

Grade 7 Arts and Culture Worksheet

Assessment Task: Dance; Drama and Myths

Performing myths

Part One: What is a myth?

1. What is a myth?

[2]

2. Why do people tell myths?

[3]

3. Are myths the same as scientific explanations? Give an example to help you explain what you mean.

[5]

Part Two: Perform a myth

Read the following myth:

Demeter was goddess of the Earth. With her daughter, the beautiful Persephone, she kept the trees and plants green and fruitful. The weather was pleasant and warm. People were happy in the sunshine, harvesting food and living comfortably.

However, Hades, the god of the Underworld, happened to see Persephone playing in the warm sunshine among beautiful flowers, and he fell in love with her. Hades was jealous of the way in which Persephone could make flowers bloom and trees bear fruit. So he kidnapped Persephone and took her from the Earth into his Underworld.

When Demeter found that her daughter was gone, she wept and lamented. She commanded the trees to lose their fruit and leaves. Flowers and grass withered and died. The Earth became a cold and unfriendly place. The Earth was dying. People wept and called on Zeus, the god of all the gods, to help return the Earth to its once fruitful and warm splendour.

Zeus took pity on the people and commanded his brother, Hades, to return Persephone to her mother. Hades truly loved Persephone and did not want to lose her. However, he told Zeus that if Persephone had not eaten any food while in the Underworld, she could return freely to Earth. Hades quickly returned to the Underworld and tricked Persephone into eating six seeds from a pomegranate, the fruit of the Underworld.

Persephone was brought to Zeus for questioning. Sadly, Persephone confessed that she had eaten six pomegranate seeds. Hades was triumphant! Persephone was his forever! But Zeus realised that the Earth was devastated and all would die, unless Hades relented. So a compromise was struck. For half of the year, Persephone would remain in the Underworld with Hades. For those six months it would be cold on Earth, with no fruits and flowers. It would be Winter. For the other six months of the year, Persephone would return to her mother on Earth. For those six months, the Earth would be warm, beautiful and fruitful. It would be Summer.

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- ☒ Your teacher will divide the class into groups.
- ☒ Each group will present a drama, with dance movements, based on the myth of Persephone to explain the changing seasons.
- ☒ Pay attention to the rubric to see how you will be assessed.

Rubric for assessing performance of a myth

Criteria	4	3	2	1
Story analysed into characters and plot moments.				
Script is written in the correct structure with dialogue and stage directions correctly formatted.				
Script is neatly presented as a polished and professional document.				
Learners rehearsed in an ordered, serious and constructive manner with no fooling around.				
Each learner played a role in the finished drama as well as in the production process.				
The drama was performed professionally; words had been learned and the production ran smoothly.				
Characters were well defined and characterisation was apt and seriously tackled in depth.				
Special effects, costume and props were aptly chosen to enhance the drama.				
Dance movements had been creatively incorporated into the drama.				
The drama was entertaining and original; it was a successful piece of theatre worthy of being performed in front of an audience.				
Total	/40			

Part Three: Peer assessment of performance of a myth

Rubric for peer assessment of performance of a myth

Criteria	4	3	2	1
The group worked well together.				
The performance suited the original story.				
The dance and special effects were exciting and creative.				
The performance was polished and well rehearsed.				
This was an entertaining piece of theatre that was well worth watching.				
Total	/20			

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Part Four: Own assessment of performance of a myth

Rubric for own assessment of performance of a myth

Criteria	4	3	2	1
I participated in developing this drama in a positive and constructive way.				
I listened to the concerns, ideas and suggestions made by other people in my group with sensitivity.				
I was willing to use the ideas of others, even if they were not what I personally wanted.				
I took full responsibility for leaning my words and dance routines so that the performance was successful.				
I think this was an entertaining piece of theatre that was well worth watching.				
Total	/20			

Part Five: Summer and winter solstices

The summer and winter solstices are the days of the year that are the middle of summer and winter. In South Africa, the winter solstice falls on 21 June, while the summer solstice falls on 21 December.

The Xhosa people refer to the solstices as the *injikolanga*, the turning back of the sun.

☒ Write your own myth which explains the *injikolanga*.

Rubric for assessment of writing a myth

Criteria	4	3	2	1
The story has a clear structure – introduction, middle and conclusion.				
The story explains the <i>injikolanga</i> in a creative and entertaining way.				
There are interesting characters in the story.				
There is realistic dialogue and descriptive narrative in the story.				
Language is well used, varied vocabulary and good grammar.				
Total	/20			

Part Six: Illustrate your story

☒ Draw a picture on an A5 sheet of paper to illustrate your story.

☒ You should make use of colour in your picture.

☒ Mount the artwork on an A4 sheet of cardboard which is complementary in colour to the main colour used in the artwork itself.

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Rubric for assessment of illustration for a myth

Criteria	4	3	2	1
The picture is completed on an A5 sheet of paper and is mounted on an A4 sheet of paper in a neat and professional manner.				
Colour is well used in the illustration; the mounting board is complementary in colour to the main colour used in the artwork.				
The artwork illustrates the story in a creative and appropriate manner.				
The artwork shows the learner's ability to use the basic elements of art such as line, shape, etc.				
The artwork is pleasing to the eye and attractive; care has been taken to be neat and attentive to detail.				
Total	/20			

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Suggested Solutions

Question number	Possible marks	Solution
1.1	2	A myth is a story told by people to explain a natural phenomenon or experience.
1.2	3	People are naturally inquisitive about why things happen. Some of our experiences and the phenomena around us are very hard to explain. Myths attempt to explain complex ideas or phenomena in simple, creative ways. They help people look at things around them with understanding.
1.3	5	Myths are not the same as scientific explanations. Myths are creative and draw on cultural indigenous knowledge, stories, superstitions and ancient beliefs to explain things. Science relies on proven facts. For example, the changing seasons can be explained by science due to the fact that the earth rotates on its axis and orbits the sun. At certain times of the year, certain areas on the earth are tilted further away from the sun and the result is they are cooler – winter. Places receiving more sunlight are warmer – summer. However, myths might explain this natural phenomenon by telling a story about the sun god being displeased with humans and withdrawing his power and warmth from the earth for a certain time. (Learners may use various examples)
2	40	See rubric below.
3	20	See rubric below.
4	20	See rubric below.
5	20	See rubric below.
6	20	See rubric below.

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Appendix of Assessment Tools

Rubric for assessing performance of a myth

Criteria	4	3	2	1
Story analysed into characters and plot moments.				
Script is written in the correct structure with dialogue and stage directions correctly formatted.				
Script is neatly presented as a polished and professional document.				
Learners rehearsed in an ordered, serious and constructive manner with no fooling around.				
Each learner played a role in the finished drama as well as in the production process.				
The drama was performed professionally; words had been learned and the production ran smoothly.				
Characters were well defined and characterisation was apt and seriously tackled in depth.				
Special effects, costume and props were aptly chosen to enhance the drama.				
Dance movements had been creatively incorporated into the drama.				
The drama was entertaining and original; it was a successful piece of theatre worthy of being performed in front of an audience.				
Total	/40			

Rubric for peer assessment of performance of a myth

Criteria	4	3	2	1
The group worked well together.				
The performance suited the original story.				
The dance and special effects were exciting and creative.				
The performance was polished and well rehearsed.				
This was an entertaining piece of theatre that was well worth watching.				
Total	/20			

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Rubric for own assessment of performance of a myth

Criteria	4	3	2	1
I participated in developing this drama in a positive and constructive way.				
I listened to the concerns, ideas and suggestions made by other people in my group with sensitivity.				
I was willing to use the ideas of others, even if they were not what I personally wanted.				
I took full responsibility for learning my words and dance routines so that the performance was successful.				
I think this was an entertaining piece of theatre that was well worth watching.				
Total	/20			

Rubric for assessment of writing a myth

Criteria	4	3	2	1
The story has a clear structure – introduction, middle and conclusion.				
The story explains the <i>injikolanga</i> in a creative and entertaining way.				
There are interesting characters in the story.				
There is realistic dialogue and descriptive narrative in the story.				
Language is well used, varied vocabulary and good grammar.				
Total	/20			

Rubric for assessment of illustration for a myth

Criteria	4	3	2	1
The picture is completed on an A5 sheet of paper and is mounted on an A4 sheet of paper in a neat and professional manner.				
Colour is well used in the illustration; the mounting board is complementary in colour to the main colour used in the artwork.				
The artwork illustrates the story in a creative and appropriate manner.				
The artwork shows the learner's ability to use the basic elements of art such as line, shape, etc.				
The artwork is pleasing to the eye and attractive; care has been taken to be neat and attentive to detail.				
Total	/20			