



**GRADE: 5**

**SUBJECT: LIFE SKILLS-**

**CREATIVE ARTS**

**TERM THREE**

**FORMAL ASSESSMENT TASK (FAT) 3**

Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_

FAT	Activity/Form	Learner's mark	Learner's %
3	Performing Arts: Drama and Dance Performance		
<b>TOTAL MARK = 40</b>			

**Please note that either Performing Arts OR Visual Arts should be formally assessed in a term – not both streams.**



# LIFE SKILLS: CREATIVE ARTS

## FORMAL ASSESSMENT TASK: PERFORMING ARTS

### DRAMA AND DANCE

GRADE 5

TERM 3

#### NOTE TO THE TEACHER

The Formal Assessment Task has been developed as a step by step guideline to learners. The activities are to be done in class, during the third term. It is important that teachers mediate the various steps of the task with learners to ensure active, creative and critical participation by all learners.

In order to encourage economic usage of paper, it is advised that only the activity sheets are photocopied of this Formal Assessment Task for each learner.

#### In this task you will complete a

- character profile
- a script in a brainstorm format
- a polished role play performance
- a response and reflection on scripts

#### ACTIVITY 1: LET'S FOCUS TOGETHER

Find a partner. You will be doing the mirror exercise. You will copy each other's movements exactly, as a mirror image of one another. Remember that as in a mirror, if **Person A** moves their right arm,

then **Person B** should be moving their left arm simultaneously. The aim is for the exercise to become so fluid, happening at exactly the same time, that it is difficult to tell who is leading the movement. The exercise must take place in total silence, and eye contact should be kept at all times.



## INSTRUCTION

Decide who will be **Person A** and who will be **Person B**.

**Person A** and **Person B** face one another. They make eye contact and establish stillness. Then **Person A** starts to move a part of his/her body very slowly. **Person B** moves the corresponding part of his/her body in exactly the same way, at exactly the same time. **Person A** should move slowly and with consideration to his/her partner. You can eventually become bolder in your movements, moving across the space, using different levels, using different speeds of movement (but never too quick to make it impossible for your partner to follow easily).

## ACTIVITY 2: DEVELOPING THE STORY LINE OF THE ROLE PLAY

In this activity you will create and shape your ideas into a story that will be presented to the rest of the class.

Before you begin to create the scene there are several planning stages to work through to help you create a believable story (real or imagined) with clear characters.

Divide into small groups of approximately five members. Your teacher will ask you to select a slip of paper from three different envelopes/boxes/baskets each. The word on the slips of paper will indicate a:

- Character
- Time
- Place (location)

The words on the paper are therefore directly linked to the drama elements namely **CHARACTER, TIME** and **PLACE**.





## CHARACTERS

- Private investigator
- President of S.A.
- Secret agent / Spy
- Scientist
- Famous actor / celebrity
- Policeman
- Strict teacher
- Ms South Africa
- Fortune teller
- World's richest person
- Doctor
- Fairy
- Springbok rugby player
- Bafana soccer player



## TIME

- Early morning
- Midnight
- Ancient time (BC)
- The year 2050
- During first break (at school)
- Half time during a rugby/soccer/hockey/netball game
- Thirty minutes before the bomb explodes
- 6 April 1652
- 9:00 – 12:00 (time allocation to write exam paper)



## PLACE

- Waiting at a bus stop
- At a friend's house
- At the beach
- School grounds
- At the local takeaway
- Taxi rank
- Your bedroom in your house
- Underground cave
- Forest
- Principal's office
- Shopping centre
- Secret shelter hidden away
- Stage
- Rugby /soccer field
- Party venue

In your group, discuss the story of your role play. You must use the three items you selected and should add to it to form the story.

Complete the sheet below to assist you to establish the characters, time, place and action of your drama.





### **WHO? — The characters**

Create a character for each person in the group. Remember you should also use the character you have drawn from the envelope/box/basket.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_



### **WHEN? — Time**

Select one form the envelope/box/basket. You could also add to the **time frame**, e.g. jump in time, go back in time, etc.

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### **WHERE? — Place or setting**

Select one form the envelope/box/basket. You could also add to the **place/setting** by allocating more than one setting to your scene.

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**WHAT? — What needs to be done**

Select one of the following or create your own situation.

Finding a secret box hidden away

Winning a prize

Dealing with a bully

Going on an outing with friends

Having a secret party for a friend

Saving someone (or an animal) from...

Receiving life changing news

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**ACTIVITY 3: FINDING THE STRUCTURE TO YOUR STORY**

By now you have decided on the basic elements of the story and how the events develop and flow. Make sure you are satisfied as a group with the structure (beginning, middle and end) of the story by completing the sheet below.



*Dramatic structure sheet*

**BEGINNING**

**WHERE — Place or setting:**

**WHEN — Time:**

**Main action or storyline:**

**WHO — Main characters:**

**MIDDLE**

**WHAT — Main situation:**

**Main feeling:**

**END**

**Ending:**

**Solution:**

Adapted from: M Cheung (2006) *Adventuring into Drama*



#### ACTIVITY 4: DEVELOP YOUR CHARACTER

You will now consider your character. Work on your own and complete the blocks below that will help you to formulate a character profile

**FAMILY:**

**HOPES:**

**AGE:**

**HEIGHT:**

**GENDER:**

**HAIR COLOUR:**

**FEARS:**

**STRENGTHS:**

**WEAKNESSES:**

**NAME OF CHARACTER:**

**LIKES:**

**DISLIKES:**

Adapted from: M Cheung (2006) *Adventuring into Drama*

These sheets will not be assessed formally by your teacher, but will prepare you to develop your story line and character. They will also provide further information for your teacher about your individual contribution to the group

### **EXPLORE YOUR CHARACTER FURTHER**

Now that you are familiar with the basic qualities of your character, you will explore and find more out about your character by doing the HOT SEAT exercise.



- Sit in a circle (in your group of five).
- The first learner who will develop his/her the character sits surrounded by other members of the group. She/he is in the “hot-seat”.
- She/he gives a short summary of his/her character based on the completed character profile sheet.
- One at a time, the other learners ask him/her questions that would explore relationships with other characters in the group, past experiences, other interesting information, etc.
- Each learner must think of a different question.
- From his/her answers, a character gradually emerges.
- The questions become more original and creative and delve deeper as the character takes shape.
- The character only develops from the questions and answers.
- In this way, the whole group helps to build the character.

### **ACTIVITY 5: CREATING DIALOGUE**

Improvising dialogue is a necessary element to building a drama from scratch. It requires good listening skills, co-operation and the ability to understand what is most important in a scene.

### **LET’S IMPROVISE THE SCENE!**

#### **Without words...**

In your groups start to act out the scene (improvise). First try acting the scene out without any words, to see what can be communicated through means other than dialogue. You will

be surprised to find out that a great deal of information can be given to the audience without the actors actually talking to one another, by using mime, actions, sound effects etc.

### **Improvise the dialogue...**

Improvise the action a few times (you may even decide to have different learners playing the characters in the scene in order to generate different ideas). Select only the most important pieces of dialogue to use in the performance. Often a scene should start later rather than earlier (i.e. we don't need to hear people saying "Hello. How are you?" in every scene.) Let the scene start from an interesting point, where the audience will be immediately drawn into what is happening.

Make sure that the dialogue is appropriate to the character speaking it. The tone of voice, use of vocabulary and manner of speaking should be adjusted to suit the character being portrayed.

### **ACTIVITY 6: REHEARSING**

Concentrate on something different each time you rehearse the scene. You may first rehearse the scene for character detail. This time for pace and building to a climax. Then for listening to one another and responding.

### **ACTIVITY 7: PERFORMANCE**

Make sure that you warm-up and focus before the performance. This will improve the quality of the performance and will deal with nervousness and anxiety.

Remember to set up the performance space clearly for the audience and performers.



Use the actor's checklist below to reflect on your own and others' performance:

Actor's checklist	Developed	Needs more work
<b>Movement</b>		
Stands and walks in character?		
Uses particular gestures or mannerisms that show the character (e.g. twirling hair around finger when nervous)?		
<b>Voice</b>		
Projects voice so dialogue can be heard?		
Changes the pitch (going up or down) of voice to show how the character is feeling?		
Changes the speed or pace of speech to suit the character?		
Uses pauses to add interest to what is being said?		
Changes the volume (loud or soft) to suit the mood and feeling of the scene?		
Changes the tone or quality that shows the appropriate age, mood and feeling of the character?		



**Look at the performance of your classmates and complete the sheet below:**

*Adapted from: M Cheung (2006) Adventuring into Drama*

**What did you like about your scene?**

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**Do you think it was an engaging or appealing story? Give reasons why?**

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**What would you now add or take out of the script?**

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**How does the script make you feel (e.g. happy, excited, sad, etc.)?**

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Look at the scenes of your classmates and complete the blocks below.

**The funniest or most entertaining script was:**

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**Reasons:**

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**The most frightening script was:**

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**Reasons:**

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**The most interesting character was:**

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**Reasons:**

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**The cleverest script was:**

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**Reasons:**

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**The story I'd like to know more about was:**

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**Reasons:**

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**I have a suggestion for:**

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**My suggestion is:**

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