

Grade 7 Arts and Culture Worksheet

Assessment Task: Dance and Poetry

Dotito is Our Brother

Read the following poem:

Dotito is Our Brother
by Charles Mungoshi

Dotito is our brother.
He is strange.
He will not play with us on the streets.
He doesn't want to go with us to the Community Centre.
He doesn't want to play the hoola hoop.
He likes sitting under the mango tree
all day long all alone doodling strange things
that look like people but aren't really people
on any scrap of paper. He is at the bottom
of his class and he disappears each time
we go for games in the playground.
He loves the rain. He could walk for hours
in a heavy downpour and never notice.
Father caned him for it once and now when
it rains he just sits by the window looking out,
sometimes talking – opening his mouth
and saying strange noises to the rain.
When he is tired of talking to the rain
he blows breath onto the glass pane
and draws the same weird things as on the scraps of paper.

People who don't know him think he is deaf –
but he isn't although we aren't sure he won't be – soon.
Behind a closed door in their bedroom Father and Mother
whisper about him in the dark.
Although we aren't supposed to hear it
we know they have begun to think
about Dotito. We are a little afraid.
Strange people point and stare at us on the street –
even when Dotito isn't with us. We know what they
are saying too even when we don't see them open their mouths.
We can't go anywhere without meeting them.
They are talking about how we are Dotito's people.

Grade 7 Arts and Culture Worksheet

Question 1

You are going to interpret the text in movement. It is very important that you understand the text completely.

Answer the following questions, relating to the text, to demonstrate your understanding.

1.1	Meanings – what do the following words mean in the context of the poem?	
a)	Community Centre	
b)	hoola hoop	
c)	doodling	
d)	downpour	
e)	caned	
f)	pane	
g)	weird	[7]
1.2	What do you think is the matter with Dotito?	[3]
1.3	The poem begins with the poet describing the 'strange' things his brother does. What is the tone of the poem here?	[2]
1.4	The tone changes as the poet begins to discuss other things.	
a)	What does he begin to discuss?	
b)	How does the tone change?	[2]
1.5	What does this poem tell us about the way in which society views people who are different in some way?	[3]
1.6	How does the poem make you feel?	[3]

Grade 7 Arts and Culture Worksheet

Question 2

Now that you have analysed the text, you are ready to interpret it in movement.

Form into groups.

Your group must use the text as a stimulus to create a dance sequence. Your dance sequence could tell the story of the poem, or it could focus completely on the feelings the poem explores. You could combine both of these techniques as well. The choice is yours!

Remember to use the techniques that you have learned so far in your dance sequence. The rubric below will help you understand how you will be assessed.

Rubric to assess dance sequence stimulated by text

Criteria	Level 4	Level 3	Level 2	Level 1
Use of text as stimulus.	Group has clearly and creatively embraced the narrative and/or emotional message of the text in the dance sequence.	Group has embraced the narrative and/or emotional message of the text in the dance sequence in a pleasing way.	Group fairly able to embrace the narrative and/or emotional message of the text in the dance sequence.	Group unable to embrace the narrative and/or emotional message of the text in the dance sequence.
Dynamic use of space, time and force.	Choreography shows excellent use of devices.	Choreography shows pleasing use of devices.	Choreography shows fair use of devices.	Choreography shows poor use of devices.
Quality of movement.	Movements are fluid, flexible, rhythmic and meaningful.	Movements are mostly fluid, flexible, rhythmic and meaningful.	Movements are fairly fluid, flexible, rhythmic and meaningful.	Movements are not fluid, flexible, rhythmic or meaningful.
Performance energy and expression.	Sensitive, emotional and energetic expression.	Mostly sensitive, emotional and energetic expression.	Fairly sensitive, emotional and energetic expression.	Unable to deliver sensitive, emotional and energetic expression.
Group work.	Cohesive, co-operative and mature.	Mostly cohesive and co-operative, and fairly mature.	Needs to be more cohesive and co-operative; is lacking in maturity.	Not cohesive, and there is a lack of co-operation and maturity.

[20 marks]

Grade 7 Arts and Culture Worksheet

Suggested Solutions

Question number	Possible marks	Solution
1	20	<p>1.1 a) Community Centre – place where members of the community can interact for social meetings and recreation</p> <p>b) hoola hoop – toy in the shape of a large circle which can fit over the body and rhythmically move with the body</p> <p>c) doodling – meaningless drawing and sketching</p> <p>d) downpour – heavy rain</p> <p>e) caned – beat with a stick</p> <p>f) pane – piece of glass in a window</p> <p>g) weird – very strange [7]</p> <p>1.2 Dotito is a very different child with different interests and abilities. He could be mentally challenged. [3]</p> <p>1.3 The poem begins with a matter-of-fact tone and then changes to a kind, sometimes familiar and gentle tone. [2]</p> <p>1.4 a) What other people are saying about Dotito and what the parents are saying.</p> <p>b) The tone becomes wary and fearful; worried. [2]</p> <p>1.5 Society is not always comfortable with someone who is different and behaves differently. Society does not always have a place for people who do not act 'normally'. [3]</p> <p>1.6 Subjective answer. [3]</p> <p>Allow for personal interpretation of the poem. These answers are merely guides.</p>
2	20	See rubric in Appendix of Assessment Tools.

Grade 7 Arts and Culture Worksheet

Appendix of Assessment Tools

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