

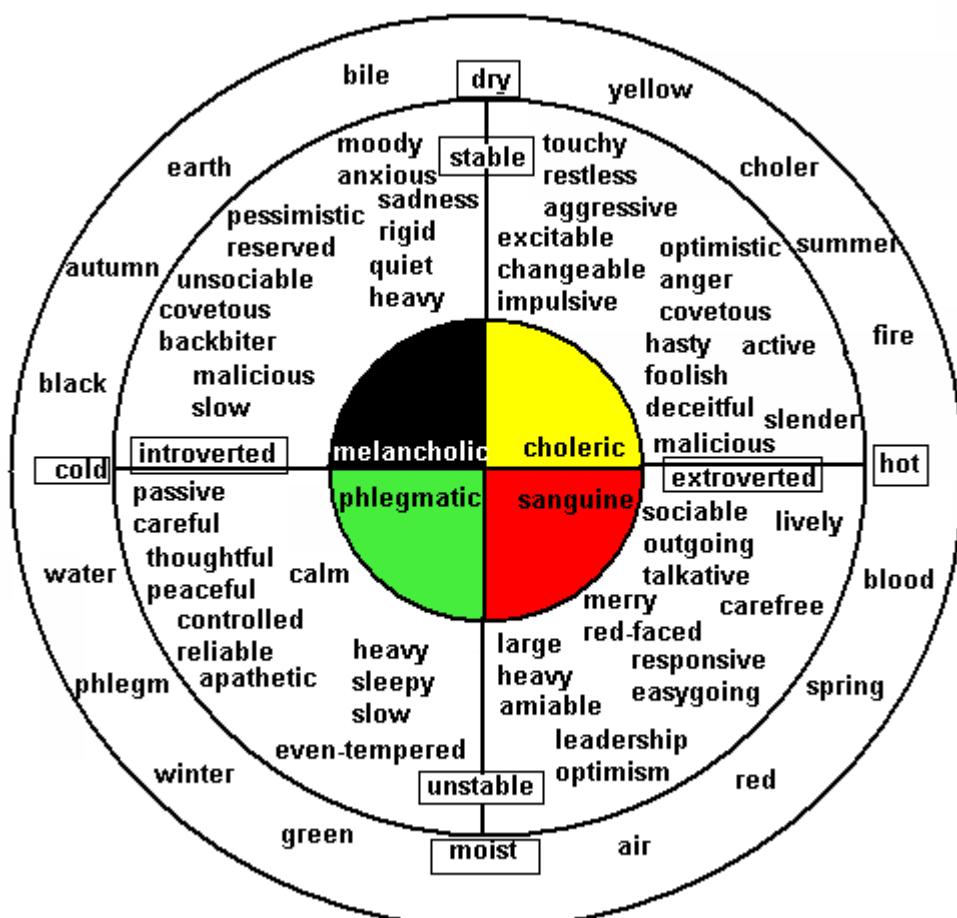
Grade 8 Arts & Culture Worksheet

Characterisation

Read the following information before proceeding with the task.

In mediaeval times, before the birth of modern medicine, it was commonly believed that a person's character was dependent on the mixture and balance of four substances, or humours, in the body: Phlegm, choler, blood and bile. When a person was healthy, these four humours were in balance. However, when a person became sick, the substances were out of balance and one substance would be excessive. Mediaeval medicine tried to bring the humours back into balance. There was also a belief that a person's personality tended to one or other of the humours. They believed that the humours were linked to the four elements: Air, water, fire and earth.

The diagram below summarises some of the characteristics and temperaments of the mediaeval humours:



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Part One: Characteristics of the four humours

This task will allow you to become familiar with the characteristics of the four humours by allowing you to apply them to well-known movie characters.

Using examples from the movies to justify your claims, describe the characters of Shrek and Donkey in terms of the four humours. Each character must be described in a separate paragraph and your character sketches should be in depth.

(Note: if you are not familiar with the Shrek movies, then choose another animated movie. Check with your teacher that this is a suitable choice before you continue.)

[32 x 2 = 64 marks]

Rubric to assess character sketches

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Character sketch is in-depth and fully explores the mediaeval four humours	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Suitable examples from the movies are quoted as evidence	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Learner exhibits a clear understanding of the four humours	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Paragraphs are well written with attention to grammar, spelling and format	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

Part Two: Moving and dancing into the four humours

1. Work out ways of moving, without sound, depicting the four humours. Try to show the characteristics associated with the particular humour with your body. Move from one humour to the next as your teacher signals to you. Improvise, compose and combine movement motifs, using:
 - movements or gestures;
 - repetition and stillness;

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○ contrasting dynamics.

2. Now choose one humour and focus specifically on that one. Find a piece of music that helps you to develop your movement into a dance. Visualise a particular character as you are moving and showing the characteristics of the humour.

[32 marks]

Rubric to assess improvised movement and dance

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Improvisation is spontaneous, yet well disciplined	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Improvises, composes and combines movement motifs, using: Movements or gestures; repetition and stillness; contrasting dynamics	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Improvisation develops into dance with suitable choice of music and movement	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
The four humours are well explored and then one of the humours is focussed on in a clear and creative manner	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

Part Three: The four humours in drama

In a group of 4, assign one humour to each person. Improvise together in a “normal” situation, for example, four friends chatting at lunchtime, getting changed for sport, going shopping, etc.

As you develop your scene, try and coax from each other their humour/personality. You are creating conflict as you do this. Try and improvise the scene towards a climax.

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1. Once you have experimented with a number of ideas, write a short script with your group which shows your scene and the development of conflict and climax with the four characters. Your script should be able to be performed in no less than 5 minutes and no more than 10 minutes. You must all contribute to the script writing.

2. Perform your scripts for the class.

[48 marks]

Rubric to assess improvised scene, script and dramatic performance

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Improvisation is spontaneous, yet well disciplined	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Improvisation develops into drama with suitable characterisation, conflict building and a climax	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Group works consistently and in a disciplined manner in the given time frame, to construct a script	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Script is well written in the correct format	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Performance is lively and well rehearsed and entertains the audience	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
The four humours are well explored with each group member focussing on one humour in a clear and creative manner	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

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Part Four: Analyse a character

The mediaeval humours, as you can see, tend to stereotype a character.

Find a monologue from a play where the character is a stereotype.

1. Analyse the character in terms of the four humours. Why is this character a stereotype? Write a brief report on the character and how you went about preparing to perform this character.
2. Learn the monologue and perform it for the class.

[48 marks]

Rubric to assess report and dramatic performance of monologue

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Report is well written, attention to grammar, spelling, neatness and format	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Learner shows an in-depth understanding of the character in terms of the four humours	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Learner shows an in-depth understanding of stereotyping	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Monologue was well rehearsed and learned	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Monologue was well staged	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
The character was well performed in terms of the four humours and stereotyping	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

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Part Five: Visually depicting the four humours



This is a sketch showing an artist's impression of characters displaying the four humours.

You have researched and thought a great deal about the four humours. Now you will create your own visual image of the four humours.

Divide your page into four, in any way you like.

Visually characterise each of the four humours in some way on the page. You must use your art pencils to sketch the basic drawing. You may leave it as a pencil sketch, or you may choose to add colour.

The background of the sketches must look like the artwork has been mounted (see sketches above).

You will be assessed according to the following rubric.

[32 marks]

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Rubric to assess artwork

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Four humours are creatively and originally visualised and drawn	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
There is a correlation between the sketches and the theory relating to the four humours	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
The sketches show evidence of the elements of art being used	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Background of sketches is neat and the sketches appear to be mounted	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

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Suggested Solutions

Question number	Possible marks	Solution
1	64	See rubric in Appendix of Assessment Tools.
2	32	See rubric in Appendix of Assessment Tools.
3	48	See rubric in Appendix of Assessment Tools.
4	48	See rubric in Appendix of Assessment Tools.
5	32	See rubric in Appendix of Assessment Tools.

Appendix of Assessment Tools

Rubric to assess character sketches

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Character sketch is in-depth and fully explores the mediaeval four humours	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Suitable examples from the movies are quoted as evidence	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Learner exhibits a clear understanding of the four humours	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Paragraphs are well written with attention to grammar, spelling and format	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

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Rubric to assess improvised movement and dance

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Improvisation is spontaneous, yet well disciplined	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Improvises, composes and combines movement motifs, using: Movements or gestures; repetition and stillness; contrasting dynamics	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Improvisation develops into dance with suitable choice of music and movement	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

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The four humours are well explored and then one of the humours is focussed on in a clear and creative manner	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
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Rubric to assess improvised scene, script and dramatic performance

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Improvisation is spontaneous, yet well disciplined	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Improvisation develops into drama with suitable characterisation, conflict building and a climax	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Group works consistently and in a disciplined manner in the given time frame, to construct a script	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Script is well written in the correct format	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Performance is lively and well rehearsed and entertains the audience	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
The four humours are well explored with each group member focussing on one humour in a clear and creative manner	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

Rubric to assess report and dramatic performance of monologue

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Report is well written, attention to grammar, spelling, neatness and format	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Learner shows an in-depth understanding of the character in terms of the four humours	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

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Learner shows an in-depth understanding of stereotyping	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Monologue was well rehearsed and learned	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Monologue was well staged	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

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The character was well performed in terms of the four humours and stereotyping	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
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Rubric to assess artwork

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Four humours are creatively and originally visualised and drawn	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
There is a correlation between the sketches and the theory relating to the four humours	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
The sketches show evidence of the elements of art being used	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Background of sketches is neat and the sketches appear to be mounted	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.