

## Grade 7 Arts and Culture Worksheet

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### Assessment Task: Children's Rights

#### Children's Rights

These days there is a great deal of talk about people's *rights*.

What is a 'right'?

When the word is used in this way, it means fair or just treatment of people. In many countries, the rights of people to do certain things are protected in a legal document called a **Bill of Rights**. South Africa is no exception. Chapter Two of the Constitution is the Bill of Rights, and Section 28 refers to the Rights of Children.

What sort of rights do you think children should enjoy?

Let's look at what the United Nations Organisation and the South African Constitution have to say about the rights of the child.

#### **The United Nations Declaration of the Rights of the Child**

The Right

to affection, love and understanding

to adequate nutrition and medical care

to free education

to full opportunity for play and recreation

to a name and nationality

to special care if handicapped

to be among the first to receive relief in times of disaster

to learn to be a useful member of society and to develop individual abilities

to be brought up in a spirit of peace and universal brotherhood

to enjoy these rights, regardless of race, colour, sex, religion, national or social origin

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### Chapter 2 of the South African Constitution: the Bill of Rights

#### Section 28. Children

1. Every child has the right
  - a. to a name and a nationality from birth;
  - b. to family care or parental care, or to appropriate alternative care when removed from the family environment;
  - c. to basic nutrition, shelter, basic health care services and social services;
  - d. to be protected from maltreatment, neglect, abuse or degradation;
  - e. to be protected from exploitative labour practices;
  - f. not to be required or permitted to perform work or provide services that
    - i. are inappropriate for a person of that child's age; or
    - ii. place at risk the child's well-being, education, physical or mental health or spiritual, moral or social development;
  - g. not to be detained except as a measure of last resort, in which case, in addition to the rights a child enjoys under sections 12 and 35, the child may be detained only for the shortest appropriate period of time, and has the right to be
    - i. kept separately from detained persons over the age of 18 years; and
    - ii. treated in a manner, and kept in conditions, that take account of the child's age;
  - h. to have a legal practitioner assigned to the child by the state, and at state expense, in civil proceedings affecting the child, if substantial injustice would otherwise result; and
  - i. not to be used directly in armed conflict, and to be protected in times of armed conflict.
2. A child's best interests are of paramount importance in every matter concerning the child.

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### Tasks

1. Do you understand all of the words in the UN Declaration and in the Constitution?  
Explain those you don't understand after looking them up. Write your explanations into your workbook.
2. Which of these rights do you think is the most important right, and why?
3. Do you as a child have all these rights? Which, if any, don't you have? Give reasons.
4. This next question requires you to do some research. Talk to people; look in books and on the internet. Include your own thoughts.
  - a. Why do you think organisations draw up declarations of rights?
  - b. Are they necessary? Why/Why not?
  - c. Is a declaration of children's rights important? Reasons?

Answer the three questions by writing three short paragraphs.

[16 marks]

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### Rubric to assess paragraphs

Criteria	Level 4	Level 3	Level 2	Level 1
<b>4a</b>	Answer is comprehensive and includes well researched ideas and substantiated personal opinion. [4 marks]	Answer is generally comprehensive and includes researched ideas and some personal opinion. [3 marks]	Answer is fair and includes some researched ideas and at least one personal opinion. [2 marks]	Answer is poor with little reference to researched ideas and personal opinion is unsubstantiated. [1 mark]
<b>4b</b>	Answer is comprehensive and includes well researched ideas and substantiated personal opinion. [4 marks]	Answer is generally comprehensive and includes researched ideas and some personal opinion. [3 marks]	Answer is fair and includes some researched ideas and at least one personal opinion. [2 marks]	Answer is poor with little reference to researched ideas and personal opinion is unsubstantiated. [1 mark]
<b>4c</b>	Answer is comprehensive and includes well researched ideas and substantiated personal opinion. [4 marks]	Answer is generally comprehensive and includes researched ideas and some personal opinion. [3 marks]	Answer is fair and includes some researched ideas and at least one personal opinion. [2 marks]	Answer is poor with little reference to researched ideas and personal opinion is unsubstantiated. [1 mark]
<b>Paragraph writing</b>	Paragraphs are well structured, no grammatical errors, logical flow of ideas. [4 marks]	Paragraphs are fairly well structured, few grammatical errors, generally a logical flow of ideas. [3 marks]	Paragraphs are acceptably structured, a number of grammatical errors, an attempt at a logical flow of ideas. [2 marks]	Paragraphs are not well structured, many grammatical errors, generally no logical flow of ideas. [1 mark]

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5. Choose one of the rights and write a song about that right (why it should be a right/what happens if it is not/children who have suffered without that right, etc...)

You must perform your song for the class by singing it either by yourself or with group.

[12 marks]

You will be assessed according to the following rubric.

### Rubric to assess song

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Addressing of the right</b>	The song clearly addresses the human/children's right. [4 marks]	The song satisfactorily addresses the human/children's right. [3 marks]	The song attempts to address the human/children's right. [2 marks]	The song does not address the human/children's right. [1 mark]
<b>Melody and tune</b>	A catchy or melodic tune is used to support the lyrics. [4 marks]	A satisfactory tune is used to support the lyrics. [3 marks]	An attempt is made at a tune to support the lyrics. [2 marks]	Tune is not able to support the lyrics. [1 mark]
<b>Presentation of song</b>	Confident and enthusiastic presentation of the song. [4 marks]	Fairly confident and enthusiastic presentation of the song. [3 marks]	Satisfactory confidence and enthusiasm displayed in presentation of the song. [2 marks]	Song not presented with enthusiasm or confidence. [1 mark]

6. Choose a new children's right and design a poster for display in your school. The poster should clearly address the particular right. Focus on the visual elements of art (colour, line, shape, form, shading, etc.) in your poster. You may use pastels, crayons, pencils and felt-tipped markers. Your poster should be A3.

When you have completed your poster, you should mount the poster on a contrasting sheet of coloured cardboard, for display in your school.

[20 marks]

You will be assessed according to the following rubric.

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### Rubric to assess poster

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Required elements</b>	The poster addresses the children's right comprehensively and clearly. [4 marks]	The poster addresses the children's right clearly. [3 marks]	The poster addresses the children's right fairly well. [2 marks]	The poster does not really address the children's right. [1 mark]
<b>Writing</b>	All items of importance on the poster are clearly written in writing that can be read from at least 1m away. [4 marks]	Almost all items of importance on the poster are clearly written in writing that can be read from at least 1m away. [3 marks]	A number of items of importance on the poster are clearly written in writing that can be read from at least 1m away. [2 marks]	Writing is unclear and not visible 1m away. [1 mark]
<b>Elements of art</b>	Elements have been well used to create a visually appealing poster. [4 marks]	Most elements have been used to create a visually attractive poster. [3 marks]	Some elements have been used fairly well to create a visually attractive poster. [2 marks]	Poster is not visually appealing, poor use of elements. [1 mark]
<b>Attractive-ness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness. [4 marks]	The poster is attractive in terms of design, layout and neatness. [3 marks]	The poster is acceptably attractive, though it may be a bit messy. [2 marks]	The poster is distractingly messy or very poorly designed. It is not attractive. [1 mark]
<b>Mounting</b>	Poster creatively and neatly mounted and displayed. [4 marks]	Poster neatly mounted and displayed. [3 marks]	Poster acceptably mounted and displayed. [2 marks]	Poster not neatly mounted and displayed. [1 mark]

7. In a group, choose a right which you are going to depict in dance. Your dance must embrace the spirit and knowledge that this is a South African children's right you are demonstrating. You may use an existing piece of music to dance to, but you must create your own additional musical accompaniment to the dance, which must be South African in origin. [24 marks]

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You will be assessed according to the following rubric.

### Rubric to assess dance

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Addressing of the right</b>	The dance clearly addresses the human/children's right. [4 marks]	The dance satisfactorily addresses the human/children's right. [3 marks]	The dance attempts to address the human/children's right. [2 marks]	The dance does not address the human/children's right. [1 mark]
<b>Use of dance and choreography design elements</b>	Excellent incorporation of dance elements such as space, tempo and force. [4 marks]	Good incorporation of dance elements such as space, tempo and force. [3 marks]	Fair incorporation of dance elements such as space, tempo and force. [2 marks]	Inability to incorporate dance elements such as space, tempo and force. [1 mark]
<b>Music</b>	Well chosen accompaniment and excellent additional accompaniment by participants. [4 marks]	Well chosen accompaniment and good additional accompaniment by participants. [3 marks]	Accompaniment and additional accompaniment by participants were satisfactory. [2 marks]	Poorly chosen accompaniment and poor additional accompaniment by participants. [1 mark]
<b>South African feel to the presentation</b>	A thoroughly South African dance routine with great attention being paid to the spirit and origin of the dance. [4 marks]	An acceptably South African dance routine with fair attention being paid to the spirit and origin of the dance. [3 marks]	A satisfactory South African dance routine with some attention being paid to the spirit and origin of the dance. [2 marks]	Not truly a South African dance routine with little attention being paid to the spirit and origin of the dance. [1 mark]
<b>Group work</b>	Group able to work well together, without disruptive behaviour, remained focussed on the task. [4 marks]	Group mostly able to work well together, without much disruptive behaviour, remained fairly focussed on the task. [3 marks]	Group needed to be brought to attention before being able to work well together, some disruptive behaviour, battled to remain focussed on the task. [2 marks]	Group unable to work well together, constant disruptive behaviour, unable to remain focussed on the task. [1 mark]
<b>Presentation</b>	Confident and	Fairly confident	Satisfactory	Dance not

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<b>of dance</b>	enthusiastic presentation of the dance.  [4 marks]	and enthusiastic presentation of the dance.  [3 marks]	confidence and enthusiasm displayed in presentation of the dance. [2 marks]	presented with enthusiasm or confidence.  [1 mark]
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### Suggested Solutions

Question number	Possible marks	Solution
1 – 3	No marks	Discuss learner answers in class; make sure that all learners are comfortable with their understanding of the texts before moving on to further questions.
4	16	See rubric below.
5	12	See rubric below.
6	20	See rubric below.
7	24	See rubric below.

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### Appendix of Assessment Tools

#### Rubric to assess paragraphs

Criteria	Level 4	Level 3	Level 2	Level 1
<b>4a</b>	Answer is comprehensive and includes well researched ideas and substantiated personal opinion.  [4 marks]	Answer is generally comprehensive and includes researched ideas and some personal opinion. [3 marks]	Answer is fair and includes some researched ideas and at least one personal opinion.  [2 marks]	Answer is poor with little reference to researched ideas and personal opinion is unsubstantiated. [1 mark]
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### Rubric to assess song

Criteria	Level 4	Level 3	Level 2	Level 1
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### Rubric to assess poster

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Required elements</b>	The poster addresses the children's right comprehensively and clearly. [4 marks]	The poster addresses the children's right clearly. [3 marks]	The poster addresses the children's right fairly well. [2 marks]	The poster does not really address the children's right. [1 mark]
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<b>Attractive-ness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness. [4 marks]	The poster is attractive in terms of design, layout and neatness. [3 marks]	The poster is acceptably attractive, though it may be a bit messy. [2 marks]	The poster is distractingly messy or very poorly designed. It is not attractive. [1 mark]
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### Rubric to assess dance

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<b>Group work</b>	Group able to work well together, without disruptive	Group mostly able to work well together, without much disruptive	Group needed to be brought to attention before being able to	Group unable to work well together, constant

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	behaviour, remained focussed on the task.  [4 marks]	behaviour, remained fairly focussed on the task.  [3 marks]	work well together, some disruptive behaviour, battled to remain focussed on the task. [2 marks]	disruptive behaviour, unable to remain focussed on the task.  [1 mark]
<b>Presentation of dance</b>	Confident and enthusiastic presentation of the dance.  [4 marks]	Fairly confident and enthusiastic presentation of the dance.  [3 marks]	Satisfactory confidence and enthusiasm displayed in presentation of the dance. [2 marks]	Dance not presented with enthusiasm or confidence.  [1 mark]