODDE
 6. THE STORY OF LANCELOT
 SHE REVISITS SOME OF THEM DURING THE COURSE OF THE NOVEL.

CHAPTER 9

- EMBROIDERY- STORY FROM ONE OF THE BOOKS
- STORY OF THE KNIGHT PARSIFAL AND THE QUEST FOR THE HOLY GRAIL
- FERRE, THE CASTLE BLACKSMITH LEAVES THE CASTLE AND GIVES MARGUERITE A RAPIER - A THRUSTING SWORD

CHAPTER 10

- FENCING MASTER VISIT IN BRUGES (TAGLIAFERNO)
- FOOD AND DRESSES - IMPENDING MARRIAGE ANNOUNCEMENT FOR MARGUERITE AND THE COURT. FRENCH PRINCE PHILIP OR ENGLISH PRINCE EDWARD OF LANGLEY, DUKE OF CAMBRIDGE

CHAPTER 11

- ENGLAND IS IMPORTANT TO GUILD LOBBY BECAUSE OF WOOL TRADE.
- THE HISTORY OF MARRIAGE AND POLITICS (FATHER WANTED TO MARRY INTO FRENCH NOBILITY)
- MARGUERITE DOESN'T WANT TO MARRY ENGLISH PRINCE. SHE GOES ON A HUNGER STRIKE. AMAZING MEALS ARE DESCRIBED AS THEY ARE BROUGHT TO HER.
- SHE EVENTUALLY SUCCUMBS FORCIBLY TO HER FATHER'S WISH TO MARRY AN ENGLISHMAN - EDWARD

CHAPTER 12

- PEARL GIFTS AND PERFUMED LOVE LETTERS FROM EDWARD
- SCENTS ARE DESCRIBED (FROM THE CROCUS BLOSSOM, THE MOST PRECIOUS FLOWER IN THE WORLD BECAUSE SAFFRON IS EXTRACTED FROM IT).

- ▣ MARGUERITE RETURNS MAIL WITH SHIPPETS OF HER HAIR. EDWARD HAS THIS SEWN INTO HIS TUNIC.
- ▣ MORE PEARLS - IN THE END 15 ARE SENT. MARGUERITE IS VERY EXCITED. (PEARLS FROM THE 5 OCEANS OF THE WORLD. SYMBOLISM IS INTERESTING.)
- ▣ ENTER THE COUNT'S MOTHER - a HARDENED LADY WHOSE PRESENCE AND PERSONALITY MAKE SENSE OF MARGUERITE'S FATHER. HER SYMBOL IS THE FLEUR DE LIS. THE KING OF FRANCE IS UNCLE TO THE COUNT. SHE IS DISTRESSED OVER THE MARRIAGE ARRANGEMENTS HER SON HAS SET OUT FOR HIS DAUGHTER.
- ▣ FRANCE AND ENGLAND ARE COMPARED.
- ▣ MARGUERITE MEETS PHILIP. THEY TOUR FLANDERS TOGETHER PLAYFULLY. 'THE YEAR IS 1361. THE DARK AGES ARE PAST...BEFORE CHARLEMAGNE..' MARGUERITE RIDES A HORSE LIKE A MAN DOES.

CHAPTER 13.

- ▣ ILLICIT BATHHOUSE SCENE. PATRONS, POLITICS AND HOT GOSSIP.

CHAPTER 14

- ▣ PHILIP'S LOVE POETRY
- ▣ EDWARD ARRIVES AND MARGUERITE IS VERY EXCITED UNTIL SHE SEES HIM. SHE IS GIVEN A TOTAL MAKEOVER AND NOTES WHEN SHE EVENTUALLY LAYS EYES ON HIM - 'HE'S ONE OF THE MOST REPULSIVE LOOKING PEOPLE I HAVE EVER SEEN'. LATER SHE NOTES 'HE HAS A HEAD LIKE A BRAIN FULL OF PHLEGM, SMELLS LIKE AN OVERRIPE ORCHARD, HAS A VOICE LOUD AND SHRILL'.
- ▣ EDWARD GIFTS A GIRAFFE TO MARGUERITE.
- ▣ a JOUSTING TOURNAMENT IS ORGANISED TO MARK THE OCCASION.
- ▣ KNIGHTS, TENTS, STANDARDS, BANNERS, PENNANTS, COAT OF ARMS,
- ▣ WE SEE WIT AND VENOM IN MARGUERITE'S RESPONSES
- ▣ HER FATHER ALARMED BY HER REJECTION OF EDWARD NOTES THAT SHE HAS 'MORE WHIMS THAN A DOG HAS FLEES.'

CHAPTER 15

- ▣ BRUGES FENCING LESSONS
- ▣ EDWARD TRAVELS ABOUT FLANDERS
- ▣ COIN MINTING
- ▣ BANQUET FOR EDWARD AND MARGUERITE
- ▣ EDWARD'S SPEECH - 'IT WILL BE THE FIRST TIME THAT THE DRAGON OF ST GEORGE AND THE LION OF FLANDERS ARE SEEN ON THE SAME BANNER'.

CHAPTER 16

- ▣ THE TOURNAMENT DAY DESCRIBED. RULES OF TOURNAMENT. THE TOURNAMENT. THE AFTERMATH - SURGEONS AND CASUALTIES. PHILIP IS INJURED.

CHAPTER 17

- ▣ MARGUERITE IS DISTRAUGHT WITH HER SITUATION. HER HARDY SPIRIT SPURS A SOLUTION. MARGUERITE'S DAGGER DESCRIBED WITH THE WORDS - 'I STAND FIRM'.
- ▣ WEDDING DILEMMA.

CHAPTER 18

- ▣ WEDDING DAY
- ▣ GUILD MASTERS MEET WITH COUNT TO DISPUTE THE SITUATION
- ▣ THE POPE PLAYS A PART IN THE SITUATION

CHAPTER 19

- ▣ PESTILENCE COMES TO FLANDERS. (THE CHILDREN'S PLAGUE)
- ▣ THE SITUATION IS DESCRIBED IN ACCESSIBLE AND FASCINATING REPORTER ON THE SCENE DETAIL
- ▣ DEATH, COPING, RELIGION, DEALING WITH THE DYING, DEATH AND SURVIVAL
- ▣ MARGUERITE MARRIES PHILIP (GUESTS WEAR MASKS TO PROTECT THEM FROM THE PLAGUE)
- ▣ MARGUERITE AND PHILIP ESCAPE TO FRANCE (CASTLE OF ROUVRES) AND DESCRIBE THE JOURNEY AND THE EFFECT OF THE PLAGUE ON THE COUNTRY SIDE AND PEOPLE AND CROPS

- ▣ **MARGUERITE GROOMS HERSELF FOR HER FIRST NIGHT WITH HER NEW HUSBAND**
- ▣ **PHILIP HAS THE PLAGUE!**

CHAPTER 20

- ▣ **PHILIP AND MARGUERITE ARE ISOLATED IN A SHELTER AWAY FROM THE CASTLE**
- ▣ **MARGUERITE DEFINES HERSELF IN REFERENCE TO PHILIP**
- ▣ **PHILIP SPEAKS ABOUT BEING TOO YOUNG TO DIE- HE'S 15. HE TALKS ABOUT HIS LIFE AND PLACES HE HAS BEEN - ONE IS OUR LADY OF THE SNOW - CONVENT OF THE HEAVENS**
- ▣ **MARGUERITE DECLARES HER UNDYING LOVE FOR PHILIP.**
- ▣ **MARGUERITE SURVIVES AND WANTS TO DISAPPEAR - SHE DECIDES TO GO THE CONVENT PHILIP MENTIONED - SHE 'WANTS TO EXIST ONLY FOR GOD'.**

CHAPTER 21

- ▣ **CONVENT DESCRIBED IN DETAIL.**
- ▣ **MARGUERITE'S FATHER ARRIVES TO TAKE HER BACK TO FLANDERS**

CHAPTER 22

- ▣ **MARGUERITE AND COUNT'S SWORD FIGHT IN THE CONVENT!**
- ▣ **COUNT AT THE END SAYS "GRAB HOLD OF YOUR LIFE...I'M NOT SAYING IT IS GOING TO BE EASY. THERE WILL BE SICKNESS, DEATH AND WAR. BUT THERE WILL ALSO BE BEAUTY, SOMEHOW."**
- ▣ **WOUNDS ARE TENDED TOO - ALCOHOL AND POPPY JUICE, STICHES AND WASHED SILK.**
- ▣ **MARGUERITE MENTIONS WHAT SHE HAS MISSED ABOUT FLANDERS**
- ▣ **THE STORY CONCLUDES WITH 'MARGUERITE VAN MALE, 13 MARCH, 1361.**

VELS - The Humanities - History - Level 5

Learning focus

As students work towards the achievement of Level 5 standards in History, they develop knowledge and understanding about ancient and medieval societies and their role in providing the foundations of modern society. They consider why people at the end of the medieval period set out to discover the unknown world. They investigate some voyages of this period and New World discoveries during the Age of Exploration. Ancient societies could include civilisations of China, Rome, Greece and Egypt. Medieval societies could include those from England, Europe, Asia or an Islamic society. The Age of Exploration could include the discoveries of the Portuguese explorers, Christopher Columbus, Ferdinand Magellan, Francis Drake, the French explorers, Henry Hudson and James Cook. This learning enhances students' knowledge and use of historical concepts such as *time* – chronology and sequencing, change and continuity – and *cause and effect*, and develops a broad historical map which allows them to locate periods of history within a timeframe.

Students explore key concepts of democracy, governance, the rule of law, justice, religion, liberty, authority, leadership, culture and feudalism. Students begin to **use a variety of sources** that record the features of these past societies. They investigate daily life, the role and work of various groups, the division of labour between men and women, education, rituals and family. They explore the values and beliefs of societies through their religions, myths and legends, and their social and political structures. **Students examine the ways the culture was expressed through art, music, literature, drama, festivals and education.** They learn about key events, significant individuals, and the influence of trade and contact with other cultures. Students explore the legacies of ancient and medieval societies for contemporary societies. For example, they consider the origins of written law, democracy and the calendar; the limitations on the power of the monarchs (through the Magna Carta, the rule of law and the writ of *habeas corpus*); and the origins of major world religions.

Through their investigations, students develop their understanding of change and continuity over time, and the open-ended nature of historical inquiry. Students examine the influence of ancient and medieval societies on the present day, and make comparisons with contemporary societies.

Students begin to frame key research questions to guide their investigations, plan their inquiries, locate sources and use appropriate historical evidence to present a point of view, and report on their findings. They learn to use primary and secondary sources, and begin to evaluate historical sources for meaning, completeness, point of view, values and attitudes. They reflect on some of the strengths and limitations of historical documents. They use historical concepts such as time, evidence, continuity and change, and historical conventions such as documenting sources by using a bibliography and footnotes. They present their understanding in a variety of forms such as annotated timelines, multimedia presentations, posters, charts, diagrams, reports, case studies, biographies and oral reports.

Standards

Historical knowledge and understanding

At Level 5, students analyse and describe key events in ancient and medieval societies. They use a variety of sources to describe key aspects of these societies. They describe aspects of daily life in these societies such as work, the division of labour, family, clothing, housing and education. **They explain key features of community life including myths and legends, religious beliefs and practices and cultural expressions such as art and drama.** They analyse the ways that ancient and medieval societies were governed, identify political features and explain the nature of the political system, the dominant groups and how they established and maintained power. They describe the roles of key individuals and evaluate their contributions and legacies. Students analyse change and continuity over time and compare key aspects of past and present societies; for example, aspects of daily life, social and political ideas and structures, and cultural values and beliefs. They demonstrate understanding of key concepts such as democracy, governance, the rule of law, justice, religion, liberty, authority, leadership, culture and feudalism. They explain the influences of ancient and medieval societies on contemporary societies.

Historical reasoning and interpretation

At Level 5, students frame key research questions, plan their investigations, and report on their findings. **They use a range of primary and secondary sources including visual sources that record features of the societies in their investigations.** They identify the content, origin, purpose and context of historical sources. They evaluate historical sources for meaning, point of view, values and attitudes, and identify some of the strengths and limitations of historical documents. They use relevant historical evidence, concepts and historical conventions such as bibliographies to present a point of view. Students use a variety of forms to present their understanding.

A BRIEF SUMMARY OF ASPECTS OF THE AUSTRALIAN CURRICULUM PERTINENT TO THE STUDY OF MEDIEVAL HISTORY THROUGH FINE ART.

Learning area: HISTORY
VERSION 1.2

RATIONALE AND AIMS

HISTORY IS A DISCIPLINED PROCESS OF INQUIRY INTO THE PAST THAT **DEVELOPS STUDENTS' CURIOSITY AND IMAGINATION**. ..THE STUDY OF HISTORY IS BASED ON EVIDENCE DERIVED FROM REMAINS OF THE PAST..DEVELOPS TRANSFERABLE SKILLS...A WORLD HISTORY APPROACH... ESSENTIAL FOR INFORMED AND ACTIVE PARTICIPATION IN AUSTRALIA'S DIVERSE SOCIETY.

AIMS

TO DEVELOP INTEREST IN, AND ENJOYMENT OF, HISTORICAL STUDY ...KNOWLEDGE, UNDERSTANDING AND APPRECIATION... HISTORICAL CONCEPTS...CAPACITIES

CONTENT STRUCTURE

1. HISTORICAL KNOWLEDGE AND UNDERSTANDING
2. HISTORICAL SKILLS
3. RELATIONSHIP BETWEEN THE STRANDS
4. INQUIRY QUESTIONS (PROVIDE A FRAMEWORK)
5. OVERVIEWS OF HISTORICAL PERIODS BEING COVERED (10% OR YEAR'S TEACHING TIME)
6. DEPTH STUDIES (IN ADDITION TO THE OVERVIEW ARE ELECTIVES FOR THE HISTORICAL PERIOD - STUDY 1 (30%))
7. RELATIONSHIP BETWEEN OVERVIEWS AND DEPTH STUDIES
8. CONCEPTS FOR DEVELOPING HISTORICAL UNDERSTANDING - EG EVIDENCE, CONTINUITY AND CHANGE, CAUSE AND EFFECT, HISTORICAL INTERPRETATION AND ARGUMENT.
9. YEAR LEVEL DESCRIPTIONS - OVERVIEW OF THE CONTENT
10. CONTENT DESCRIPTIONS - KNOWLEDGE, UNDERSTANDING AND SKILLS
11. CONTENT ELABORATIONS (FOUNDATION TO YEAR 10)
12. GLOSSARY

HISTORY ACROSS FOUNDATION TO YEAR 10.

YEARS 7-10: ADOLESCENCE - A BIGGER WORLD, QUESTIONS, INTERESTS, RELEVANCE, LINKS, EVIDENCE AND CONTESTABILITY... (TEXT IS WRITTEN FOR THIS AUDIENCE.)

CROSS CURRICULUM PRIORITIES

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES
ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

SUSTAINABILITY (MENTION IN THE BOOK OF ENVIRONMENTAL ISSUES AND FRAGILITY OF HUMAN SURVIVAL)

LINKS TO OTHER LEARNING AREAS

1. ENGLISH (THE POWER OF LANGUAGE AND SYMBOL...LEARNING TO EXTEND THE RANGE OF THEIR OWN EXPRESSION...**A RANGE OF TEXTUAL GENRES AND FORMATS, INCLUDING ART, PHOTOGRAPHY, FILM, MUSIC, FICTION AND MULTIMEDIA.**)
2. MATHEMATICS (ECONOMIC ACTIVITY, CHANGES IN THE MOVEMENTS OF PEOPLE AND IN THE SIZE AND REACH OF INSTITUTIONS)
3. SCIENCE (HISTORY OF INVENTION, SCIENTIFIC AND TECHNOLOGICAL DEVELOPMENT, ETHICAL USE OF TECHNOLOGY, **MANAGEMENT OF THE ENVIRONMENT, SCIENCE AROUND ARTEFACTS CONSERVATION...**)

IMPLICATIONS FOR TEACHING, ASSESSMENT AND REPORTING

**AC-HISTORY EMPLOYS A SKILLS AND INQUIRY BASED MODEL OF TEACHING
STUDENTS INTEREST AND ENJOYMENT IS ENHANCED THROUGH A RANGE OF DIFFERENT
APPROACHES...ARTEFACTS, MUSEUMS, HISTORICAL SITES, HANDS-ON-ACTIVITIES AND
ARCHIVES.**

YEAR 8 LEVEL DESCRIPTION

THE ANCIENT TO THE MODERN WORLD

THE YEAR 8 CURRICULUM PROVIDES A STUDY OF HISTORY FROM THE END OF THE ANCIENT PERIOD TO THE BEGINNING OF THE MODERN PERIOD (C.650 CE - C.1750). THIS WAS WHEN MAJOR CIVILISATIONS AROUND THE WORLD CAME INTO CONTACT WITH EACH OTHER. SOCIAL, ECONOMIC, RELIGIOUS, AND POLITICAL BELIEFS WERE OFTEN CHALLENGED AND SIGNIFICANTLY CHANGED. IT WAS THE PERIOD WHEN THE MODERN WORLD BEGAN TO TAKE SHAPE.

THE CONTENT PROVIDES OPPORTUNITIES TO DEVELOP HISTORICAL UNDERSTANDING THROUGH KEY CONCEPTS, INCLUDING EVIDENCE, CONTINUITY AND CHANGE, CAUSE AND EFFECT, PERSPECTIVES, EMPATHY, SIGNIFICANCE AND CONTESTABILITY. THESE CONCEPTS MAY BE INVESTIGATED WITHIN A PARTICULAR HISTORICAL CONTEXT TO FACILITATE AN UNDERSTANDING OF THE PAST AND TO PROVIDE A FOCUS FOR HISTORICAL INQUIRIES.

THE HISTORY CONTENT AT THIS YEAR LEVEL INVOLVES TWO STRANDS: HISTORICAL KNOWLEDGE AND UNDERSTANDING AND HISTORICAL SKILLS. THESE STRANDS ARE INTERRELATED AND SHOULD BE TAUGHT IN AN INTEGRATED WAY; AND IN WAYS THAT ARE APPROPRIATE TO SPECIFIC LOCAL CONTEXTS. THE ORDER AND DETAIL IN WHICH THEY ARE TAUGHT ARE PROGRAMMING DECISIONS.

A FRAMEWORK FOR DEVELOPING STUDENTS' HISTORICAL KNOWLEDGE, UNDERSTANDING AND SKILLS IS PROVIDED BY INQUIRY QUESTIONS THROUGH THE USE AND INTERPRETATION OF SOURCES. THE KEY INQUIRY QUESTIONS AT THIS YEAR LEVEL ARE:

KEY INQUIRY QUESTIONS

HOW DID SOCIETIES CHANGE FROM THE END OF THE ANCIENT PERIOD TO THE BEGINNING OF THE MODERN AGE?

WHAT KEY BELIEFS AND VALUES EMERGED AND HOW DID THEY INFLUENCE SOCIETIES?

WHAT WERE THE CAUSES AND EFFECTS OF CONTACT BETWEEN SOCIETIES IN THIS PERIOD?

WHICH SIGNIFICANT PEOPLE, GROUPS AND IDEAS FROM THIS PERIOD HAVE INFLUENCED THE WORLD TODAY?

YEAR 8 CONTENT DESCRIPTIONS

HISTORICAL KNOWLEDGE AND UNDERSTANDING

OVERVIEW

THE FOLLOWING CONTENT IS TAUGHT AS PART OF AN OVERVIEW FOR THE HISTORICAL PERIOD. IT IS NOT INTENDED TO BE TAUGHT IN DEPTH. AN OVERVIEW WILL CONSTITUTE APPROXIMATELY 10% OF THE TOTAL TEACHING TIME FOR THE YEAR. OVERVIEW CONTENT IDENTIFIES IMPORTANT FEATURES OF THE PERIOD (C.650 CE - 1750) AS PART OF AN EXPANSIVE CHRONOLOGY THAT HELPS STUDENTS UNDERSTAND BROAD PATTERNS OF HISTORICAL CHANGE. AS SUCH, THE OVERVIEW PROVIDES THE BROADER CONTEXT FOR THE TEACHING OF DEPTH STUDY CONTENT AND CAN BE BUILT INTO VARIOUS PARTS OF A TEACHING AND LEARNING PROGRAM. THIS MEANS THAT OVERVIEW CONTENT CAN BE USED TO GIVE STUDENTS AN INTRODUCTION TO THE HISTORICAL PERIOD; TO MAKE THE LINKS TO AND BETWEEN THE DEPTH STUDIES; AND TO CONSOLIDATE UNDERSTANDING THROUGH A REVIEW OF THE PERIOD.

OVERVIEW CONTENT FOR THE ANCIENT TO MODERN WORLD (BYZANTINE, CELTIC, ANGLO-SAXON, VIKING, OTTOMAN, KHMER, MONGOLS, YUAN AND MING DYNASTIES, AZTEC, INCA) INCLUDES THE FOLLOWING:

- THE TRANSFORMATION OF THE ROMAN WORLD AND THE SPREAD OF CHRISTIANITY AND ISLAM**
- *KEY FEATURES OF THE MEDIEVAL WORLD (FEUDALISM, TRADE ROUTES, VOYAGES OF DISCOVERY, CONTACT AND CONFLICT)***
- THE EMERGENCE OF IDEAS ABOUT THE WORLD AND THE PLACE OF PEOPLE IN IT BY THE END OF THE PERIOD (SUCH AS THE RENAISSANCE, THE SCIENTIFIC REVOLUTION AND THE ENLIGHTENMENT).**

DEPTH STUDIES

THERE ARE THREE DEPTH STUDIES FOR THIS HISTORICAL PERIOD. FOR EACH DEPTH STUDY, THERE ARE UP TO FOUR ELECTIVES THAT FOCUS ON A PARTICULAR SOCIETY, EVENT, MOVEMENT OR DEVELOPMENT. IT IS EXPECTED THAT ONE ELECTIVE WILL BE STUDIED IN DETAIL. A DEPTH STUDY WILL CONSTITUTE APPROXIMATELY 30% OF THE TOTAL TEACHING TIME FOR THE YEAR. THE CONTENT IN EACH DEPTH STUDY ELECTIVE IS DESIGNED TO ALLOW DETAILED STUDY OF SPECIFIC ASPECTS OF THIS HISTORICAL PERIOD. AS PART OF A TEACHING AND LEARNING PROGRAM, DEPTH STUDY CONTENT CAN BE INTEGRATED WITH THE OVERVIEW CONTENT AND/OR WITH OTHER DEPTH STUDY ELECTIVES.

1 THE WESTERN AND ISLAMIC WORLD

THE VIKINGS

OR

RENAISSANCE ITALY (C.1400 - C.1600)

OR

MEDIEVAL EUROPE (C.590 - C.1500)

THE WAY OF LIFE IN MEDIEVAL EUROPE (SOCIAL, CULTURAL, ECONOMIC AND POLITICAL FEATURES) AND THE ROLES AND RELATIONSHIPS OF DIFFERENT GROUPS IN SOCIETY (ACDSEH008)

SIGNIFICANT DEVELOPMENTS AND/OR CULTURAL ACHIEVEMENTS, SUCH AS CHANGING RELATIONS BETWEEN ISLAM AND THE WEST (INCLUDING THE CRUSADES), ARCHITECTURE, MEDIEVAL MANUSCRIPTS AND MUSIC (ACDSEH050)

CONTINUITY AND CHANGE IN SOCIETY IN ONE OF THE FOLLOWING AREAS: CRIME AND PUNISHMENT; MILITARY AND DEFENCE SYSTEMS; TOWNS, CITIES AND COMMERCE (ACDSEH051)

THE DOMINANCE OF THE CATHOLIC CHURCH AND THE ROLE OF SIGNIFICANT INDIVIDUALS SUCH AS CHARLEMAGNE (ACDSEH052)

OR

THE OTTOMAN EMPIRE (C.1299 - C.1683)

2 THE ASIA-PACIFIC WORLD

STUDENTS INVESTIGATE ONE OF THESE ASIA-PACIFIC SOCIETIES IN DEPTH: THE ANGKOR/KHMER EMPIRE OR SHOGUNATE JAPAN OR THE POLYNESIAN EXPANSION ACROSS THE PACIFIC. N.B. WHERE APPROPRIATE, THIS DEPTH STUDY MAY INCLUDE SOME REFERENCE BEYOND THE END OF THE PERIOD C.1750.

3 EXPANDING CONTACTS

STUDENTS INVESTIGATE ONE OF THE FOLLOWING HISTORICAL DEVELOPMENTS IN DEPTH TO EXPLORE THE INTERACTION OF SOCIETIES IN THIS PERIOD: THE MONGOL EXPANSION OR THE BLACK DEATH IN AFRICA, ASIA AND EUROPE OR THE SPANISH CONQUEST OF THE AZTECS AND INCAS.

YEAR 8 ACHIEVEMENT STANDARD

BY THE END OF YEAR 8 STUDENTS PLACE SOME OF THE MAIN EVENTS, PEOPLE AND SOCIETIES THEY HAVE STUDIED WITHIN A CHRONOLOGICAL FRAMEWORK, WITH REFERENCE TO PERIODS OF TIME AND DATING CONVENTIONS FOR DESCRIBING THE PAST. WHEN RESEARCHING, STUDENTS FORMULATE HISTORICAL QUESTIONS, PLAN AN INQUIRY AND IDENTIFY RELEVANT HISTORICAL SOURCES USING INFORMATION TECHNOLOGIES AND OTHER METHODS. THEY LOCATE INFORMATION FROM BOTH PRIMARY AND SECONDARY SOURCES AND USE IT AS EVIDENCE TO ANSWER INQUIRY QUESTIONS. STUDENTS SELECT AND ORGANISE RELEVANT HISTORICAL INFORMATION FROM A RANGE OF SOURCES. THEY IDENTIFY THE ORIGIN AND PURPOSE OF PRIMARY AND SECONDARY SOURCES. STUDENTS DISTINGUISH BETWEEN FACT AND OPINION AND MAKE A JUDGMENT ABOUT THE USEFULNESS OF HISTORICAL SOURCES. THEY EXAMINE SOURCES TO IDENTIFY AND DESCRIBE POINTS OF VIEW, ATTITUDES AND VALUES. STUDENTS EXPLAIN THE CONTEXT FOR PEOPLE'S ACTIONS IN THE PAST AND THE HISTORICAL SIGNIFICANCE OF INDIVIDUALS,

GROUPS AND EVENTS. THEY RECOGNISE AND DESCRIBE THE NATURE OF SIGNIFICANT CHANGES AND CONTINUITIES AND LINK EFFECTS TO CAUSES. STUDENTS CONSTRUCT HISTORICAL TEXTS, SUCH AS DESCRIPTIONS AND EXPLANATIONS (INCORPORATING ANALYSIS), WHICH DRAW ON EVIDENCE IDENTIFIED IN PRIMARY AND SECONDARY SOURCES. THEY USE APPROPRIATE HISTORICAL TERMS, CONCEPTS AND REFERENCING IN THEIR HISTORICAL TEXTS. STUDENTS PRESENT THEIR FINDINGS IN A RANGE OF FORMS, IN PARTICULAR WRITTEN AND VISUAL TEXTS, INCLUDING DIGITAL TECHNOLOGIES.

OTHER TEXTS COVERING THE MEDIEVAL...

| TITLE | AUTHOR |
|---|---------------------------------|
| ARTHUR: KING OF THE MIDDLE MARCH | KEVIN CROSSLEY HOLLAND |
| AT THE CROSSING PLACES | KEVIN CROSSLEY HOLLAND |
| GATTY'S TALE | KEVIN CROSSLEY HOLLAND |
| THE SEEING STONE | KEVIN CROSSLEY HOLLAND |
| SWORD OF THE RIGHTFUL KING | JANE YOLEN |
| SONG FOR ELOISE | LEIGH SAUERWEIN |
| SLAUGHTERBOY | ODO HIRSCH |
| ROAD TO CAMELOT | SOPHIE MASSON (ED) |
| RAGING QUIET | SHERRYL JORDAN |
| PARSIFAL'S PAGE | GERALD MORRIS |
| PAGAN'S DAUGHTER | CATHERINE JINKS (SERIES) |
| MIMUS | LILY THAL |
| KING ARTHUR STORIES | ROSEMARY SUTCLIFF |
| THE FALCONER'S KNOT | MARY HOFFMAN |
| DINOSAUR KNIGHTS | MICHAEL BAUER |
| CRUSADE | LINDA PRESS WULFE |

THE MAD SQUARE

MODERNITY IN GERMAN ART 1910-1938

25 NOVEMBER - 4 MARCH

**NGV INTERNATIONAL
ST KILDA ROAD
(CLOSED TUESDAYS)**

***THE MAD SQUARE: MODERNITY IN GERMAN ART 1910-1937* IS A MAJOR EXHIBITION FOCUSING ON GERMAN MODERNISM. THE EXHIBITION HIGHLIGHTS THE GREAT AESTHETIC INNOVATIONS THAT WERE MADE BY ARTISTS THROUGHOUT GERMANY IN PAINTING, SCULPTURE, GRAPHIC ART, PHOTOGRAPHY, FILM AND THE DECORATIVE ARTS DURING THE YEARS FROM 1910 TO 1937. THE NATURE OF MODERNIST MOVEMENTS SUCH AS EXPRESSIONISM, DADA, CONSTRUCTIVISM, BAUHAUS AND NEW OBJECTIVITY WILL BE EXPLORED AS WILL THE BROADER HISTORICAL CONTEXT IN WHICH THE WORKS WERE PRODUCED.**

THE EXHIBITION FEATURES MORE THAN 200 REPRESENTATIVE WORKS FROM MUSEUMS AROUND THE WORLD BY LEADING ARTISTS OF THE PERIOD INCLUDING ERNST LUDWIG KIRCHNER, GEORGE GROSZ, OTTO DIX, MAX BECKMANN, CHRISTIAN SCHAD, RUDOLF SCHLICHTER, KARL HUBBUCH, KÄTHE KOLLWITZ, KURT SCHWITTERS, HANNAH HÖCH, AUGUST SANDER AND LÁSZLÓ MOHOLY-NAGY. THESE WORKS REVEAL THE FASCINATING AND COMPLEX WAYS IN WHICH ARTISTS RESPONDED TO THE FORCES OF MODERNITY AND THEIR PASSIONATE ENGAGEMENT WITH CONTEMPORARY SOCIETY, CULTURE AND POLITICS.

THE RANGE OF ARTWORKS INCLUDED IN *THE MAD SQUARE* MAKES THIS THE MOST COMPREHENSIVE EXHIBITION OF EUROPEAN MODERNISM ART EVER TO BE SHOWN IN AUSTRALIA.

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