

Grade 8 Arts & Culture Worksheet

Traditional dance

Part One: Choose a dance to perform

The following are different kinds of dances that require little training or expertise to do in a group and have a lot of fun at the same time:

Moonwalk, Macarena, Volkspele, American line dance, domba and gum boot dance.

In your group, pick two of the dances listed above, or, choose another two similar types of group dances. Check with your teacher that the dances that you have selected are suitable.

In your group, research how to do the dance. You could look in books or on the internet. It might be easier to simply ask someone you know who can do the dance! Remember that people are resources too. You will also need to source music, if necessary, to play while you dance. You may choose to make the music yourselves.

Rehearse with your group until you get the dance right.

Write up your research, which must include the following:

- Origins of dance
- Significance of dance
- How to do the dance,

in the form of a pamphlet which other learners could use as a resource in the future.

[24 marks]

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Rubric to assess a pamphlet

Criteria	4	3	2	1
A description of the origins of the dance				
A description of the significance of the dance				
A description of how to do the dance				
An explanation of how the group went about preparing for the dance and rehearsing				
Design of pamphlet; layout and professional presentation; neatness and attractiveness				
At least three references, correctly quoted; no plagiarism				
TOTAL	/24			

Now perform your dance for the class.

[40 marks]

Rubric to assess dance

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Movement sequence is spontaneous, yet well disciplined	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Improvises, composes and combines movement motifs, using: Movements or gestures; repetition and stillness; contrasting dynamics	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Dance has suitable choice of music and movement	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
The traditional dance is well demonstrated with enthusiasm and accuracy	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Group work during research and rehearsal as well as during performance, was pleasing and co-operative	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

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Part Two: Improvise a new and original group dance

Now that you have researched traditional dances, improvise with your group to develop a new original group dance that expresses your feelings. The dance must involve everyone in the group and include the elements of dance that you have learned about. You can use recorded music or make the music yourselves.

[40 marks]

Rubric to assess improvised dance

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Movement sequence is spontaneous, yet well disciplined	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Improvises, composes and combines movement motifs, using: Movements or gestures; repetition and stillness; contrasting dynamics	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Dance has suitable choice of music and movement	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
The improvised dance is well demonstrated with enthusiasm and accuracy	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Group work during research and rehearsal as well as during performance, was pleasing and co-operative	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

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Part Three: The film called “Billy Elliot”

In 2000, a British film called “Billy Elliot” won numerous awards and was a great success. If you can hire this movie and watch it – that would add to the richness of your discussion.

Billy Elliot was an 11 year old boy from a mining town in Northern England, who wanted desperately to become a ballet dancer. The film questioned society’s condemnation of boys who want to do ballet dancing.

How does your society treat boys who dance? Are some kinds of dancing more “respectable” for boys to do than others?

You are going to have a group discussion in which you will explore these questions. You will record the points made during the discussion and then summarise the points of the discussion as well as give your own opinion in a well written paragraph.

[20 marks]

Rubric to assess paragraph

Criteria	Level 4 – 4 marks	Level 3 – 3 marks	Level 2 – 2 marks	Level 1 – 1 mark
Paragraph writing style and grammar	Excellent.	Good.	Satisfactory.	Poor.
Accurate recording of points made during group discussion	Excellent.	Good.	Satisfactory.	Poor.
Addressing the questions posed	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
Own opinion offered	Excellent.	Good.	Satisfactory.	Poor.

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Part Four: Illustrate “The Perfect Dancer”

- On a sheet of paper, or on clean page in your workbook, draw and paste pictures of “The Perfect Dancer”. Your illustration should embrace visually everything you believe a dancer would look like and be. Mount your montage neatly and professionally.

[32 marks]

Rubric to assess montage

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Montage is professionally presented and mounted	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Montage makes use of printed and/or photographic materials applied to 2D surface	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Montage addresses theme: “The Perfect Dancer”	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
The message and implications are made clear in the visual picture created	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

- You are the owner of a very successful dance school. Your banner outside the dance school includes the montage you have just designed. You train brilliant dancers who win awards at competitions and end up following exciting careers in dance. One day, a teacher comes to your dance school. She teaches at a school where there are a number of disabled children. She asks you to please give dance lessons to some of these disabled learners. Write a letter to her explaining your answer.

[16 marks]

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Rubric to assess letter

Criteria	Level 4 – 4 marks	Level 3 – 3 marks	Level 2 – 2 marks	Level 1 – 1 mark
Letter writing style and grammar	Excellent.	Good.	Satisfactory.	Poor.
Addressed the issue of disabled learners doing dance	Understanding of the issue is complete, able to answer with insight. x2	Understanding of the issue is good, able to answer in general. x2	Understanding of the issue is fair, able to answer in a limited manner. x2	Understanding of the issue is poor, not able to answer satisfactorily. x2
Final decision made	Excellent.	Good.	Satisfactory.	Poor.

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Suggested Solutions

Question number	Possible marks	Solution
1	24 – pamphlet 40 – dance	See rubrics in Appendix of Assessment Tools.
2	40	See rubric in Appendix of Assessment Tools.
3	20	See rubric in Appendix of Assessment Tools.
4.1	32	See rubric in Appendix of Assessment Tools.
4.2	16	See rubric in Appendix of Assessment Tools.

Appendix of Assessment Tools

Rubric to assess a pamphlet

Criteria	4	3	2	1
A description of the origins of the dance				
A description of the significance of the dance				
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At least three references, correctly quoted; no plagiarism				
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Rubric to assess dance

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Rubric to assess improvised dance

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Improvises, composes and combines movement motifs, using: Movements or gestures; repetition and stillness; contrasting dynamics	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
Dance has suitable choice of music and movement	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
The improvised dance is	Outstanding,	Good, meeting	Satisfies	Does not

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well demonstrated with enthusiasm and accuracy	exceeds expectations.	expectations well.	expectations.	meet expectations.
Group work during research and rehearsal as well as during performance, was pleasing and co-operative	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

Rubric to assess paragraph

Criteria	Level 4 – 4 marks	Level 3 – 3 marks	Level 2 – 2 marks	Level 1 – 1 mark
Paragraph writing style and grammar	Excellent.	Good.	Satisfactory.	Poor.
Accurate recording of points made during group discussion	Excellent.	Good.	Satisfactory.	Poor.
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Own opinion offered	Excellent.	Good.	Satisfactory.	Poor.

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Rubric to assess montage

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
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Montage makes use of printed and/or photographic materials applied to 2D surface	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
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Rubric to assess letter

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Final decision made	Excellent.	Good.	Satisfactory.	Poor.