

## Grade 8 Arts & Culture Worksheet

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### The element of line

#### Part One: Some line definitions and fundamentals

Draw up a table in your workbook. It should have two columns: A column 4 cm wide on the left and a column 11 cm wide on the right.

The heading for the left hand column should be: Type of line.

The heading for the right hand column should be: Example.

Into the left hand column, write the following types of lines: Straight, curved, vertical, horizontal, diagonal, broken, dotted, jagged, sinuous, bold, hazy. Add 4 more of your own.

Now, in the right hand column, using your pencils, provide examples of the lines. Do not draw pictures, just lines.

[35 marks]

#### Part Two: Lines used to show moods and emotions

Line can be used to show moods and emotions.

Draw up a similar table to the one you produced for Part One. In the left hand column, list the following moods and emotions. In the right hand column, draw lines that suggest these moods and emotions. DO NOT draw pictures (like smiley faces)! Use line only.

- Bored, happy, urgent, sad, calm, hurried, angry, energetic, powerful, tired, confused, worried, jealous, glamorous, shocking.

[30 marks]

#### Part Three: Line used in different paintings

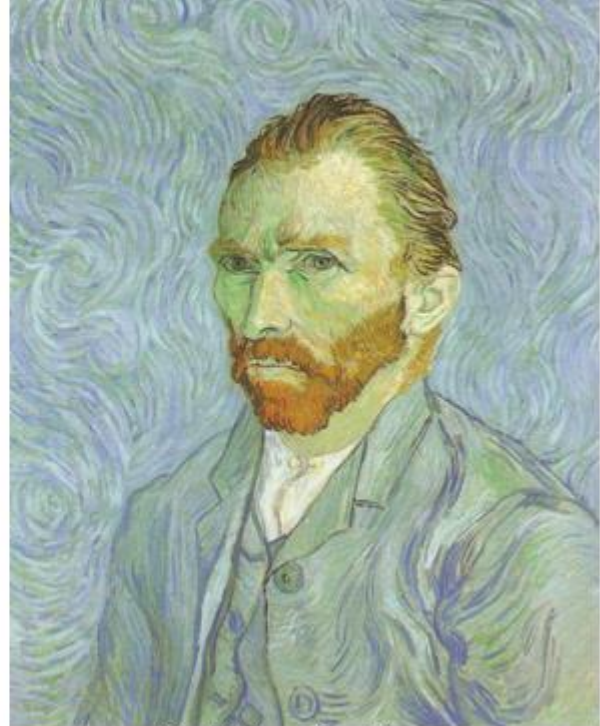
Line has been used in very different ways in the three paintings on the next page.

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**The Scream - Edvard Munch**



**Self Portrait -  
Vincent van Gogh**



**In the Car -  
Roy Lichtenstein**

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Compare the way in which each of the artists uses line in his painting. The easiest way to do this is to draw up a table for comparison.

After you have drawn up a basic table which analyses and compares line in the three paintings, write your comparison in essay form, making sure that you carefully compare the different features of line and the effect the use of line has on the overall impact of the painting.

[40 marks]

### 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 – line is compared</b>	At least 4 comparisons have been made.	At least 3 comparisons have been made.	At least 2 comparisons have been made.	At least 1 comparison has been made.

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### Part Four: A picture or painting that uses line in a creative way

Find a picture or painting that uses line in a creative way.

Find out something about the picture/painting and the artist.

Analyse the artwork and explain how line has been used in this picture/painting.

Write your answer in the form of a paragraph.

Include a copy of the picture.

[20 marks]

#### Rubric to assess paragraph

Criteria	Level 4 – 4 marks	Level 3 – 3 marks	Level 2 – 2 marks	Level 1 – 1 mark
<b>Paragraph writing style and grammar</b>	Excellent.	Good.	Satisfactory.	Poor.
<b>Researched information relating to artwork and artist</b>	Excellent.	Good.	Satisfactory.	Poor.
<b>Addressing the question posed – how is line used in this artwork?</b>	Understanding of the question is complete, able to answer with insight. x 2	Understanding of the question is good, able to answer in general. x 2	Understanding of the question is fair, able to answer in a limited manner. x 2	Understanding of the question is poor, not able to answer satisfactorily. x 2
<b>Illustration</b>	Excellent.	Good.	Satisfactory.	Poor.

### Part Five: Line in architecture

Line is a very important element in architecture. Have a look at some buildings around you or photographs of different buildings. Carefully take note of the lines of the building. Look for columns, angles, curves and other lines.

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Make a simple sketch of a few parts of the architecture where the line has attracted your attention. You need not draw the entire building; simply the parts where line is important. Use a sharp pencil and work neatly. Annotate your sketches with labels and comments.

[32 marks]

### Rubric to assess sketches

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
<b>Annotations are well written, attention paid to grammar, spelling and presentation</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
<b>Sketches are of parts of buildings where line is important in the architecture</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
<b>Sketches are neatly drawn in pencil</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
<b>Artwork is professionally presented</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

### Part Six: Line in dance

Line is not only an important element of visual art. Line is important in dance too. Work together with a group of your peers. Devise a series of dance movements where line is an important element conveying meaning and emphasising mood. Choose a piece of music to enhance the movement sequence. Perform your dance for the class.

Incorporate these concepts into your movement sequence.

- Movements or gestures;
- Repetition and stillness;
- Contrasting dynamics.

[32 marks]

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### Rubric to assess improvised movement and dance

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
<b>Movement sequence is spontaneous, yet well disciplined</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
<b>Improvises, composes and combines movement motifs, using: movements or gestures; repetition and stillness; contrasting dynamics</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
<b>Improvisation develops into dance with suitable choice of music and movement</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
<b>The element of line is well explored and used in a clear and creative manner</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

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### Suggested Solutions

Question number	Possible marks	Solution
1	35	Award up to 5 marks for the way in which the instructions have been followed to produce a good table. Award 2 marks per line example. Line must clearly illustrate the descriptive word.
2	30	Learners' lines will differ, but award 2 marks per line example that clearly illustrates the word.
3	40	See rubric in Appendix of Assessment Tools.
4	20	See rubric in Appendix of Assessment Tools.
5	32	See rubric in Appendix of Assessment Tools.
6	32	See rubric in Appendix of Assessment Tools.

### Appendix of Assessment Tools

#### Rubric to assess essay

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<b>Vocabulary/</b>	Effective and	Uses a variety of	Shows some use	Careless or inaccurate

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<b>word choice</b>	engaging use of word choice; effective and accurate use of language.	word choice to make writing interesting; uses language.	of varied word choice, beginning to use language.	word choice, which obscures meaning.
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<b>Illustration</b>	Excellent.	Good.	Satisfactory.	Poor.

### Rubric to assess sketches

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<b>Sketches are of parts of buildings where line is</b>	Outstanding, exceeds	Good, meeting expectations	Satisfies expectations.	Does not meet



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<b>important in the architecture</b>	expectations.	well.		expectations.
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