

Grade 8 Arts & Culture Worksheet

Performing African fables

Have you seen the movie or the stage production of *The Lion King*? The Disney movie made millions of dollars, based on a series of traditional stories and lots of creative imagination. You are going to create a class musical production of the following story. Each of the tasks will build up to the final exciting production!

[Total marks: 160]

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How the Zebra got his Stripes

(A Zulu story)

One day long ago, a very big baboon came down from the trees to live on the banks of the great Umfolozi River. Here he made his home and told all the other animals: "The land all around belongs to me. You are not to use the water in the river. Only I am allowed to drink here."

There was a proud young zebra stallion, Dube, who was pure white. Now Dube was brave, and he challenged Baboon to a fight. "Baboon, you are a great bully. How can you stop the other animals from drinking in this place? I challenge you to a battle!"

Baboon agreed. He knew all about fighting. "The loser of the fight," he said, "will be banished forever to the dry kopje across the river. Come to my kraal tomorrow morning, foolish Zebra."

The fight was long and terrible. Both animals fought with all their strength. Dube used his sharp hooves and teeth. Baboon used his long fangs and his agility.

Eventually, Baboon gained the upper hand, and poor Dube was thrown backwards into the blazing logs of the kraal fire. The cruel flames licked all over his body, burning his fine white coat. The dreadful pain gave Dube new strength, and with a mighty kick he sent Baboon flying. Over the river sailed Baboon, right onto the rocks of the kopje on the other side. Baboon landed with such force that a bald patch remains on his behind to this very day.

But Dube too was marked for life. The burns from the blazing logs in Baboon's fire left black stripes all over his snow-white coat. But at least he had won and from that day on, the water was free to all the animals.

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Part One: Planning your performance

In order to turn the above story into a performance that involves everyone in the class, you need to do some careful planning. It might be that not everyone in the class has a role performing one of the parts; some people may be needed to dance and some may be needed to make music. Some will be needed to paint artwork for the scenery and some may be needed to make props and items of costume. Some people will need to put make-up on the actors. There are many jobs that need to be done in a theatrical production in order for it to be a great success.

You are going to brainstorm, as a class, to decide who will take on the responsibility of which tasks. Write your brainstorm notes up on large sheets of paper that you can stick on a wall of your classroom to remind you throughout the process of who should be responsible for doing what job. You can use the following checklist to see how your teacher will assess you:

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Checklist for preparation for a production

Criteria	Yes [2]	Sometimes [1]	No [0]
Learners worked efficiently and thoroughly to plan the process.			
All learners were involved in the decision-making which took place in a democratic manner.			
The following jobs were identified and allocated:			
The learner attended to their allocated job in a responsible manner, from beginning to end of the creative process.	x 3	x 3	

[12 marks]

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Part Two: Write a dramatic script

Turn the story into a dramatic script.

Remember that a script has a particular format. There are characters, dialogue and stage directions – all written in a certain universally recognised format.

character name

Dube: *(stomping angrily on the ground with his feet)* Baboon, you are a great bully! **stage directions**

(All the other animals stretch their necks forward listening to the argument.)

Baboon: Ha! The loser of the battle will be banished!
Are you ready? **dialogue**

This rubric will be used to assess you:

Rubric for writing a script

Criteria	Level 4 [4]	Level 3 [3]	Level 2 [2]	Level 1 [1]
Learners worked efficiently and thoroughly to write the script.	Outstanding co-operation.	Good co-operation.	Fair co-operation.	Poor co-operation.
All learners were involved in the decision-making which took place in a democratic manner.	Outstanding decision-making.	Good decision-making.	Fair decision-making.	Poor decision-making.
The script followed the prescribed format with characters, dialogue and stage directions.	Outstanding script format.	Good script format.	Fair script format.	Poor script format.
Script follows the story and is well structured with a beginning, middle and end with a climax.	Outstanding structure.	Good structure.	Fair structure.	Poor structure.
Script is creative, original and exciting and offers much opportunity for dynamic interpretation in a stage production.	Exceptionally creative and exciting.	Creative and exciting.	Fairly creative and exciting.	Not very creative and exciting.

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Part Three: A traditional Zulu war dance

Dube and Baboon fight each other in this story.

In order to make your play an authentic Zulu performance, you are going to present this fight as a traditional Zulu *indlamu* (war dance). You may also incorporate elements of the *umghubha* (war dance with traditional shield and spear) and *umshiza* (stick fighting) in your dance routine.

First, you will need to research these dance forms. Collect your information from your sources (books, oral information from people you can speak to etc.) and compile a set of notes on these war dances. You should include pictures too.

Secondly, you should choreograph your war dance carefully. Make sure that you write down the steps your dancers will use, so that you have a written record of the dance. It is not sufficient to simply improvise. Stage dance routines need to be strictly controlled and choreographed so that all performers are precisely aware of what they have to do.

The rubric will show you how you will be assessed:

Rubric for researching and choreographing a dance routine

Criteria	Level 4 [4]	Level 3 [3]	Level 2 [2]	Level 1 [1]
Research combines oral and written sources, is extensive and explains the dance forms clearly.	Outstanding.	Good.	Fair.	Poor.
Pictures and/or diagrams are present to illustrate the dance forms, steps and the costumes.	Outstanding.	Good.	Fair.	Poor.
The dance is “scripted” in that the steps are choreographed in a descriptive and clear manner which will be easy to follow.	Outstanding.	Good.	Fair.	Poor.
Dance follows the story and is well structured with a beginning, middle and end with a climax.	Outstanding.	Good.	Fair.	Poor.
Dance is creative, original and exciting and offers much opportunity for dynamic interpretation in a stage production.	Outstanding.	Good.	Fair.	Poor.

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Part Four: Compose the music

Your dancers need music!

But more than just the dancers – think of the ways in which music enhances a movie or stage show. Music provides atmosphere and mood.

You must research the kind of music and the musical instruments needed to produce this music.

You must compose the music you want to incorporate in the script and describe where in the script the music will be used.

You will need to perform the music during the final production. Make sure that you have made all the instruments needed. Think about ways of creatively recycling materials to make drums, ankle rattles, shields, etc. You may bring whistles and other musical instruments that you have at home to add to the instruments you will use.

The rubric will show you how you will be assessed:

Rubric for researching, composing/incorporating music into the script, and making the instruments

Criteria	Level 4 [4]	Level 3 [3]	Level 2 [2]	Level 1 [1]
Research is extensive and explains the music and instruments needed clearly.	Outstanding.	Good.	Fair.	Poor.
Pictures and/or diagrams are present to illustrate the instruments.	Outstanding.	Good.	Fair	Poor.
Music is creatively composed and a description of the composition is written in some form, not necessarily traditional Western notation.	Outstanding.	Good.	Fair.	Poor.
The music is “scripted” in that the composition is described and inserted into the script appropriately.	Outstanding.	Good.	Fair.	Poor.
Music follows the story and is well structured with a beginning,	Outstanding.	Good.	Fair.	Poor.

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middle and end with a climax.				
Music is creative, original and exciting and offers much opportunity for dynamic interpretation in a stage production.	Outstanding.	Good.	Fair.	Poor.
Musical instruments have been creatively made out of interesting materials. The musical instruments will serve the purpose of playing the music composed and designed for this performance.	Outstanding.	Good.	Fair.	Poor.

[28 marks]

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Part Five: Props and costumes

Props and costumes need to be designed. Pick one of the costumes and/or one of the props from the story/script. You must create an exciting costume or prop that is also authentically Zulu in its cultural influence.

You must make a visual design plan of what this costume or prop should look like.

You will then make this costume or prop for use in the final production. You may work together with a partner, if necessary. Your teacher will make these decisions.

The rubric will show you how you will be assessed:

Rubric for designing and making a costume/prop

Criteria	Level 4 [4]	Level 3 [3]	Level 2 [2]	Level 1 [1]
Evidence of research underpinning the design; learner has researched the Zulu traditional attire and/or cultural elements before designing an authentic costume/prop.	Outstanding.	Good.	Fair.	Poor.
Pictures and/or diagrams are present to illustrate the costumes and props, or cultural elements that will be included in the final product.	Outstanding.	Good.	Fair	Poor.
The costume/prop is drawn in a clear and visually appealing manner; labels and annotations explain the design.	Outstanding.	Good.	Fair.	Poor.
It is clear where the costume/prop will be used and how it will enhance the performance.	Outstanding.	Good.	Fair.	Poor.
Costume/prop is creative, original and exciting and offers much opportunity for dynamic interpretation in a stage production.	Outstanding.	Good.	Fair.	Poor.

[20 marks]

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Part Six: Create the scenery

Scenery needs to be created so that your audience believes that what they are seeing is indeed set on the banks of the great Umfolozi River. As a group, you need to decide whether you are going to create a painted backdrop or whether you will stage your performance outdoors . . . you have creative freedom!

In a series of design drawings and descriptions, explain how you will create the scenery for this performance. Carefully analyse the story and your script for clues as to what features must be present in the scenery e.g. the river, banks of the river, etc.

Once you have designed the scenery, you need to collaborate with the rest of the class in making the scenery. Use the resources you have on hand. Think of creative ways of recycling material to re-invent the materials as part of the scenery.

The rubric will show you how you will be assessed:

Rubric for designing and making scenery for a production

Criteria	Level 4 [4]	Level 3 [3]	Level 2 [2]	Level 1 [1]
Design and descriptions of scenery are easy to read and follow and clearly descriptive of intent.	Outstanding.	Good.	Fair.	Poor.
Design has taken into account the elements of the story/script and has incorporated them creatively.	Outstanding.	Good.	Fair	Poor.
The scenery is creatively made, using whatever resources the learners have.	Outstanding.	Good.	Fair.	Poor.
Scenery will enhance the performance.	Outstanding.	Good.	Fair.	Poor.
Scenery is creative, original and exciting and offers much opportunity for dynamic interpretation in a stage production.	Outstanding.	Good.	Fair.	Poor.

[20 marks]

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Part Seven: Attract an audience by advertising

A stage production is nothing if it does not have an audience! You are now almost ready to stage your performance. Who is going to be your audience? Discuss this with your teacher.

You must design a poster advertising your performance.

Think of the elements of the script that are exciting and that will draw an audience. Your poster must be A3. It must contain colour, elements of line, perspective, shape and form and written information.

Once you have made the poster, mount it on a larger sheet of contrasting cardboard.

Find a place in your school to put your poster. Your teacher will assess the poster in the place you have mounted it.

The rubric will show you how you will be assessed:

Rubric for designing, making and mounting a poster advertising a production

Criteria	Level 4 [4]	Level 3 [3]	Level 2 [2]	Level 1 [1]
Poster is well designed, with elements of art such as line, perspective, shape, form and colour being well used.	Outstanding.	Good.	Fair.	Poor.
Poster has taken into account the elements of the story/script and has incorporated them creatively.	Outstanding.	Good.	Fair	Poor.
Written information in the poster is correct and easy to read from a distance of about 1m.	Outstanding.	Good.	Fair.	Poor.
Poster successfully advertises the performance, i.e. it serves its purpose.	Outstanding.	Good.	Fair.	Poor.
Poster is well mounted and is displayed in an area that will be visible to the target audience.	Outstanding.	Good.	Fair.	Poor.

[20 marks]

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Part Eight: Perform the drama

The moment you have all been waiting for! You are now going to perform your drama for an audience! Make sure that you have all the necessary scenery in place, the props, costumes and musical instruments are ready – and the actors, dancers and musicians have rehearsed well. Have great fun presenting your performance!

The rubric will show you how you will be assessed:

Rubric for performance of a play

Criteria	Level 4 [4]	Level 3 [3]	Level 2 [2]	Level 1 [1]
Actors/musicians/dancers clearly were well rehearsed and knew what their roles were.	Outstanding.	Good.	Fair.	Poor.
The performance ran smoothly with no breaks or hitches when actors/musicians/dancers did not know what to do next.	Outstanding.	Good.	Fair	Poor.
Acting/dancing/music making was creative and dynamic, making for a successful performance.	Outstanding.	Good.	Fair.	Poor.
Audience enjoyed the performance.	Outstanding.	Good.	Fair.	Poor.
Overall, a successful, well-integrated, creative production.	Outstanding.	Good.	Fair.	Poor.

[20 marks]

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Suggested Solutions

Question number	Possible marks	Solution
1	12	Allocate marks for planning; 2 marks for a YES, 1 marks for a SOMETIMES and 0 for NO. Fill in the jobs that were identified and allocated. AT THE END of the process, allocate marks to the individual learners if they responsibly attended to their tasks.
2	20	See rubric in Appendix of Assessment Tools.
3	20	See rubric in Appendix of Assessment Tools.
4	28	See rubric in Appendix of Assessment Tools.
5	20	See rubric in Appendix of Assessment Tools.
6	20	See rubric in Appendix of Assessment Tools.
7	20	See rubric in Appendix of Assessment Tools.
8	20	See rubric in Appendix of Assessment Tools.

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Appendix of Assessment Tools

Checklist for preparation for a production

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