

## Grade 9 Art & Culture Worksheet

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### Art festival

#### Arts festival in our class

When you are performing with other people, you do not simply say or sing your lines, or do your dance, and then wait for the next opportunity to speak, sing or dance. You must be fully invested in the process, even when you are not directly performing. You have to listen carefully and participate at all times.



To demonstrate that you are able to perform together with one or a number of other people, you are going to take part in an Arts Festival in your class!

Your class is hosting an Arts Festival. You must participate in one group item, in which you will perform a piece of poetry, prose, drama, music, dance or song – with at least one other person.

For the purposes of this assessment task, you may choose any item that you would like to perform – the only restrictions are: It must be a pair or group item and it must be poetry, prose, drama, music, dance or song.

How you will be assessed:

1. Preparation: In the arts, we make use of a 'Performance Journal'. This is a written record of how you went about preparing for every item you perform. (If you choose to study Dramatic Arts in grades 10, 11 and 12, you will start your Performance Journal in Grade 10 and continue it to Grade 12. It forms part of your practical assessment mark.) For this performance, your group will make up a Performance Journal Entry on loose paper which your teacher will mark and which then will be included in your portfolio file. Consult the rubric below to see what must be included in your Performance Journal.
2. Performance: Your teacher will organise a programme for the performances. You will be assessed according to the rubric below.

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Criteria	4	3	2	1
A statement of what the piece performed was, who wrote it, etc., what type of performance genre it is and why.				
An explanation of why your group chose this piece for performance.				
An analysis of the item to show that the learners understand the content, meaning and form.				
A description of how the learners went about preparing this item for performance.				
A self-evaluation and critical analysis of the result of the performance.				
<b>SUBTOTAL</b> /20				
Criteria	4	3	2	1
Item was well rehearsed and the performance was polished.				
Cohesion amongst group members.				
Performance was word/note perfect – no false starts or prompting needed.				
Performance was exciting and original and held audience attention.				
Performance was convincing and sincere.				
<b>SUBTOTAL</b> /20				

[40 marks]

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### Suggested Solutions

Question number	Possible marks	Solution
<b>1 Preparation</b>	20	See rubric in Appendix of Assessment Tools.
<b>2 Performance</b>	20	See rubric in Appendix of Assessment Tools.

### Appendix of Assessment Tools

Criteria	4	3	2	1
A statement of what the piece performed was, who wrote it, etc., what type of performance genre it is and why.				
An explanation of why your group chose this piece for performance.				
An analysis of the item to show that the learners understand the content, meaning and form.				
A description of how the learners went about preparing this item for performance.				
A self-evaluation and critical analysis of the result of the performance.				
<b>SUBTOTAL</b>				
/20				
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Performance was convincing and sincere.				
<b>SUBTOTAL</b> <div>/20</div>				