

## Grade 8 Arts & Culture Worksheet

### Stereotyping in drama

#### Stereotyping

You are going to participate in three role play situations in this assessment task. You will work with three different partners. You will be assessed according to the rubrics.

#### Part One: Role play a conversation

- In this task, you will role play a conversation between two people, talking about some aspect of music. Try making the conversation realistic and work on characterising the two speakers accurately.

You will be allocated or allowed to choose a role play from this list:

- Two Rastas talking about the latest Steve Hofmeyer album.
- Two punks talking about a night out at the opera.
- Two rich white private school teenagers talking about Mandoza.
- Two old ladies talking about Nataniel.
- Two members of parliament talking about which clubs to go to that play house music.

[40 marks]

#### Rubric to assess role play

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Partnership worked well during preparation stages in developing the role play and understanding the scenario	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Partnership worked well together and all contributed to the success of the role play as a performance	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Role play is delivered confidently to	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited	Does not meet expectations.

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class, with good delivery techniques; keeps class entertained and educates			fashion.	
<b>Characterisation in role play is convincing</b>	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
<b>Role play addresses the scenario</b>	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

2. After observing all the role plays performed, what remarks can you make regarding stereotyping and type-casting? Write down your observations in your workbook.

### Part Two: Write a script

1. In this role play, you will improvise the scenario and once you are satisfied with the situation, you will then write a script for your performance. Once you have written the script, you will exchange scripts with another partnership and they will perform your script and you will perform theirs.

You will be allocated or allowed to choose a role play from this list:

- A conversation between a conservative father and his heavy metal son/daughter.
- A conversation between a liberal mother and her Gospel-loving son/daughter.
- A conversation between a song-writing duo, one of whom wants to “go commercial” while the other wants to remain a “committed artist”.
- A conversation between a drummer and an irate neighbour.
- A conversation between a hotel owner and a wild rock star on tour.

[52 marks]

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### 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.
Both 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 improvised role play 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.

### Rubric to assess performance

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Partnership worked well during preparation stages in rehearsing the new script	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Partnership worked well together and all contributed to the success of the script as a performance	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Performance is delivered confidently to class, with good delivery	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

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techniques; keeps class entertained and educates				
<b>Characterisation is convincing</b>	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

2. After observing all the role plays performed, what remarks can you make regarding stereotyping and type-casting? Write down your observations in your workbook.

### Part Three: Perform an interview

1. In this set of role plays, you will improvise an interview situation. You will get your characters and then you may have some time to “prepare” yourself: The interviewer should prepare some questions; the interviewee should construct a biography. Then you will perform the interview for the class as a complete improvisation – no rehearsal.

You will be allocated or allowed to choose a role play from this list:

- A country folk singer is interviewed by the editor of a heavy metal magazine.
- A feminist magazine journalist interviews a DJ who creates house music with a misogynist (disrespectful to women and anti-women) slant.
- An interviewer who is well known for his/her politically outspoken column in the newspaper interviews a laid-back reggae artist.
- A mother, whose drug addict son was a member of a band and has recently died of a drug overdose, is interviewed by a religious magazine editor.
- An R&B singer who is well known for her suggestive dance routines is interviewed by a feminist magazine journalist. [32 marks]

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### Rubric to assess interview

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
<b>Individual worked well during preparation stages in preparing for the interview</b>	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
<b>Partnership worked well together and all contributed to the success of the interview in performance</b>	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
<b>Interview is delivered confidently to class, with good delivery techniques; keeps class entertained and educates</b>	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
<b>Characterisation is convincing</b>	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

2. After observing all the role plays performed, what remarks can you make regarding stereotyping and type-casting? Write down your observations in your workbook.

#### Part Four: Write an essay

You have seen a number of role plays and participated in three. You have made notes on your observations regarding stereotyping and type-casting.

Use your notes as evidence. Write an essay entitled “Stereotyping in the arts”.

[40 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]
<b>Content/ ideas</b>	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.
<b>Organisation</b>	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.
<b>Vocabulary/ word choice</b>	Effective and engaging use of word choice; effective and accurate use of language.	Uses a variety of word choice to make writing interesting; uses language.	Shows some use of varied word choice, beginning to use language.	Careless or inaccurate word choice, which obscures meaning.
<b>Purpose of essay</b>	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.
<b>Content – reflection on stereotyping</b>	At least 4 instances have been given.	At least 3 instances have been given.	At least 2 instances have been given.	At least 1 instance has been given.

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### Suggested Solutions

Question number	Possible marks	Solution
1	40	See rubric in Appendix of Assessment Tools. Learners must also note down some observations in their workbook. Allow the observations to accumulate over the three tasks, then assess them for accuracy and insight.
2	52	See rubrics in Appendix of Assessment Tools. Learners must also note down some observations in their workbook. Allow the observations to accumulate over the three tasks, then assess them for accuracy and insight.
3	32	See rubric in Appendix of Assessment Tools. Learners must also note down some observations in their workbook. Allow the observations to accumulate over the three tasks, then assess them for accuracy and insight.
4	40	See rubric in Appendix of Assessment Tools.

### Appendix of Assessment Tools

#### Rubric to assess role play

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
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Partnership worked well together and all contributed to the success of the role play as a performance	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Role play is	Exceeds	Meets	Satisfies	Does not meet

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<b>delivered confidently to class, with good delivery techniques; keeps class entertained and educates</b>	expectations.	expectations well.	expectations but in a limited fashion.	expectations.
<b>Characterisation in role play is convincing</b>	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
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### Rubric to assess performance

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<b>Partnership worked well during</b>	Exceeds expectations.	Meets expectations	Satisfies expectations	Does not meet expectations.



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<b>preparation stages in rehearsing the new script</b>		well.	but in a limited fashion.	
<b>Partnership worked well together and all contributed to the success of the script as a performance</b>	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
<b>Performance is delivered confidently to class, with good delivery techniques; keeps class entertained and educates</b>	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
<b>Characterisation is convincing</b>	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

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