

## Grade 8 Arts & Culture Worksheet

### Performing poetry, prose and drama

Read each of these extracts:

A

When you study the natural world – sand and flowers, for example – you realise that there is a common theme. The natural world seems to have a permanence; it is the same as it always was and it will last forever. This world often implies a sense of creation, and we stand in awe of that.

B

“To see a World in a Grain of Sand  
And a Heaven in a Wild Flower,  
Hold Infinity in the palm of your hand  
And Eternity in an hour...”

William Blake

C

*A kitchen table and four chairs, lit by a solitary electric light hanging above. Slumped forward in one of the chairs is a man – his head resting face down on his arms on the table. He holds a spoon in one hand and is tapping it against the side of the glass. About ten taps in silence, then. . .*

JOHNNIE: [counting as he taps]. . . fifty five, fifty six, fifty seven, fifty eight, fifty nine, sixty.

..

[Stops tapping]

Three hundred and. . .

[Pause]

Five minutes become hours, become days. . . today! . . . Friday something, nineteen. . . what? . . . sixty three. One thousand nine hundred and sixty three! Multiplied by twelve, by thirty, by twenty four, by sixty. . .

[Pause]

by sixty again! . . . gives you every second. Gee-sis. Millions.

[Pause]

Yes, since Gee-sis.

Athol Fugard: Hello and Goodbye

Each of the above extracts is really talking about the same thing – the infinity of time. But each says it in a different way.

There are three different forms of literature: poetry, prose and drama.

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### TASK 1

Complete the table:

A is an example of		because
B is an example of		because
C is an example of		because

[12 marks]

### TASK 2



You must perform one solo item of poetry, prose or drama.

How you will be assessed:

1. Preparation: In drama, 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, you 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: You will perform your item in front of the class. Consult the rubric to see how you will be assessed.

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You will be assessed based on the following rubric.

### Rubric for assessing preparation

Criteria	4	3	2	1
A statement of what the piece performed was, who wrote it, what type of literature it is and why.				
An explanation of why this piece was chosen for performance.				
An analysis of the piece of literature to show that the learner understands the content, meaning and form.				
A description of how the learner went about preparing this item for performance.				
A self-evaluation and critical analysis of the result of the performance.				
<b>SUBTOTAL</b>	<b>/20</b>			
Criteria	4	3	2	1
Item was well rehearsed and the performance was polished.				
The item was performed in the correct style/genre.				
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>	<b>/20</b>			

[40 marks]

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### Suggested Solutions

Question number	Possible marks	Solution
1	12 1 mark for identifying the form, 3 marks for reason	A – prose no rhyme or rhythm, no distinct format, sentences and paragraphs, narrative B – poetry rhyme, rhythm, distinct format, heightened language C – drama character dialogue, stage directions, no narrative
Task 2: preparation	20	See rubric in Appendix of Assessment Tools.
Task 2: performance	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, what type of literature it is and why.				
An explanation of why this piece was chosen for performance.				
An analysis of the piece of literature to show that the learner understands the content, meaning and form.				
A description of how the learner went about preparing this item for performance.				
A self-evaluation and critical analysis of the result of the performance.				
<b>SUBTOTAL</b>	<b>/20</b>			
Criteria	4	3	2	1
Item was well rehearsed and the performance was polished.				
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