

# Grade 7 Arts and Culture Worksheet

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## Assessment Task: Rhythm; Dance

### Interpreting African Animals in Movement

Think about how a lion stalks its prey – creeping slowly, then a sudden pounce, then a sprint and another pounce...

Think about how a snake slithers through the undergrowth, moving this way and that way...

Think about how a cheeky monkey peers out below from high up in the tree, glancing this way and that way, then swinging down the branches...

You will discover that there are links between music and rhythm and animal movement.

For this assessment task, collect together any and many percussion instruments – tambourines, rhythm sticks, drums, shakers, rattles. Improvise where instruments are not available (shakers – cans filled with dried seeds, pasta, acorns; drums – empty boxes and biscuit tins; rattles – seed pods, bottle tops threaded onto string/elastic bands for use around wrists and ankles, etc.).

Your teacher will now play you some music – e.g. *Carnival of the Animals* (Saint-Saëns), *Peter and the Wolf* (Prokofiev), *Children's Corner Suite* (Debussy), *Scenes of Childhood* (Schumann), *The Sorcerer's Apprentice* (Dulcas).

### Part One

Use one of the instruments and show how you are able to achieve rhythmical sound (not just a loud noise!) to one of the pieces of music.

In a group, you will move in a circle, following the rhythm created by someone in the class. As you begin to move rhythmically, join in with your instrument, adding cumulatively to the rhythm.

Before you begin to move like animals, you need to accurately observe how animals move. Your teacher may show you pictures of animals in action or a DVD of animals moving.

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Begin as you did earlier, but now progress to imaginative animal movements. Listen to the rhythm and add to the rhythmical music with your instrument. Move rhythmically as the animal you are depicting.

### Part Two

Your teacher will now subdivide the class into smaller groups. Each group must select THREE different scenarios involving animal movement. You can choose from the list below, or create your own:

- run like an impala – chased by a lion
- walk like a lazy elephant – begin to get agitated – charge
- walk like a giraffe – reach the topmost leaves on a tree
- scamper like a monkey
- hop like a hare
- stalk like a leopard – pounce

You are going to use your instruments to create THREE different rhythms to show how your animals move. The rhythms must contrast and the way you use the instruments must change.

Demonstrate your movement and instrument sequences to the class.

[16 marks]

This rubric will be used to assess Parts 1 and 2:

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## Rubric to assess rhythmical movement with instruments

Criteria	Level 4 – 4 marks	Level 3 – 3 marks	Level 2 – 2 marks	Level 1 – 1 mark
<b>Learner co-operation</b>	Learner is able to co-operate with the group and positively follow teacher instructions.	Learner is mostly able to co-operate with the group and generally follow teacher instructions.	Learner co-operates with the group fairly well, but needs reminders to follow teacher instructions.	Learner is unable to co-operate with the group and needs constant reminders to follow teacher instructions.
<b>Learner movement</b>	Learner works rhythmically to depict animal movement; movement is creative and convincing.	Learner mostly works rhythmically to depict animal movement; movement is good.	Learner fairly rhythmic in depicting animal movement; movement is fair.	Learner cannot work rhythmically to depict animal movement; movement is poor.
<b>Use of instruments</b>	Instruments used creatively to establish and maintain rhythm.	Instruments well used to establish and maintain rhythm.	Instruments used satisfactorily to maintain rhythm.	Poor use of instruments to establish and maintain rhythm.
<b>Scenarios</b>	Creative and exciting scenarios with contrasts in rhythm well demonstrated.	Good scenarios with contrasts in rhythm demonstrated.	Satisfactory scenarios with contrasts in rhythm demonstrated.	Poor scenarios with contrasts in rhythm not demonstrated.

## Part Three

In ancient times, people gathered around fires at night to tell stories and to dance. There were special dances for special occasions, such as calling for rain, receiving rain, birth of a baby, marriage, coming of age, overcoming a disaster like a flood or a fire, etc. Some dances were associated with animals, such as hunting dances.

In your small groups, imagine that you are a tribe of ancient people. Think of a special occasion you want to develop a dance for. You must develop the dance using the movement of African animals as a stimulus. You must also use your traditional instruments. [24 marks]

You will perform your dance for the class. The rubric below will be used to assess your dance.

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### Rubric to assess dance sequence

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Use of ritual and animal as stimulus</b>	Group clearly and creatively has embraced the concept of ritual and animal in the dance sequence in a pleasing way.	Group has embraced the concept of ritual and animal in the dance sequence in a pleasing way.	Group fairly able to embrace the concept of ritual and animal in the dance sequence.	Group unable to embrace the concept of ritual and animal in the dance sequence.
<b>Use of instruments</b>	Instruments used creatively to establish and maintain rhythm.	Instruments well used to establish and maintain rhythm.	Instruments used satisfactorily to maintain rhythm.	Poor use of instruments to establish and maintain rhythm.
<b>Dynamic use of space, time and force</b>	Choreography shows excellent use of devices.	Choreography shows pleasing use of devices.	Choreography shows fair use of devices.	Choreography shows poor use of devices.
<b>Quality of movement</b>	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.
<b>Performance energy and expression</b>	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.
<b>Group work</b>	Cohesive, co-operative and mature.	Mostly cohesive and co-operative, and fairly mature.	Needs to be more cohesive and co-operative, lacking in maturity.	Not cohesive and lack of co-operation and maturity.

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## Suggested Solutions

Question number	Possible marks	Solution
1 and 2	16 marks	See rubric below.
3	24 marks	See rubric below.

## Appendix of Assessment Tools

### Rubric to assess rhythmical movement with instruments

Criteria	Level 4 – 4 marks	Level 3 – 3 marks	Level 2 – 2 marks	Level 1 – 1 mark
<b>Learner co-operation</b>	Learner is able to co-operate with the group and positively follow teacher instructions.	Learner is mostly able to co-operate with the group and generally follow teacher instructions.	Learner co-operates with the group fairly well, but needs reminders to follow teacher instructions.	Learner is unable to co-operate with the group and needs constant reminders to follow teacher instructions.
<b>Learner movement</b>	Learner works rhythmically to depict animal movement; movement is creative and convincing.	Learner mostly works rhythmically to depict animal movement; movement is good.	Learner fairly rhythmic in depicting animal movement; movement is fair.	Learner cannot work rhythmically to depict animal movement; movement is poor.
<b>Use of instruments</b>	Instruments used creatively to establish and maintain rhythm.	Instruments well used to establish and maintain rhythm.	Instruments used satisfactorily to maintain rhythm.	Poor use of instruments to establish and maintain rhythm.
<b>Scenarios</b>	Creative and exciting scenarios with contrasts in rhythm well demonstrated.	Good scenarios with contrasts in rhythm demonstrated.	Satisfactory scenarios with contrasts in rhythm demonstrated.	Poor scenarios with contrasts in rhythm not demonstrated.

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## Rubric to assess dance sequence

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Use of ritual and animal as stimulus</b>	Group clearly and creatively has embraced the concept of ritual and animal in the dance sequence.	Group has embraced the concept of ritual and animal in the dance sequence in a pleasing way.	Group fairly able to embrace the concept of ritual and animal in the dance sequence.	Group unable to embrace the concept of ritual and animal in the dance sequence.
<b>Use of instruments</b>	Instruments used creatively to establish and maintain rhythm.	Instruments well used to establish and maintain rhythm.	Instruments used satisfactorily to maintain rhythm.	Poor use of instruments to establish and maintain rhythm.
<b>Dynamic use of space, time and force</b>	Choreography shows excellent use of devices.	Choreography shows pleasing use of devices.	Choreography shows fair use of devices.	Choreography shows poor use of devices.
<b>Quality of movement</b>	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.
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<b>Group work</b>	Cohesive, co-operative and mature.	Mostly cohesive and co-operative, and fairly mature.	Needs to be more cohesive and co-operative, lacking in maturity.	Not cohesive and lack of co-operation and maturity.