

Grade 8 Arts & Culture Worksheet

Dance drama for human rights

Read the following poem:

Epitaph

by H D Carberry

I think they will remember this as the age of lamentations,
The age of broken minds and broken souls,
The age of hurt creatures sobbing out their sorrow to the rhythm of the blues -
The music of lost Africa's desolation become the music of the town.

The age of failure of splendid things,
The age of deformity of splendid things,
The age of young men and bitter children,
The age of treachery and of great new faith,
The age of madness and machines,
Of broken bodies and fear twisted hearts,

The age of frenzied fumbling and possessive lusts –
And yet, deep down, an age unsatisfied by dirt and guns,
An age which though choked by the selfishness of the few who owned their bodies and
souls,
Still struggled blindly to the end,
And in their time reached out magnificently
Even for the very stars themselves.

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TASK 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.

Questions:

1. What do the following words mean in the context of the poem?
 - a. lamentations [2]
 - b. the blues [2]
 - c. desolation [2]
 - d. splendid [2]
 - e. deformity [2]
 - f. treachery [2]
 - g. frenzied [2]
 - h. magnificently [2]
2. What is the tone of the poem? Does it change? Explain in full. [2]
3. How does the poem make you feel? [2]

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TASK 2

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

You will be placed 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 to 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 clearly and creatively has 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; lacking in maturity.	Not cohesive; lack of co-operation and maturity.

[20 marks]

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Suggested Solutions

Question number	Possible marks	Solution
1	20	<p>1.</p> <ul style="list-style-type: none"> a. a weeping, crying expression of grief b. music sung to express lament, sadness c. misery, unhappiness, wretchedness, bleakness d. fine, grand, marvellous e. malformation, distortion, defect, abnormality f. deceit, betrayal, disloyalty g. frantic, turbulent, hysterical h. superbly, brilliantly, marvellously <p style="text-align: right;">[16]</p> <p>2. The tone is depressed, sad and lamenting of the signs and symptoms of this age. The tone changes from a depressing tone to one of hope right at the end of the poem.</p> <p style="text-align: right;">[2]</p> <p>3. Allow for personal interpretation of the poem. These answers are merely guides.</p> <p style="text-align: right;">[2]</p>
2	20	<p>See rubric in Appendix of Assessment Tools.</p> <p>Rubric is constructed on 4 levels. Groups achieving Level 4 are showing a readiness to move to more complicated dance work.</p> <p>This task can be used as an integrated group performance for a portfolio assessment task.</p>

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Appendix of Assessment Tools

Rubric to assess dance sequence stimulated by text

Criteria	Level 4	Level 3	Level 2	Level 1
Use of text as stimulus	Group clearly and creatively has 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; lacking in maturity.	Not cohesive; lack of co-operation and maturity.