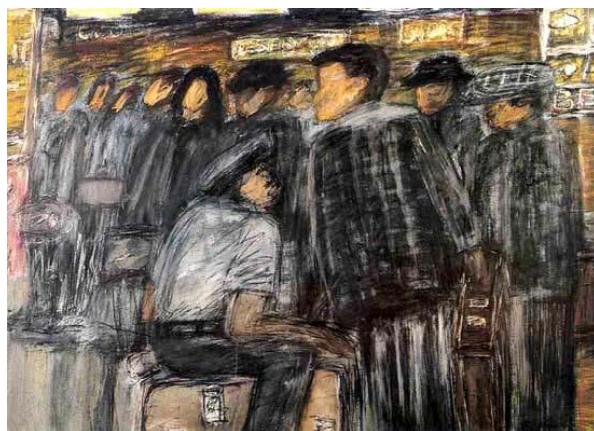


Grade 7 Arts and Culture Worksheet

Assessment Task: Art; South Africa; Heritage

Art and heritage and nation building

Part One: Five artworks by David Koloane



1. What are these paintings about? Analyse the paintings, using the vocabulary you have learned from studying the elements of art. Also respond to how the paintings make you feel. [15 marks]

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2. Find out some details of David Koloane's life. Assemble your research in point form under the heading "A Biography of David Koloane, the Artist". [15 marks]
3. Using a similar style to Koloane, using coloured chalks, create an artwork which for you, symbolises some aspect of your heritage or nation building.

Write a design brief in which you sketch the intended artwork and annotate the sketch with labels and notes to help you remember how you want to paint the picture.

Also in your design brief, explain what the finished painting symbolises and why you have painted what you have, in this way.

Produce the actual artwork.

Once you have finished the painting, mount it appropriately in order to exhibit it in class.

Make sure your name and the title of the artwork appear on a label.

[56 marks]



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Rubric to assess design brief and artwork

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Design brief is well written, attention paid to grammar, spelling and presentation	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Design brief clearly explains the aspect of heritage or nation building being explored	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Design brief clearly explains the use of chosen media	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Artwork is professionally presented and mounted with name and title labels	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Artwork makes use of coloured chalks	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Artwork is clearly in the style of David Koloane	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Artwork is appealing	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

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Part Two: Research for a multi-media presentation

This task will be conducted with a partner.

Music explores one's heritage and nation building from many different angles. National anthems, patriotic songs, traditional folk songs, as well as pop songs can explore these ideas. This task is a research project which will conclude in you giving a multi-media presentation to the class, based on "My Heritage in Music".

- Under the broad theme of "My Heritage in Music", brainstorm in a mind-map, all the different aspects of your heritage as portrayed by music. Provide at least one example of a song/piece of music for each aspect you highlight in your mind-map. Link similar themes on the mind-map.

[24 marks]

Rubric to assess mind-map/brainstorm

Criteria	4	3	2	1
Layout and spatial organisation	Well organised spatially.	Some attention given to layout.	Too small and cramped.	No attention at all given to layout.
Linking of ideas and concepts	Logical, related ideas linked meaningfully.	Mostly logical and meaningful in linking.	Some errors, linking not always logical and meaningful.	Many errors in logic and meaning.
Use of colour/shape to highlight focal points	Excellent use adds meaning and focus.	Used to add meaning.	Used, but not meaningfully.	Not used.
Neatness of overall presentation	Excellent.	Good.	Fair.	Untidy.
Content relating to heritage and music	Excellent. x 2	Good. x 2	Fair. x 2	Faulty. x 2

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2. Choose one of the aspects of heritage from your mind-map that most interests you and your partner. This is the theme that you will focus on for your multi-media presentation. Your next step is to compile an anthology of the songs which relate to this theme. You will do this by creating a table similar to this:

Name of song	Singer/Band	Songwriter	Why it links to this theme	Able to get a copy to play in presentation?

Show your anthology to your teacher, who may be able to advise you at this point.

3. Now start working on planning your presentation. You must keep a journal of the steps you took and the reasons you made certain decisions while constructing your programme.

Your multi-media presentation needs to be between five and eight minutes long. It must contain TWO different media in the presentation, at least. (For example, recordings of music and video footage, or recordings of music and photographs, etc.) You may link the items in the presentation verbally, or you may video the entire presentation as a movie. You could do the linking in character and perform it dramatically – it is all up to you. Be creative! Your journal will show how you planned and put this presentation together.

[24 marks]

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Rubric to assess journal

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Journal is well written with attention being paid to grammar, spelling and format	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Journal comprehensively analyses process of putting the presentation together.	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Journal shows decision-making process	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

4. Present your multi-media presentations to the class.

[40 marks]

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Rubric to assess multi-media presentation

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Presentation is delivered confidently to class, with good delivery techniques; keeps class entertained and educates	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Presentation is multi-media involving visual arts, music, dance and drama	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Presentation makes use of technology and the items flow seamlessly into each other in a professional manner	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Presentation addresses the theme chosen, related to “My Heritage in Music”	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Partners worked well together and all contributed to the success of the presentation	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

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Part Three: "My Heritage in Dance"

Dance has been used throughout the ages to express one's love for one's country, patriotism, heritage and nation building.

You are going to work in a small group to produce "My Heritage in Dance".

You will tell a story about your heritage, using dance and movement only.

You will use all the elements of dance and choreography that you have learned about.

Your story dance sequence must be set in Africa and the dance must contain elements of African dance, although you may combine these elements with those of other dance forms.

- As you are preparing as a group, keep a journal of the choices and decisions you make. You are journaling the process of creating a dance sequence. Journal your mistakes and the things that didn't work, as well as the ideas that were great and were incorporated in the final dance.

[24 marks]

Rubric to assess journal

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Journal is well written with attention being paid to grammar, spelling and format	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Journal comprehensively analyses process of putting the dance sequence together	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Journal shows decision-making process	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

- After considerable rehearsal to get your dance sequence polished and ready, you should present the dance to the class.

The rubric will show you how you will be assessed.

[64 marks]

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Rubric to assess dance

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Planning shows attention to choreography, steps used and musical style	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Movement sequences include the elements of space, time and force	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Dance has a definite beginning, middle and end structure	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Styles from South African dance forms have been incorporated into the dance	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Dance performed with evidence of musicality, balance, co-ordination and control	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
The theme of "Heritage in Dance" is clearly and creatively expressed	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Dance is entertaining to watch as group has paid attention to audience needs	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Dancers warmed up before the dance in an appropriate fashion	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

Grade 7 Arts and Culture Worksheet

Part Four: Write a script for a movie

There have been many movies made about people's heritage and nation building – not only in South Africa, but internationally. Mostly, the movie depicts some form of CONFLICT around which the story is woven.

In your group, you are going to write a script for a short movie about heritage and nation building. You must focus on conflict in the situation.

Your script must be written in the correct format.

[20 marks]

- Your production must show an understanding of basic dramatic structure (who, what, where, when);
- show characters drawn from observation, imitation and imagination;
- incorporate some dramatic elements such as grouping, shape and climax to communicate meaning and feeling.

Once you have constructed your script, start rehearsing. Some members of the group will act, while others will be involved in props, lighting, costumes, etc. Every member of the group must be involved in the production in an active way.

[56 marks]

You will be assessed according to these rubrics.

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Rubric for writing a script

Criteria	Level 4 [4]	Level 3 [3]	Level 2 [2]	Level 1 [1]
Learners worked efficiently and thoroughly to write the script	Outstanding co-operation.	Good co-operation.	Fair co-operation.	Poor co-operation.
Group was involved in the decision-making which took place in a democratic manner	Outstanding decision-making.	Good decision-making.	Fair decision-making.	Poor decision-making.
The script followed the prescribed format with characters, dialogue and stage directions	Outstanding script format.	Good script format.	Fair script format.	Poor script format.
Script embraces dramatic elements such as grouping, shape and climax to communicate meaning and feeling	Outstanding structure.	Good structure.	Fair structure.	Poor structure.
Script is creative, original and exciting and offers much opportunity for dynamic interpretation in a stage production	Exceptionally creative and exciting.	Creative and exciting.	Fairly creative and exciting.	Not very creative and exciting.

Rubric to assess performance

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Group worked well during preparation stages in rehearsing the new script	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Group worked well together and all contributed to the success of the script as a performance	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Performance is delivered confidently to class, with good delivery techniques; keeps class entertained and educates	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Characterisation is convincing	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

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			fashion.	
Costumes, props, sets, lights contribute to a successful performance	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
An awareness of the target audience and its needs is demonstrated	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
The performance captures the theme of heritage and nation building	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

Part Five: Influences on society

You have investigated how heritage and nation building are depicted in visual art, music, dance and drama.

To what extent does the way the arts depict our heritage and the process of nation building influence society and bring about change?

You are going to investigate the question of whether the arts influence society and bring about change.

1. Design a questionnaire which you will administer to three different people. The questionnaire must have carefully composed questions which probe and uncover whether the arts influence society to bring about change or not – and if they do, to what extent?
2. Once you are satisfied with your questionnaire, you must administer the questionnaire to three people in an interview situation. Make sure you take careful note of their responses so that you are able to compile an accurate report.

[24 marks]

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Rubric to assess questionnaire design and interviews

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Questionnaire design is well written, attention paid to grammar, spelling and presentation	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Questionnaire clearly investigates, questions and explores the role the arts play in influencing change in society	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Interviews all conducted on time and there is evidence in the form of completed questionnaires or transcribed interviews	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

3. Your report will be written in the form of an essay in which you discuss the extent to which the arts influence change in society. The essay must use the evidence collected from your interviews and questionnaires. The essay must also have evidence of a great deal of self-reflection.

[48 marks]

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Rubric to assess essay

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Content/ideas	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.	Writes related, quality paragraphs, with little or no details.	Writing does not clearly communicate knowledge. The reader is left with questions.	Writing is extremely limited in communicating knowledge, with no central theme.
Organisation	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.	Uses correct writing format. Incorporates a coherent closure.	Writing is confused and loosely organised. Transitions are weak and closure is ineffective.	Writing is disorganised and under-developed with no transitions or closure.
Vocabulary/word choice	Effective and engaging use of word choice; effective and accurate use of language.	Uses a variety of word choice to make writing interesting; uses language.	Shows some use of varied word choice, beginning to use language.	Careless or inaccurate word choice, which obscures meaning.
Purpose of essay	Purpose was well met and there are no questions concerning the focus of the task.	Purpose mostly met and questions largely addressed.	Needs greater attention to be paid to meeting the purpose of the task.	Purpose not met; little focus and meaning.
Content – use of interviews	Excellent.	Good.	Fair.	Poor.
Content – self-reflection	Excellent.	Good.	Fair.	Poor.

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Suggested Solutions

Question number	Possible marks	Solution
1.1	15	Various artworks of David Koloane. Learners must respond in terms of elements of art as well as a personal response to the art.
1.2	15	<p>Learner responses will differ. Award marks for biography being written in point form as instructed. Some guidelines for marking:</p> <p>I was born in Alexandra, Johannesburg on 5 June 1938. I am an artist, writer, art critic and curator. I studied at the Bill Ainslie Art Studios under Bill Ainslie from 1974 - 1977. I also trained in Museum Studies at the University of London. I was co-founder of the Thupelo Art Workshop project. I am also a founder member and director of the Fordsburg Artists Studios, which is in its tenth year of existence. I established a reputation both locally and internationally and feature in most major collections, museums and galleries in South Africa and internationally. (Smithsonian Institute - USA, Daimler Chrysler - Germany, Victoria and Albert Museum - UK) I have exhibited in Johannesburg, Holland, Mozambique, Italy, England, USA and Finland and am often invited to lecture abroad and at local universities. In 1996 I was invited to give a paper at the University of London, London UK on 'Post-apartheid Expression in the Visual Arts'.</p> <p>I am regularly invited to lecture to students and to act as external examiner at various universities in South Africa. My work has also been widely written about in many leading South African and international catalogues, journals and magazines. My concern in socio-political matters and contributions to the furtherance of disadvantaged black South African artists during and after the apartheid era is evident. My work can be said to reflect the socio-political landscape of South Africa both past and present. The socio-political conditions created by the apartheid system of government have to a large extent transfixed the human condition as the axis around which my work evolves. The human figure has become the icon of creative expression. In 1982 I co-ordinated Art Towards Social Development which was part of the first international conference involving artists living in South Africa and those who were in exile. The conference Culture and Resistance was held in Botswana. I co-curated Art from South Africa at the Oxford Museum of Modern Art and I co-curated Seven Stories about Art in Africa in the White Chapel Gallery in London.</p>
1.3	56	See rubric in Appendix of Assessment Tools.
2.1	24	See rubric in Appendix of Assessment Tools.
2.2	None	No need to award marks for this task as this will be assessed in

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		presentation. Check to see, however, that learners have completed this aspect of the planning.
2.3	24	See rubric in Appendix of Assessment Tools.
2.4	40	See rubric in Appendix of Assessment Tools.
3.1	24	See rubric in Appendix of Assessment Tools.
3.2	64	See rubric in Appendix of Assessment Tools.
4	20 – script 56 – performance	See rubric in Appendix of Assessment Tools.
5.1 and 5.2	24	See rubrics in Appendix of Assessment Tools.
5.3	48	See rubric in Appendix of Assessment Tools.

Appendix of Assessment Tools

Rubric to assess design brief and artwork

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Design brief is well written, attention paid to grammar, spelling and presentation	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Design brief clearly explains the aspect of heritage or nation building being explored	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Design brief clearly explains the use of chosen media	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Artwork is professionally presented and mounted with name and title labels	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Artwork makes use of coloured chalks	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Artwork is clearly in the style of David Koloane	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Artwork is appealing	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

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Rubric to assess mind-map/brainstorm

Criteria	4	3	2	1
Layout and spatial organisation	Well organised spatially.	Some attention given to layout.	Too small and cramped.	No attention at all given to layout.
Linking of ideas and concepts	Logical, related ideas linked meaningfully.	Mostly logical and meaningful in linking.	Some errors, linking not always logical and meaningful.	Many errors in logic and meaning.
Use of colour/shape to highlight focal points	Excellent use adds meaning and focus.	Used to add meaning.	Used, but not meaningfully.	Not used.
Neatness of overall presentation	Excellent.	Good.	Fair.	Untidy.
Content relating to heritage and music	Excellent. x 2	Good. x 2	Fair. x 2	Faulty. x 2

Rubric to assess journal

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Journal is well written with attention being paid to grammar, spelling and format	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Journal comprehensively analyses process of putting the presentation together.	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Journal shows decision-making process	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

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Rubric to assess multi-media presentation

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Presentation is delivered confidently to class, with good delivery techniques; keeps class entertained and educates	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Presentation is multi-media involving visual arts, music, dance and drama	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Presentation makes use of technology and the items flow seamlessly into each other in a professional manner	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Presentation addresses the theme chosen, related to “My Heritage in Music”	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Partners worked well together and all contributed to the success of the presentation	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

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Rubric to assess journal

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Journal is well written with attention being paid to grammar, spelling and format	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Journal comprehensively analyses process of putting the dance sequence together.	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Journal shows decision-making process	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

Rubric to assess dance

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Planning shows attention to choreography, steps used and musical style	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Movement sequences include the elements of space, time and force	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Dance has a definite beginning, middle and end structure	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Styles from South African dance forms have been incorporated into the dance	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Dance performed with evidence of musicality,	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

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balance, co-ordination and control				
The theme of “Heritage in Dance” is clearly and creatively expressed	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Dance is entertaining to watch as group has paid attention to audience needs	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Dancers warmed up before the dance in an appropriate fashion	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

Rubric for writing a script

Criteria	Level 4 [4]	Level 3 [3]	Level 2 [2]	Level 1 [1]
Learners worked efficiently and thoroughly to write the script	Outstanding co-operation.	Good co-operation.	Fair co-operation.	Poor co-operation.
Group was involved in the decision-making which took place in a democratic manner	Outstanding decision-making.	Good decision-making.	Fair decision-making.	Poor decision-making.
The script followed the prescribed format with characters, dialogue and stage directions	Outstanding script format.	Good script format.	Fair script format.	Poor script format.
Script embraces dramatic elements such as grouping, shape and climax to communicate meaning and feeling	Outstanding structure.	Good structure.	Fair structure.	Poor structure.
Script is creative, original and exciting and offers much opportunity for dynamic interpretation in a stage production	Exceptionally creative and exciting.	Creative and exciting.	Fairly creative and exciting.	Not very creative and exciting.

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Rubric to assess performance

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Group worked well during preparation stages in rehearsing the new script	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Group worked well together and all contributed to the success of the script as a performance	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Performance is delivered confidently to class, with good delivery techniques; keeps class entertained and educates	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Characterisation is convincing	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Costumes, props, sets, lights contribute to a successful performance	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
An awareness of the target audience and its needs is demonstrated	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
The performance captures the theme of heritage and nation building	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

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Rubric to assess questionnaire design and interviews

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Questionnaire design is well written, attention paid to grammar, spelling and presentation	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Questionnaire clearly investigates, questions and explores the role the arts play in influencing change in society	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Interviews all conducted on time and there is evidence in the form of completed questionnaires or transcribed interviews	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

Rubric to assess essay

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Content/ ideas	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.	Writes related, quality paragraphs, with little or no details.	Writing does not clearly communicate knowledge. The reader is left with questions.	Writing is extremely limited in communicating knowledge, with no central theme.
Organisation	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.	Uses correct writing format. Incorporates a coherent closure.	Writing is confused and loosely organised. Transitions are weak and closure is ineffective.	Writing is disorganised and under-developed with no transitions or closure.
Vocabulary/ word choice	Effective and engaging use of word choice; effective and accurate use of language.	Uses a variety of word choice to make writing interesting; uses language.	Shows some use of varied word choice, beginning to use language.	Careless or inaccurate word choice, which obscures meaning.
Purpose of essay	Purpose was well met and there are no questions	Purpose mostly met and questions largely addressed.	Needs greater attention to be paid to meeting the purpose of the	Purpose not met; little focus and meaning.

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	concerning the focus of the task.		task.	
Content – use of interviews	Excellent.	Good.	Fair.	Poor.
Content – self-reflection	Excellent.	Good.	Fair.	Poor.