

Grade 9 Art & Culture Worksheet

I am an African

One of the most famous and vivid descriptions of South African identity was expressed in Thabo Mbeki's speech as Deputy President at the time of the adoption of the new Constitution of South Africa on 8 May 1996. The speech has become known as the "I am an African" speech. Here is an extract from the speech. The assessment tasks that you will do relate in some way to this speech.

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I am an African.

I owe my being to the hills and the valleys, the mountains and the glades, the rivers, the deserts, the trees, the flowers, the seas and the ever-changing seasons that define the face of our native land.

I owe my being to the Khoi and the San whose desolate souls haunt the great expanses of the beautiful Cape – they who fell victim to the most merciless genocide our native land has ever seen, they who were the first to lose their lives in the struggle to defend our freedom and independence and they who, as a people, perished in the result.

I am formed of the migrants who left Europe to find a new home on our native land. Whatever their own actions, they remain still, part of me.

In my veins courses the blood of the Malay slaves who came from the East. Their proud dignity informs my bearing, their culture a part of my essence. The stripes they bore on their bodies from the lash of the slave master are a reminder embossed on my consciousness of what should not be done.

I am the grandchild of the warrior men and women that Hintsa and Sekhukhune led, the patriots that Cetshwayo and Mphephu took to battle, the soldiers Moshoeshoe and Ngungunyane taught never to dishonour the cause of freedom.

My mind and my knowledge of myself is formed by the victories that are the jewels in our African crown, the victories we earned from Isandhlwana to Khartoum, as Ethiopians and as the Ashanti of Ghana, as the Berbers of the desert.

I am the grandchild who lays fresh flowers on the Boer graves at St Helena and the Bahamas, who sees in the mind's eye and suffers the suffering of a simple peasant folk, death, concentration camps, destroyed homesteads, a dream in ruins.

I am the child of Nongqause. I am he who made it possible to trade in the world markets in diamonds, in gold, in the same food for which my stomach yearns.

I come of those who were transported from India and China, whose being resided in the fact, solely, that they were able to provide physical labour, who taught me that we could both be at home and be foreign, who taught me that human existence itself demanded that freedom was a necessary condition for that human existence.

Being part of all these people, and in the knowledge that none dare contest that assertion, I shall claim that – I am an African.

Part One: Definitions for the underlined words

Read the extract carefully. Make sure you understand the content of the speech. Use your dictionary to help you to write definitions for the words which have been underlined.

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[30 marks]

In Arts and Culture, we explore what it means to belong to a particular culture and how that culture expresses their identity artistically.

You are going to compile evidence of your identity in a variety of artistic ways.

Part Two: Compile evidence of your identity through visual arts

Visual Arts:

You must create a piece of art or a craft which exemplifies or demonstrates your identity.

1. Before you create the artwork, you need to make careful planning drawings or sketches of how you anticipate the end-product to be. Collect references and do research into the selection of materials and motifs that you will use. Attach these to your planning sketches.

When you are creating your artwork, remember to use the elements of art and principles of design that you have learned about.

Also in your planning, make reference to the techniques and the materials you will use.

Remember that you are illustrating your identity, so ensure that the patterns and design motifs that you choose are illustrative of your identity.

2. Once you have completed the preparation, create your artwork.

3. Select the most appropriate way of mounting or presenting your artwork for viewing.

4. Write a report to attach to the artwork which explains what or who influenced the final artwork. What does this artwork reflect about yourself and your identity?

[64 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]
Careful planning drawings or sketches anticipated end-product	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
References and research into the selection of materials and motifs attached to planning sketches	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Reference in planning to the techniques and the materials that will be used	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Consideration of patterns and design motifs that are illustrative of identity	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Finished artwork embraces the elements of art and principles of design	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Finished artwork expresses identity and is creative and a worthwhile piece of art	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Artwork is mounted in the most appropriate manner,	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

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professionally and neatly				
Report explains what or who influenced the final artwork and what the artwork reflects about self and identity	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

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Part Three: Compile evidence of your identity through dance

Dance:

This aspect of your assessment will be done in collaboration with a small group of learners.

You are expressing your identity. You can choose to express a united identity with everyone in the group, or, you can choose to express different identities.

Plan a short dance for performance at some sort of cultural event.

Make sure that you have chosen movement sequences that take you across space with co-ordination, musicality, balance and control.

Your dance must have a clear beginning, middle and end.

You must use steps or styles from at least two South African dance forms in your sequence.

Once you have choreographed your dance and are well on your way to rehearsing it, your group must write a reflective note on how you went about preparing this dance item. You need to explain how your dance is shaped by and reflects the values of the times and is influenced by music, place, fashion and technology, and, of course, your identity.

Perform your dance!

[80 marks]

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Rubric to assess dance

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Planning shows attention to choreography, steps used and musical style	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Dance is suitable for performance at a cultural event	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Movement sequences range across space	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Dance has a definite beginning, middle and end structure	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Styles from at least two different South African dance forms have been incorporated into the dance	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Dance performed with evidence of musicality, balance, co-ordination and control	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Identity is clearly and creatively expressed	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Dance is entertaining to watch as group	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited	Does not meet expectations.

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has paid attention to audience needs			fashion.	
Dancers warmed up before the dance in an appropriate fashion	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Reflective note explains how dance is shaped by and reflects the values of the times and is influenced by music, place, fashion and technology, and, of course, identity	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

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Part Four: Compile evidence of your identity through speech and music

Read Mbeki's speech again.

Now think of a piece of music that you believe exemplifies or demonstrates your identity.

Write a short speech explaining why you have chosen this piece of music and why it is typical of your identity.

Present your talk to the class and play an extract of your music. You may choose to sing or play the music yourself, or you may play the class a CD or recording of the music.

[32 marks]

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Rubric to assess presentation

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Talk is delivered confidently to class, with good delivery technique	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Talk has good structure and is logically developed	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Talk addresses the concept of identity and clearly explains the reasons for choosing the musical item	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Music is well played/demonstrated for the class's appreciation	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

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Part Five: An essay on Thabo Mbeki's speech

Some people have criticised Thabo Mbeki saying that when he was President, he was more concerned with global issues than with local South African issues. Yet his speech clearly reveals that he sees himself as an African.

Can a person be an African with a complete African identity, yet also be a global citizen?

Does global culture influence local culture in any way?

Write an essay in which you address these questions.

[32 marks]

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Rubric to assess essay

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Content /ideas	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.	Writes related, quality paragraphs, with little or no details.	Writing does not clearly communicate knowledge. The reader is left with questions.	Writing is extremely limited in communicating knowledge, with no central theme.
Organisation	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.	Uses correct writing format. Incorporates a coherent closure.	Writing is confused and loosely organised. Transitions are weak and closure is ineffective.	Writing is disorganised and under-developed with no transitions or closure.
Vocabulary/ word choice	Effective and engaging use of word choice; effective and accurate use of language.	Uses a variety of word choice to make writing interesting; using language.	Shows some use of varied word choice, beginning to use language.	Careless or inaccurate word choice, which obscures meaning.
Purpose of essay	Purpose was well met and there are no questions concerning the focus of the task.	Purpose mostly met and questions largely addressed.	Needs greater attention to be paid to meeting the purpose of the task.	Purpose not met; little focus and meaning.

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Suggested Solutions

Question number	Possible marks	Solution
1	30	<p>Desolate – lonely, forgotten.</p> <p>Haunt – ghostly visit.</p> <p>Genocide – killing of a large group or race of people.</p> <p>Perished – died.</p> <p>Migrants – traveller from another area who settles in a new place.</p> <p>Courses – flows.</p> <p>Bearing – way of holding your body.</p> <p>Essence – deepest, most important part of something.</p> <p>Embossed – leave a raised noticeable mark.</p> <p>Consciousness – seeing or knowing clearly in your mind.</p> <p>Patriots – someone who is loyal to their country.</p> <p>Concentration camps – a prison for people during war.</p> <p>Yearns – to long for or want badly.</p> <p>Contest – argue against.</p> <p>Assertion – say firmly with authority.</p>
2	64	See rubric in Appendix of Assessment Tools.
3	80	See rubric in Appendix of Assessment Tools.
4	32	See rubric in Appendix of Assessment Tools.
5	32	See rubric in Appendix of Assessment Tools.

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