



# Northern NSW da Vinci Decathlon SAMPLE

*An academic gala day  
for years 7 and 8*



## English

### Session 1

*'The artist sees what others only catch a glimpse of' Leonardo da Vinci.*

Team Number \_\_\_\_\_

### Activity One: Spelling (10 marks)

Ten words will be read out to you. Please write your answers on the spelling sheet provided.

### Activity Two: Famous Artists and Poets - Film Match-Up (10 marks)

Match-up these famous artists and poets who were fascinated with the interplay of light and colour with the film they are featured in. Write the title of the film next to the artist.

Famous Artists and Poets	Films
Vincent Van Gogh	
Johannes Vermeer	
Michelangelo	
Salvador Dali	
Christy Brown	
Paul Gauguin	
John Keats	
T.S Eliot	
Henri de Toulouse-Lautrec	
Allen Ginsberg	

#### Famous Artists and Poets:

1. *Paradise Found*
2. *Howl*
3. *The Agony and the Ecstasy*
4. *Girl with a Pearl Earring*
5. *Lust for Life*
6. *Moulin Rouge*
7. *Little Ashes*
8. *Bright Star*
9. *Tom and Viv*
10. *My Left Foot*



### Activity Three: Analysing the poem 'The Lotus' by Li Po (10 marks)

In the deep sequestered stream the lotus grows,  
 Blooming fresh and fair in the morning sun.  
 Its glowing petals hide the clear autumn water,  
 And its thick leaves spread like blue smoke.  
 Alas! in vain its beauty excels the world.  
 Who knows? Who will speak of its rare perfume?  
 Lo, the frost will come, chilling the air,  
 And its crimson must wither, its fragrance fade.

Ill it has chosen the place to plant its root.  
Would it could move to the margin of a flower pond!

### Questions

1. What is the meaning of ‘deep sequestered’? (1 mark)

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2. Why does the poet lament the location of the lotus? (2 marks)

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3. Find an example of the following devices: (4 marks)

a. Alliteration: \_\_\_\_\_

b. Simile: \_\_\_\_\_

c. Rhetorical question: \_\_\_\_\_

d. Assonance: \_\_\_\_\_

4. What is the key message of the poem? (3 marks)

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### Activity Four: Analysing an Image *Alice in Wonderland* Poster– (5 marks)



The film poster for *Alice in Wonderland* uses a combination of light and dark, and striking colours to attract attention and convey the mystery and wonder of this film. Identify **five** visual techniques and state what meaning they convey to the viewer. E.g. Framing: Alice is positioned in the centre of the frame as she is the main character.

Visual Techniques	Meaning

**Activity Five: Analysing an extract from *A High Wind in Jamaica* by Richard Jones (10 marks)**

*The sun was still red and large: the sky above cloudless, and light blue glaze poured over baking clay: but close over the ground a dirty grey haze hovered. As they followed the lane towards the sea they came to a place where, yesterday, a fair-sized spring had bubbled up by the roadside. Now it was dry. But even as they passed some water splashed out, and then it was dry again, although gurgling inwardly to itself. But the group of children were hot, far too hot to speak to one another: they sat on their ponies as loosely as possible, longing for the sea.*

*The morning advanced. The heated air grew quite easily hotter, as if from some enormous furnace from which it could draw at will. Bullocks only shifted their stinging feet when they could bear the soil no longer: even the insects were too lethargic to pipe, the basking lizards hid themselves and panted. It was so still you could have heard the least buzz a mile off. Not a naked fish would willingly move his tail. The ponies advanced because they must. The children ceased even to think.*

**Questions**

- How has Hughes used colour and light to create a harsh and hot setting? (1 mark)

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- Find an example of the following language features: (3 marks)

- Onomatopoeia: \_\_\_\_\_
- Personification: \_\_\_\_\_
- Metaphor: \_\_\_\_\_




3. Find an example of the following: (3 marks)
  - a. Subordinating conjunction: \_\_\_\_\_
  - b. Pronoun: \_\_\_\_\_
  - c. Adverb: \_\_\_\_\_
4. Identify three ways that Hughes suggests that danger is coming. (3 marks)
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

### Activity Six: ‘Colour my World’ descriptive writing (10 marks)

The interplay of colour and light has been used by writers to capture the look and feel of a place. Charles Dickens in his novel *Hard Times* painted a picture of a hellish industrial mill-town in Victorian England in the 1800’s.

*It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood, it was a town of unnatural red and black like the painted face of a savage. It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of building full of windows where there was a rattling and a trembling all day long, and where the piston of the steam-engine worked monotonously up and down, like the head of an elephant in a state of melancholy madness.*

Your challenge is to create a 150-word maximum description that uses colour and light to convey the look and feel of a place. You have to identify the place that must be real and use the following ingredients:

-  At least two colours (1 mark)
-  Reference to light (1 mark)
-  A metaphor (1 mark)

Place: \_\_\_\_\_ (1 mark)

Criteria	Sound	Effective	Skilful
Clever description of a place using light and colour	1	2	3
Control of language and structure that describes evocatively the iconic object or place	1	2	3
		<b>TOTAL</b>	<b>/6</b>

Description of a place using light and colour:

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A series of horizontal lines for writing.