

Ballads & Biscuits, Poppies & Parades

Assessment

Curriculum AO: Understand how people remember and record the past in different ways.

How people record and remember the past: recording/communicating during WW1, present day memorials.

Your Mission!

Part 1

- ❖ Choose a battle that involved New Zealand troops during WW1.
- ❖ Complete a deep dive research into this battle, finding out facts, images and personal recounts from those that were there.
- ❖ Gather and organise all the information that you want to share with your audience in your display.
- ❖ Decide what sort of display you would like to create about this battle. Here are some ideas:
 - A model made from lego, paper mache, plasticine, card, paper.
 - A diorama, made using an old shoe box.
 - A poster.
 - Detailed drawing with labels.
 - An informative leaflet or pamphlet.
 - A scripted and rehearsed play or short movie.
- ❖ Build, make, create your display so that you can share your information with your audience. Your audience are your classmates, teachers and parents.

Part 2

- ❖ Research War memorials that commemorate the battle that you have researched.
- ❖ Collect images of these memorials and arrange these into an A4 or A3 poster 2D display, label each image with their title and location.
- ❖ Complete a draft drawing of a memorial for the battle you have researched.

Part 3

- ❖ When you are ready, complete the attached memorial task.



Visual display: Shows clearly, a range of information relating to the chosen battle.

Developing

- ❖ Display is simple, containing 1-2 items of information.
- ❖ Display contains images
- ❖ Display contains some labels
- ❖ There is some evidence of research
- ❖ Some elements are the student's own work

Achieved

- ❖ Display is clear and well presented
- ❖ Display contains 3-5 items of information.
- ❖ Display contains a mixture of images and text and or a 3D model that is clearly labeled.
- ❖ There is evidence that the chosen battle has been well researched.
- ❖ Most elements are the student's own work

Excellent

- ❖ Display is visually pleasing and detailed.
- ❖ Display contains 5+ items of information.
- ❖ Display contains a mixture of images and text and or a 3D model that is clearly labeled.
- ❖ There is evidence that the chosen battle has been carefully researched through the use of detail.
- ❖ All elements are the student's own work.

Memorial Poster: Shows, clearly an understanding of how people remember battles and those who fought. Shows an understanding of what memorials are.

Developing 3B-3P

- ❖ Poster contains 1 -2 examples of memorials.
- ❖ Poster includes Images but these are untitled and or labelled

Achieved 3P-3A

- ❖ Poster contains 2 to 4 examples of memorials that clearly link to the students' chosen battle.
- ❖ Images are labelled clearly
- ❖ Layout is clear and visually pleasing

Excellence 4B -4A

- ❖ Poster contains 4+ examples of memorials that are clearly linked to the student's chosen battle.
- ❖ Images are clearly labelled and captioned.
- ❖ Layout is clear and visually pleasing.

Memorial Task:

Developing

- ❖ The memorial is sketched
- ❖ A brief description of how memorials help people to remember important events and people.
- ❖ A brief paragraph on why memorials are important.

Achieved

- ❖ Sketch of the memorial is detailed and labelled
- ❖ Description of how memorial help people to remember is well structured and ideas are explained clearly.
- ❖ Statement is well discussed and argued.

Excellence

- ❖ Sketch of memorial is clear, detailed, labelled and captioned.
- ❖ The description of how and why memorials help people to remember events and people is well structured including evidence from sources.
- ❖ Statement is well discussed and argued. Evidence is used to back up and explain.

Memorial Assessment Task

Annotated Sketch of your own memorial for your battle

Explanation of how and why your memorial will help people to remember your battle

Discussion of the statement: 'It is important to remember those who served in WW1.'

I would place this memorial...