

## Grade 7 Arts and Culture Worksheet

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### Assessment Task: Rhyme

#### **African recipe for cooking a child**

Read the following traditional English nursery rhyme.

Monday's child is fair of face,  
Tuesday's child is full of grace,  
Wednesday's child is full of woe,  
Thursday's child has far to go,  
Friday's child is loving and giving,  
Saturday's child works hard for his living,  
But the child that's born on the Sabbath day  
Is bonny and blithe, and good and gay.

#### **Part One: Understanding the text of the nursery rhyme**

Understanding the text: What do these words/phrases in the nursery rhyme mean?

Write your answers into your workbook.

- a. Fair of face: [2]
- b. Full of grace: [2]
- c. Full of woe: [2]
- d. Loving and giving: [2]
- e. Works hard for his living: [2]
- f. Sabbath day: [2]
- g. Bonny and blithe, and good and gay: [2]
- h. Find out what day you were born on and decide if the rhyme applies to you! Ask your parents if they think the rhyme applies to you. Ask your sisters or brothers and your friends what they think. Write down what you think as well as what other people tell you about yourself. [6]

[20 marks]

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### Part Two: Another version of the nursery rhyme

Now read the following version of the traditional nursery rhyme.

**The Wolf's Rhyme**  
by Catherine Storr

Monday's child is fairly tough,  
Tuesday's child is tender enough,  
Wednesday's child is good to fry,  
Thursday's child is best in pie,  
Friday's child makes good meat roll,  
Saturday's child is casserole,  
But the child that's born on the Sabbath day  
Is delicious when eaten in any way.

- a. What is the tone of the original nursery rhyme? [2]
- b. What is the tone of the Wolf's Rhyme? [2]
- c. How does this new version of the rhyme apply to you? How would the wolf prefer to eat you? Make sure you find out about the various ways of preparing food in this rhyme. [2]
- d. Now, in the same tone as the Wolf's Rhyme, write a recipe for a traditional African meal, preparing YOU for the Wolf to eat! You should do it in the form of a simple rhyme or a simple song. [8]
- e. Illustrate your work with an A4 picture, using coloured pencils and black liners. [8]

The rubric below will be used to assess (d) and (e) above.

[22 marks]

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## Rubric to assess rhyme/song and artwork

| Criteria   | Level 4 – 4 marks  | Level 3 – 3 marks   | Level 2 – 2 marks  | Level 1 – 1 mark   |
|--|--|---|--|--|
| <b>Recipe written in rhyme form or as a song.</b>          | Outstanding and creative use of rhyme/song.  | Good use of rhyme/song.   | Satisfactory use of rhyme/song.  | Rhyme/song not used well.  |
| <b>Recipe is creative and traditionally South African.</b> | Creative use of traditional SA ingredients and cooking styles.                                 | Good use of traditional SA ingredients and cooking styles.  | Satisfactory use of traditional SA ingredients and cooking styles.                                       | Poor use of traditional SA ingredients and cooking styles.   |
| <b>Illustration is apt and appropriate to recipe.</b>      | Highly original and appropriate in style and content.  | Fairly original and appropriate in style and content.   | Needs to be more original and more appropriate in style and content.                                     | Not original nor appropriate in style and content.   |
| <b>Elements of art.</b>                                    | Elements such as line, colour, shape and tone well used to create a technically sound artwork. | Elements such as line, colour, shape and tone fairly well used to create a technically sound artwork. | Elements such as line, colour, shape and tone satisfactorily used to create a technically sound artwork. | Elements such as line, colour, shape and tone not well used to create a technically sound artwork. |

## Part Three: Share your recipe with the class

Share your recipe with the class in a creative and dramatic way!

Imagine that you are demonstrating this recipe to a television audience. Remember to capture the spirit of the traditional African recipe and setting in your dramatic presentation.

[12 marks]

Use the rubric to see how you will be assessed.

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### Rubric to assess presentation

| Criteria   | Level 4 – 4 marks  | Level 3 – 3 marks  | Level 2 – 2 marks  | Level 1 – 1 mark   |
|--|--|--|--|--|
| <b>Recipe rhyme or song delivered with rhythm and sense of musicality.</b> | Outstanding and creative use of rhyme/song and musicality.     | Good use of rhyme/song and musicality.                     | Satisfactory use of rhyme/song and musicality.                     | Rhyme/song and musicality not used well.                   |
| <b>Presentation is creative and traditionally South African.</b>           | Creative use of traditional SA ingredients and cooking styles. | Good use of traditional SA ingredients and cooking styles. | Satisfactory use of traditional SA ingredients and cooking styles. | Poor use of traditional SA ingredients and cooking styles. |
| <b>Presentation is polished and well prepared.</b>                         | Polished and well prepared.                                    | Fairly well rehearsed and prepared.                        | Satisfactory rehearsal and preparation.                            | Poor rehearsal and preparation.                            |

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## Suggested Solutions

| Question number | Possible marks | Solution   |
|-----------------|----------------|--|
| <b>1a</b>       | 2              | Pretty or attractive to look at.   |
| <b>b</b>        | 2              | Gracious, charming, merciful and kind to others.   |
| <b>c</b>        | 2              | Sad and miserable, full of despair.  |
| <b>d</b>        | 2              | Generous and kind, affectionate and devoted.   |
| <b>e</b>        | 2              | Not afraid of hard work, ready to work hard to achieve results.  |
| <b>f</b>        | 2              | According to the Christian faith, this would be Sunday (learners from other faiths may contribute that the Holy Day for their faith is not on a Sunday; explain that this rhyme is a traditional English rhyme where the predominant faith was Christian). |
| <b>g</b>        | 2              | Happy, pleasant, well behaved (some learners may find the reference to “gay” amusing – explain the traditional/original meaning of the word “gay” to be happy, cheerful and joyful).   |
| <b>h</b>        | 6              | Mark according to how many opinions the learner gives and whether these opinions seem valid; take into account learner’s own description of personality and character based on the rhyme.  |
| <b>2a</b>       | 2              | Tone is playful and harmless.  |
| <b>b</b>        | 2              | Ominous and threatening.   |
| <b>c</b>        | 2              | Relate back to the verse to ensure that the learner understands the method of food preparation.  |
| <b>d</b>        | 8              | See rubric.  |
| <b>e</b>        | 8              | See rubric.  |

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## Appendix of Assessment Tools

### Rubric to assess rhyme/song and artwork

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| <b>Elements of art.</b>                                    | Elements such as line, colour, shape and tone well used to create a technically sound artwork. | Elements such as line, colour, shape and tone fairly well used to create a technically sound artwork. | Elements such as line, colour, shape and tone satisfactorily used to create a technically sound artwork. | Elements such as line, colour, shape and tone not well used to create a technically sound artwork. |

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## Rubric to assess presentation

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| <b>Recipe rhyme or song delivered with rhythm and sense of musicality.</b> | Outstanding and creative use of rhyme/song and musicality.     | Good use of rhyme/song and musicality.                     | Satisfactory use of rhyme/song and musicality.                     | Rhyme/song and musicality not used well.                   |
| <b>Presentation is creative and traditionally South African.</b>           | Creative use of traditional SA ingredients and cooking styles. | Good use of traditional SA ingredients and cooking styles. | Satisfactory use of traditional SA ingredients and cooking styles. | Poor use of traditional SA ingredients and cooking styles. |
| <b>Presentation is polished and well prepared.</b>                         | Polished and well prepared.                                    | Fairly well rehearsed and prepared.                        | Satisfactory rehearsal and preparation.                            | Poor rehearsal and preparation.                            |