



Province of the
EASTERN CAPE
EDUCATION

SENIOR PHASE

GRADE 9

NOVEMBER 2014

**CREATIVE ARTS
MEMORANDUM**

MARKS: 100

This memorandum paper consists of 21 pages.

SECTION A: VISUAL ARTS**QUESTION 1: MULTIPLE-CHOICE QUESTIONS**

Choose the correct answer from the possible answers given in each question written below. Write only the letter of the correct answer next to the number of the question.

- | | | |
|------|---|-------------|
| 1.1 | B | (1) |
| 1.2 | D | (1) |
| 1.3 | C | (1) |
| 1.4 | D | (1) |
| 1.5 | D | (1) |
| 1.6 | C | (1) |
| 1.7 | B | (1) |
| 1.8 | A | (1) |
| 1.9 | C | (1) |
| 1.10 | A | (1) |
| | | [10] |

QUESTION 2

Study the images below and draw a comparison between image A and B with reference to space, shape and line.

You may answer in point form.

Each fact counts 1 point.



Image A



Image B

Possible Answers

Lines are predominantly horizontal (bench, grass line, person sleeping on the bench) which creates a sense of harmony and peace.	Lines are predominantly diagonal and vertical, which creates a sense of movement.
The focal lines of the image - the bench - are thick and prominent and therefore the image appears visually stronger.	A repetition of white, horizontal lines in the background, creates a sense of rhythm and adds to the movement of the image.
There is a good variation between stronger/thicker lines and subtle/fine lines used.	The same style of line is used throughout the whole image.
Shapes and lines are more stylised.	Clean, simple and delicate use of line, this creates the sense of detail.
Good use and balance of positive and negative space.	The predominant use of space in this image is the positive space.

[10]

QUESTION 3**VISUAL ARTS**

3.1 On an A4 size page create a ground plan (2 D, top-view) of your dream house, label all the rooms and passages. The plan should be drawn neatly with a pencil and ruler. Use the following guidelines to help you.

1. There must be a living room, kitchen, one bathroom and two bedrooms.
2. You must include a key to illustrate how you will draw doors, windows etc. or any other important facts.

The following rubric will be used to mark your drawing

CRITERIA	2	1	0
USE OF KEY	The key is helpful and illustrated well	The key is there but not very helpful	There is no key
PROPORTION	The illustration is well proportioned	There are some proportion errors	The illustration is badly proportioned
ELEMENT USE	All elements (living room, kitchen, one bathroom and two bedrooms and a key) of the ground plan are there	Some elements (living room, kitchen, one bathroom and two bedrooms and a key) of the ground plan are there	There are very few elements (living room, kitchen, one bathroom and two bedrooms and a key) of the ground plan present
NEATNESS	The illustration is very neat and legible	The illustration is a little untidy	The illustration is very messy and hard to follow
HOLISTIC VIEW	Task well done	Average task	Poor task

(10)

3.2 In line with architecture explain the differences between 1 point and 2 point perspective. Use drawings to illustrate your answers. (10 ÷ 2)

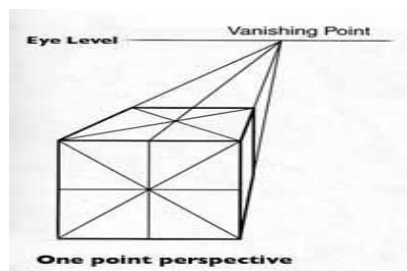
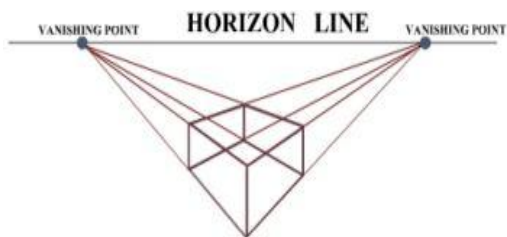
One point perspective (any three of the answer below)

- The front plane of the object is parallel to the viewer (only seeing front, top and maybe a side)
- There is only one vanishing point.
- Mainly use vertical and horizontal lines.
- Horizontal lines are perpendicular to the horizon.
- Diagonal lines intersect at the point on the horizon.

Two point perspective (any three of the answers below)

- An object is viewed from a corner, therefore two side planes and the top of the object is visible to the viewer.
- There are now two vanishing points.
- Mainly use of diagonal and vertical lines.
- Vertical lines are perpendicular to the horizon.
- Diagonal lines intersect at both points on the horizon and opposite diagonal lines intersect with one another.

Drawings to illustrate (2 marks per illustration)



(5)
[15]

QUESTION 4

- 4.1 4.1.1 This article is describing an art exhibition. An art exhibition involves a place where artists can show their art to the public to be sold or just viewed. (2)
- 4.1.2 The show features 65 paintings, sculptures and video installations made since the end of apartheid in 1994. Paul Stopforth; Mbongeni Richman Buthelezi; Zwelethu Mthethwa; Penny Siopis; David Koloane and Sue Williamson – Any two of the artists named will get a mark each). (3)
- 4.1.3 He takes colour photographs or portraits of poor people, who pose studio-style in their amazingly decorated homes, have a subtle political twist. (2)
- 4.1.4 His work is a vertical triptych of three large panels done in graphite and wax and depicts the outsized faces of three security cops who interrogated Steve Biko before he was murdered in government custody. This is a terrifying thought to depict and makes the viewers see what Steve Biko would have seen. (3)
- 4.2 An art critic is a person who specialises in evaluating art. Their written critiques, or reviews, are published in newspapers, magazines, books and on web sites. Art collectors and patrons often use the advice of such critics as a way to enhance their appreciation of the art they are viewing. Typically the art critic views art at exhibitions, galleries, museums or artists' studios. (5)

(5)
[15]

TOTAL SECTION A: 50

SECTION B: DANCE**QUESTION 5: MULTIPLE CHOICE QUESTIONS**

Choose the correct answer from the possible answers given in each question written below. Write only the letter of the correct answer next to the number of the question.

- | | | |
|------|---|-------------|
| 5.1 | B | (1) |
| 5.2 | D | (1) |
| 5.3 | C | (1) |
| 5.4 | A | (1) |
| 5.5 | C | (1) |
| 5.6 | A | (1) |
| 5.7 | B | (1) |
| 5.8 | A | (1) |
| 5.9 | C | (1) |
| 5.10 | D | (1) |
| | | [10] |

QUESTION 6

Study the images below and answer the following questions.

A



B



C



6.1 A Gumboot dancing

B Ballet

C Pantsula

Ensure that each comment makes sense with regard to the chosen dance.

BODY How are the dancers' bodies used? What body characteristics would you notice?
How are different body parts used? What shapes would the body make?

ACTIONS What movements or actions do the dancer(s) make?

SPACE What patterns in space do the dancer(s) use?
What aspects of time are used? What would you notice about the dancers' rhythms? Would there be accents? How fast or slow is the dance?

TIME
ENERGY How would you describe the energy of the dancer(s) and the dance?

Possible Answers**A: Gumboot dancing**

BODY: The dancers make use of their arms, feet and legs. The arms are used to slap the boots on the legs and the feet are used to make percussive sounds on the floor.

ACTIONS: They slap, stomp and clap parts of their bodies.

SPACE: The dancers form a line and usually use the same steps. Their arms are used in front and behind their bodies and their backs can be bent in order to reach their legs.

TIME: The rhythm of the dance varies and can be fast or slow.

ENERGY: The dance is usually of high energy and creates a very exiting atmosphere.

B: Ballet

BODY: The dancers use their entire body including their fingers and toes. They form classical shapes and always appear delicate and erect.

ACTIONS: They glide, jump, twirl, and spin in various formations.

SPACE: The ballet dancer uses any space and can dance in formation, solo or with a partner. The steps are very deliberate and choreographed.

TIME: Rhythms vary and dances can be fast or slow.

ENERGY: The energy varies and can be sombre, happy or highly exciting.

C: Pantsula

BODY: The arms are usually wrapped around the body of the dancers and the main dancing is concentrated on the legs and feet.

ACTIONS: The dancers use shuffling, popping, locking and jumping movements as groups move in and out of geometric formations. Pantsula means "waddling like a duck" in Zulu and this move often features in the dance.

SPACE: Group dancing with the centre of gravity low to the ground. Dancers spar with each other and show off formations by moving back and forth.

TIME: Rhythms vary according to the style of Panstula used (Western Style, Slow Poison, and Futhuza).

ENERGY: High energy with expert leg work.

Each section counts 2 marks to equal 10.

QUESTION 7

7.1 **Elements of a warm up** (2)

1. **Blood Circulation** (3)

During warm-up blood flow increases to the muscles and decreases to the digestive organs. Hard or constant exercise increases blood flow and transfers warmth to the skin. This transition occurs with muscle activity and is necessary so that the exercise can continue for an extended period.

Psychological factors can also influence blood circulation, and this transition can begin before muscle activity. Fear and the adrenalin shock that follows, or mental exercises such as biofeedback, yoga, meditation and autogenic training can also influence the blood circulation. Blood circulation and breathing stabilises after about 3–6 minutes of muscle activity

2. **Joints**

When you move, the volume of fluid and thickness of cartilage in the joints increases, which improves the joint's ability to absorb shock and prevents direct wear on the bones. Movement in the joint increases blood flow and raises the temperature, increasing elasticity in the joint's supporting tissue

3. **Muscles**

An increase in the muscle's temperature, which can be as low as 30°C when resting, improves the muscle's performance ability. To do hard exercise, muscle metabolism must begin, and it needs an increase in oxygen flow through the blood.

4. **Nerves**

Nerve impulses travel faster in warm muscle and muscle viscosity is lower, making contraction easier and more efficient. The best temperature for the speed of chemical reactions and metabolism in muscle functioning is about 38,8 °C to 39,4 °C. The only efficient way for the muscle to reach this temperature is by exercising it.

5. **Relaxation/concentration**

Relaxation can improve the interplay between the contracting muscles (the agonists) and the muscles being released to allow movement (the antagonistics) and increase the exercise effectiveness. Lack of concentration because of tiredness or stress increases the risk of injuries. Both concentration and relaxation are techniques you can learn.

Each section must have *at least* 2 points to total: (10)

Possible Answers

Start the warm-up by breathing deeply: in through your nose and out through your mouth. This increases the blood circulation to the body. Do this three times. Bend over carefully and breathe 3 times again.

Shake your hands and then feet and then the whole body until you are jumping around. STOP. Do this again.

Warm up your joints by pointing your toes; then bending your knees; curving your back forward and then bending your arms. Do this twice.

Play a fun tag game with a partner for 1 minute to engage the nerves and muscles. Stretch to catch, stop and run, move about.

End the warm up with another breathing exercise, to slow down the heart rate from the game.

TIME: 5 minutes

7.2 What is the importance of a cool-down? Describe what you would do as a cool-down activity.

Ensure that you have at least 5 valid points from the following example.

The cool down is critical for dance and long term fitness participation. Warm up is the step between rest and activity, while cool-down is the step from activity to recovery. The cool-down is largely neglected when participating in physical activities, but it makes it possible to gradually slow down and reduce muscle soreness and injury risk. Stopping abruptly after exercise leads to the blood pooling and contributes to muscle soreness, cramping and loss of stamina. It is important to maintain light activity and gently stretch after class to help your body recover from exercise. Cool-down is also a time for you to reflect on what you have learnt. It is an opportunity for you to take notice of the positive changes in your body. A basic cool down programme should consist of the following:

- Some time jogging/walking to decrease body temperature and remove waste products from the working muscles, and
- Some time of gentle stretching exercises, which will help decrease body temperature and increase range of movement

(5)
[15]

QUESTION 8

- 8.1 Gumboot dancing. The dance can be described as a collection of slapping, stomping, chanting and whistling, the nine singer-dancers high-kick, jump and coil snakelike together--a burst of perpetual motion. (3)
- 8.2 The bare-chested cast is outfitted in traditional miner garb: bandannas, baggy pants and knee-high rubber Wellington boots. They wear these clothes in order to make slapping sounds with their boots and be reminded of the origins of the dance by looking like miners. (2)
- 8.3 Gumboot dancing originated in the late 1800s, when the white South African government enforced separation of the races to ensure a cheap supply of labour. Black workers were shackled in almost total darkness and forbidden to talk. Refusing to be silenced, they beat out rhythms using their ankle chains and the boots they wore to protect them from polluted water that flooded the mines. A new percussive language emerged--a Morse code of sorts. (3)
- 8.4 It incorporates a mix of poetry, drama, song and tribal dancing. **Own opinion.** (2)
- 8.5 Check that dance elements have been named: Body, Action, Space, Time, Energy. (5)

[15]**TOTAL FOR SECTION B: 50**

SECTION C: DRAMA**QUESTION 9: MULTIPLE-CHOICE QUESTIONS**

Choose the correct answer from the possible answers given in each question written below. Write only the letter of the correct answer next to the number of the question.

- | | | |
|------|---|-------------|
| 9.1 | B | (1) |
| 9.2 | C | (1) |
| 9.3 | C | (1) |
| 9.4 | A | (1) |
| 9.5 | D | (1) |
| 9.6 | A | (1) |
| 9.7 | B | (1) |
| 9.8 | C | (1) |
| 9.9 | D | (1) |
| 9.10 | D | (1) |
| | | [10] |

QUESTION 10

10.1 Director – guides the play (1)

Music director – manages music team (1)

Stage designer – plans the aesthetic lay out of the stage (1)

Lighting designer - chooses lighting for play (1)

Actor/actresses/dances/performer – entertain/perform on stage (1)

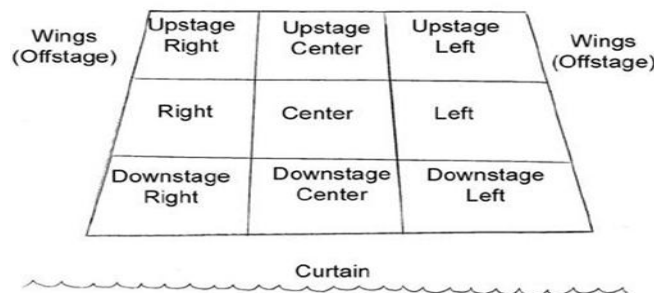
10.2 10.2.1 It is a picture of a stage with each section blocked. It gives actors and directors a way to communicate about the stage (metalanguage). (1)

Gives the playwright a tool to tell the actors where to move on stage.

Ensures actors understand where to move on stage. (1)

Ensures no actor is being blocked by another. (1)

10.2.2



Each label is worth 1/2 mark.

QUESTION 11

- 11.1 Give 1 mark for a point from each section and 2 marks for overall impression.

Physical

Roll down from a neutral pelvis, with a relaxed body

Isolation exercises

Spinal articulation

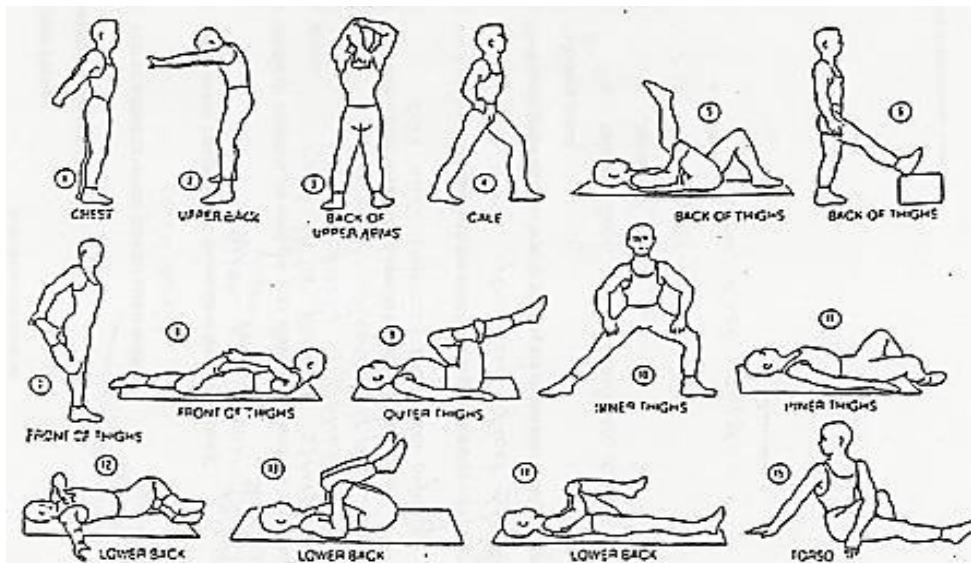
Physical characterisation

Jumping jacks

Stretching

Walking

Jogging in the space

**Vocal**

Humming gently through nose

Open mouth let natural gentle sounds come out

Louder and working through different resonators in the body

Tongue twisters

Tone and resonance exercises

Articulation exercises

Projection exercises

Modulation exercises

Interpretation skills: pitch, pace, power, pause, inflection, intonation, tone

Relaxation

Breathing exercises

Lying on back

Energising

Running in space

Cat and mouse games/activities

Concentration

Mirror a friend's movement

Telling a story and passing in on to the next person

Passing an imaginary object around in a circle and changing into it each time it gets to you. (7)

11.2 The voice to an actor is so important and these games will help you think like an athlete when it comes to developing this skill. Your vocal chords need warming-up then exercising to build stamina, strength and flexibility - this in turn will help clarity, diction and expression. (3)

QUESTION 12

- 12.1 Every actor starts off learning drama and the art of acting. Film is a sub-section of dramatic arts that involves cameras and sound equipment. Theatre/musicals/ (etc.) fall under the dramatic arts as well. (3)
- 12.2 Elba captures Mandela's voice, accent, self-deprecating humour, gait and mannerisms so brilliantly that Mandela thought he was seeing himself. (Own explanation as well) (2)
- 12.3 The film covers Mandela's early life, coming of age, education, work as an ambitious lawyer and 27 years on Robben Island. (Own explanation as well) (3)
- 12.4 The interspersing of actual footage, historical moments and flashbacks to his childhood are where Chadwick deftly manages to avoid the usual clichés in film-making moved the writer to tears. (Own explanation as well) (3)
- 12.5 The director was Justin Chadwick and the screenwriter was William Nicholson. The director is in charge of the film and directs the story and the actors; the screenwriter writes the script for the movie. (2)
- 12.6 Nelson Mandela died in 2013 so it is very important as a documentary of his life. (Own explanation as well) (2)

TOTAL SECTION C: 50

SECTION D: MUSIC**QUESTION 1: MULTIPLE CHOICE QUESTIONS**

Choose the correct answer from the possible answers given in each question written below. Write only the letter of the correct answer next to the number of the question.

- | | | |
|-------|---|-------------|
| 13.1 | B | (1) |
| 13.2 | C | (1) |
| 13.3 | A | (1) |
| 13.4 | D | (1) |
| 13.5 | C | (1) |
| 13.6 | A | (1) |
| 13.7 | C | (1) |
| 13.8 | A | (1) |
| 13.9 | C | (1) |
| 13.10 | B | (1) |
| | | [10] |

QUESTION 14: MUSICAL ANALYSIS

Look at the following piece of music and answer the questions below.

(a)

(b)



- 14.1 A Major (1)
- 14.2 Common Time (1)
- 14.3 Semi-breve (1)
- 14.4 The Treble Clef. Piano (right hand), flute, piccolo, oboe etc. play in this clef (2)
- 14.5 Any tempo indication such as *largo* (slow) or *allegro* (fast) (2)
- 14.6 Crescendo (1)
- 14.7 (a) B (b) E (2)

[10]

QUESTION 15: MUSICAL NOTATION AND CLASSIFICATION

15.1 (½ mark for each point)

Pitch in staff notation is notated as notes on a stave, whereas in the tonic-solfa notation system the pitch is notated as: doh, re, mi, fa, so, la, ti, doh. Hand signals are also used to demonstrate the pitch in tonic-solfa.

Rhythm in staff notation is notated with the use of a time signature, note values and rests, whereas in the tonic-solfa notation, rhythm is signified by punctuation marks such as a full stop, a colon and a dash.

In the tonic- solfa:

- Each crotchet beat is divided by a colon (:)
- Each quaver beat is divided by a full stop (.)
- Minims are marked by a colon followed by a dash (: -)
- If there is a rest, there is no notation at all

(5)

15.2 ½ mark for each point

Idiophones: Instruments which produce sound by vibrating themselves without the use of a membrane or a string. (One of the following examples: *rattles, shakers, sticks, hand-clappers, animal bones, mbira, marimba, Tibetan singing bowl, friction drum*)

Membranophones: Instruments which produce sound by a vibrating membrane, such as an animal hide, which vibrates when it has been stretched across something. (One of the following examples: *Djembe drum, Bass drum, Timpani, Double-headed drums*)

Chordophones: Instruments which produce sound by vibrating strings. (One of the following examples: *Kundi harp, Cello, Grand piano, Uhadi bow, violin*)

Aerophones: Instruments which produce sound by vibrating columns of air. (One of the following examples: *Flutes, Reed-pipes, African bugle, French horn*)

Electrophones: Instruments which produce sound electronically. (One of the following examples: *Keyboard, Electric guitar, Electric piano*).

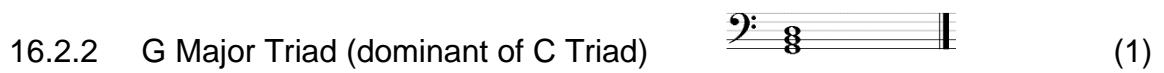
(5)

QUESTION 16: MUSIC THEORY

16.1 Using manuscript paper, write out the following scales:



16.2 Using manuscript paper, write out the following triads:



16.3 Using manuscript paper, write out the following intervals:



16.4 Using manuscript paper, write out the following notes using ledger lines:



QUESTION 17: MUSICAL THEATRE

- 17.1 The show describes a musical which is a play that includes dance and musical accompaniment. (2)
- 17.2 The songs are by Elton John and lyrics are by Tim Rice with other music by Lebo M. (2)
- 17.3 He is a South African Grammy-winning composer and arranger who is the commercial producer for the show. (2)
- 17.4 His music also was influenced by the gospel rhythms and harmonies he learned in African American churches while he was in exile. (2)
- 17.5 The Lion King is the theatrical adaptation of Disney's animated film and it has been performed in New York; London; Hamburg, Germany; Tokyo; Shanghai; Seoul; and will soon open in Paris. (2)

[10]**TOTAL FOR SECTION D: 50****TOTAL OF TWO SECTIONS AT THE CANDIDATES SELECTED PATHWAYS: 100**