

Platinum



Creative Arts

Grade

9

Photocopiable Worksheet Book

Platinum
Creative Arts
Gr9 Workbook

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Dance Worksheet 1

Name: _____ Date: _____

ACTIVITY 1 Compositional structures

1. Write a short definition of 'compositional structures'?

Answer: _____

2. What is the desired effect of 'repetition' and 'stillness'?

Answer: _____

3. Why is it important for a dance to have a strong beginning and a strong ending?

Answer: _____

4. Describe the effect that a dance without a clear ending would have on the audience.

Answer: _____

ACTIVITY 2 Natural gestures

1. Write a short definition of 'natural gestures'.

Answer: _____

2. Suggest three ways in which you can transform a natural gesture into a dance movement.

Answer: 1. _____

2. _____

3. _____

Dance Worksheet 2

Name: _____ Date: _____

ACTIVITY 1 Dance terminology

1. Match the dance terms to the correct definition by drawing a line between them.

Dance term	Definition
posture	The the link from one movement to another
alignment	A group of beats that create a pattern in time
locomotor movements	Moving a body part separately or independently from other body parts
force	Tools that you can apply to make a movement sequence or dance more interesting and have more impact
elevation	Able to move easily and quickly and in different ways
mobile	An emphasised beat or movement
isolation	The amount of energy that is used to perform a movement, which effects the movement quality
articulation	Movements that travel from one place to another
rhythm	The height of jump; the distance upward from the ground
accent	The position in which your body is held when you are standing, sitting or lying down
transition	Moving with ease and precision through your joints
compositional structures	The relationship of your body parts to each other; the way all your joints line up with each other

ACTIVITY 2 Using your core

1. What is your 'core'? Write down a short definition.

Answer: _____

2. How important is your core in achieving good dance posture and dance skills?

Explain why you think so.

Answer: _____

3. Suggest an exercise that you can do to strengthen your core.

Answer: _____

Dance Worksheet 3

Name: _____ Date: _____

ACTIVITY 1 Indigenous dance forms

1. Explain what 'indigenous dance forms' are. Give at least one example of an indigenous dance form.

Answer: _____

2. Complete this table with information about an indigenous dance form.

Name of the dance	
Origins	
Who dances it?	
Music	
Style of movement	
Costumes	

ACTIVITY 2 Compositional structures

1. Describe what takes place in a 'call and response' structure and think of three situations where you might find examples of call and response.

Answer: _____

Dance Worksheet 4

Name: _____ Date: _____

ACTIVITY 1 Revising dance technique

- Describe the correct alignment of the body in detail for one of the movements below. Include the position of the feet, knees, hips and shoulders in your description.
 - A plié (bend) in a turned out first position
 - Landing from a jump with the feet parallel

Answer: _____

- Describe one common mistake for each of the movements above that could happen if you do not pay attention to your alignment.

Answer: _____

- Read the descriptions below. Place each description with the correct picture.

Abdominal curl lunge plié in second position leg brush in attitude hip flexor stretch



Picture 1



Picture 2



Picture 3



Picture 4



Picture 5

- Describe the action of the body when you 'spot' in turning.

Answer: _____

- Look at the picture on the right. How is this dancer able to achieve perfect balance? Write at least three sentences.

Answer: _____



Dance Worksheet 5

Name: _____ Date: _____

ACTIVITY 1 Stretching

1. Why is it important to stretch your muscles after a dance class?
Answer: _____
2. If you want to stretch before a dance class when the muscles are still cold, how can you make sure that this stretching is safe?
Answer: _____
3. Do posture and alignment play a role when you are stretching? Explain your answer.
Answer: _____

4. Complete the table below by either describing the stretch or drawing a sketch.

Stretch	Description/Sketch
A hip flexor stretch	
A hamstring stretch	
An arm or shoulder stretch	

ACTIVITY 2 Comparing South African dance forms

1. Choose two South African dance forms and write a short paragraph comparing the different styles of movement. Include as much detail as possible.
Answer: _____

Dance Worksheet 6

Name: _____ Date: _____

ACTIVITY 1 Group composition

1. Name two things that could be used as stimuli to create a dance.

Answer: _____

2. a) Describe the stimulus/stimuli you are using for your dance composition in class.

Answer: _____

- b) Explain how you intend to use the stimulus/stimuli as a source of inspiration.

Answer: _____

- c) Name some of the compositional structures that you are using.

Answer: _____

3. List three aspects of a successful and interesting composition.

Answer: _____

ACTIVITY 2 Revising dance technique for assessment

1. Why is safe dance practice important?

Answer: _____

2. List two ways in which you can apply safe dance practice when practising dance technique.

Answer: _____

3. Describe three ways of preparation for a dance assessment.

Answer: _____

Drama Worksheet 1

Name: _____

Date: _____

ACTIVITY Physical and vocal expression



Choose one of the characters illustrated above. Imagine that you are an actor who is going to play the role of that character, and answer the following questions.

1. Describe one warm-up activity that you could do to warm up your body.

Answer: _____

2. Describe one warm-up activity that you could do to warm up your voice.

Answer: _____

3. How could you use your body to portray the character *physically*?

Answer: _____

4. How could you use your *voice* to create your character?

Answer: _____

Drama Worksheet 2

Name: _____ Date: _____

ACTIVITY Improvisation and cultural practices

1. How can *improvisation* be used as a way of creating drama?

Answer: _____

2. Describe one social ritual that you have experienced (such as a wedding, funeral, initiation ceremony, etc).

Answer: _____

3. What elements of drama can you identify in that ritual?

Answer: _____

4. Explain the following structures in Drama.

a) linear structure: _____

b) a circular structure: _____

c) an episodic structure: _____

d) flashbacks: _____

5. Write a short dialogue between two contrasting characters. Think about the way that language can be used to create character.

Answer: _____

Drama Worksheet 3

Name: _____ Date: _____

ACTIVITY Elements of drama



1. Look closely at the picture above and identify as many different *elements* of drama as you can. Label them on the picture.
2. Give an example of the kind of story that could be told with each of the following kinds of 'dramatic tension':
 - a) tension *within* a character: _____

 - b) tension *between* characters: _____

 - c) tension between people and their environment: _____

3. In what ways do costumes give the audience information about a character?
Answer: _____

Drama Worksheet 4

Name: _____ Date: _____

ACTIVITY Reviewing a live production

1. Use the table below to review a live production.

Title of production	
Company	
Date of production	
Place	
Names of main actors (and the characters they played)	
Brief summary of the play or performance	
Style of production	
Words that <i>describe</i> the production	
Words that <i>evaluate</i> the production	
How were elements of drama used	
My own experience as an audience member	

Drama Worksheet 5

Name: _____ Date: _____

ACTIVITY The effects of media

1. Write down two positive effects of television within our society.

Answer: _____

2. Suggest two ways in which any negative effects of television could be dealt with.

Answer: _____

3. Explain what it means to stereotype people.

Answer: _____

4. Give two examples of stereotypes.

Answer: _____

5. Explain how each of the following is used in the media to stereotype people:

a) typecasting: _____

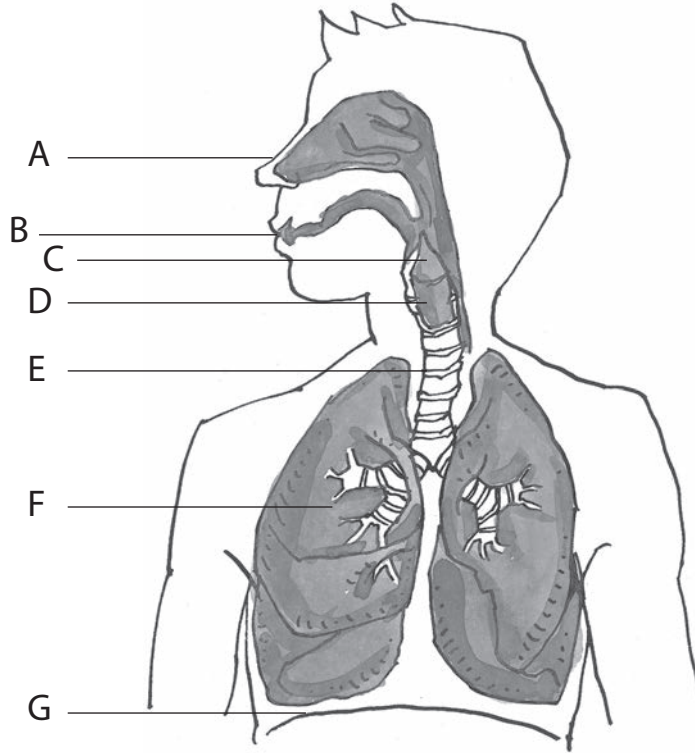
b) labelling: _____

c) stock characters: _____

Drama Worksheet 6

Name: _____ Date: _____

ACTIVITY Physical vocal expression



1. Supply the diagram above with the following labels: nose, mouth, trachea, pharynx, larynx, lungs and diaphragm.
2. Explain what is meant with the following:
 - a) inhalation: _____

 - b) exhalation: _____

3. Explain how the vocal folds (or vocal cords) are used to create sound.
Answer: _____

4. List three things that an actor should remember when performing in a radio play.
Hint: It has to do with the effective use of the voice.
Answer: _____

Drama Worksheet 7

Name: _____ Date: _____

ACTIVITY Analysing a text for performance

Lindiwe, 15 years old, is learning to play the violin. She talks to her teacher after her lesson at the community centre.

Teacher: Lindiwe, you need to practice harder. You should practice every day if you want to be a great musician.

Lindiwe: I try to practice, but it is hard to find the time. I have homework to do and I have to help my mother with the cooking and looking after my sister.

Teacher: You are making good progress, Lindiwe, but it needs more.

Lindiwe: People don't understand why I want to play the violin. I wish I could play in an orchestra.

Teacher: Let me show you what this piece should sound like.

The teacher picks up his/her violin and begins to play. Lindiwe has a dreamy look in her eyes.

Lindiwe: You play so well. I hope I can play like you one day.

Teacher: No, Lindiwe. You must not play like me. You must play better than me.

Suddenly, there is the sound of screeching tyres outside and a loud bang. Lindiwe and the teacher run to the door to see what has happened.

Read the extract above and answer the following questions.

1. What do we find out about Lindiwe in this part of the play? List as much information as possible.

Answer: _____

2. Underline the words that you think should be emphasised by the actors to make the meaning of their lines clear.
3. Mark the text with a backslash (/) where you think the characters should pause.
4. Use arrows to indicate where you think the actors should speed up (→) or slow down (←).
5. Describe how Lindiwe's feelings in the different parts of the extract would influence her tone of voice.

Answer: _____

Drama Worksheet 8

Name: _____ Date: _____

ACTIVITY Staging conventions

1. Underline the correct option below:

We work out what is left and right on the stage by:

- a) standing in the hall or theatre and facing the stage
- b) standing on the stage facing the audience.

2. The diagram below shows the different areas of the stage. Complete the diagram by writing in the missing labels.

_____	_____	_____
_____	Centre stage	_____
_____	_____	_____

Audience

3. Describe the way the audience is seated for each of the following stage types:

a) Proscenium arch stage: _____

b) Theatre in the round: _____

c) Thrust stage: _____

4. Give two examples of props that can be used symbolically on stage.

Answer: _____

Music Worksheet 1

Name: _____ Date: _____

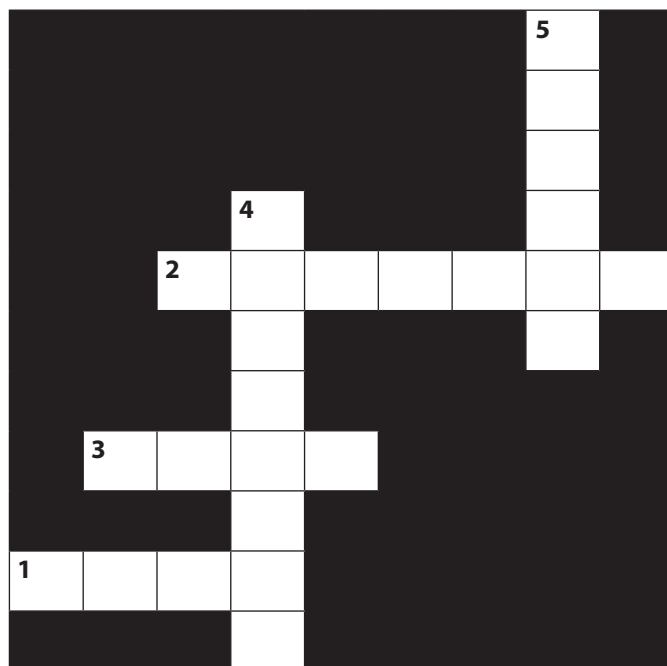
ACTIVITY The orchestral instruments

The table below contains the incomplete names of five orchestral instruments that end with the letter E. The first letter of each instrument has been given as a clue.

1. Complete the names of the instruments.
2. Write one interesting fact about each of these instruments.
3. State to which family of instruments they belong.

Instrument	Fact	Family of instruments
X _ _ _ _ _ E		
F _ _ _ E		
O _ _ E		
T _ _ _ _ _ E		
T _ _ _ _ _ E		

4. Complete the following crossword puzzle.



Clues

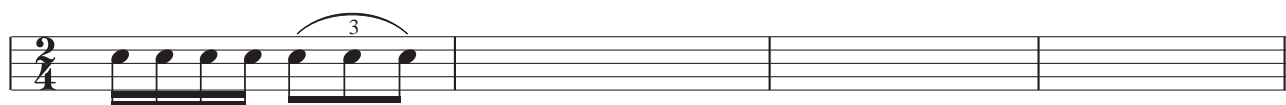
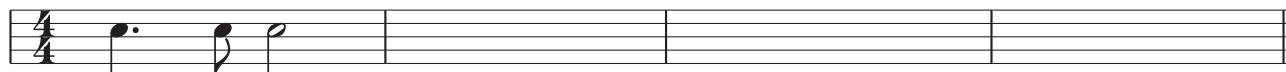
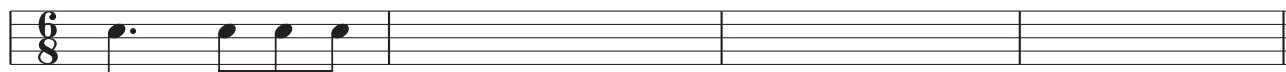
1. Its predecessor was used in hunting.
2. A high pitched brass instrument used to play fanfares.
3. A low sounding brass instrument.
4. Has seven slide positions.
5. Helps the horn player to play notes of different pitches.

Music Worksheet 2

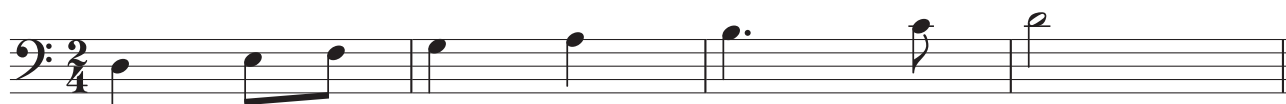
Name: _____ Date: _____

ACTIVITY Music theory

1. Complete the rhythms.



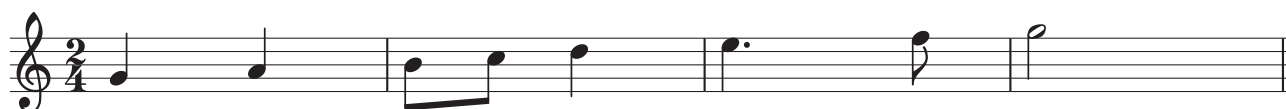
2. Add accidentals to form the scales named.



D major, ascending



F major, ascending



G major, ascending

3. Name the notes.



Music Worksheet 3

Name: _____ Date: _____

ACTIVITY Music theory

1. Name the notes.

2. Name the intervals.

3. Add a note above to form the intervals named. The key signatures have been given.

major 2nd major 6th perfect 5th major 3rd perfect octave

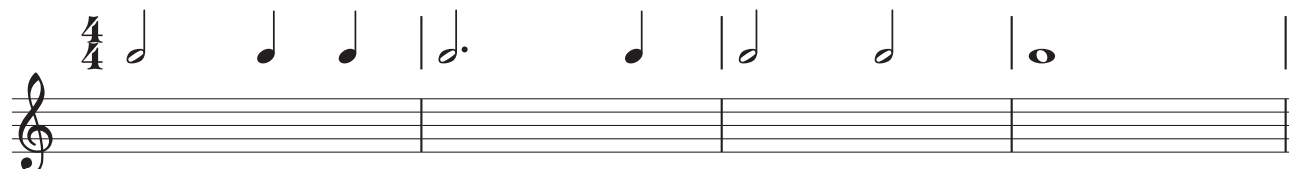
major 6th perfect octave perfect 4th major 2nd perfect 5th

Music Worksheet 4

Name: _____ Date: _____

ACTIVITY Music theory

- Write the major scales.
 - Add key signatures.
 - Write the scales in the rhythm patterns



G major, ascending



D major, ascending



F major, ascending



D major, ascending

Music Worksheet 5

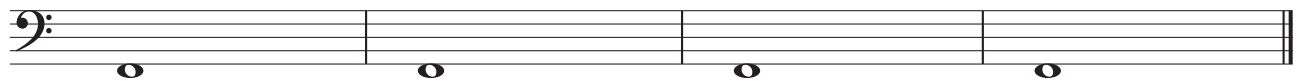
Name: _____ Date: _____

ACTIVITY Music theory

1. Name the intervals.



2. Write a note above to form the interval named. No key signatures are given, so add accidentals where needed.



F major major 2nd perfect 4th major 6th perfect octave



D major major 3rd major 6th perfect 5th major 7th

3. Name the triads.



C major F major

4. Add two notes above to form the triad named. The key signatures have been given.



G major I IV V D major IV I V



F major V IV

Music Worksheet 6

Name: _____ Date: _____

ACTIVITY The musical or the opera

Choose any song from the musical or opera that you have studied this term.

Listen to the song, then answer the questions that follow.

1. What is the meter?

Answer: _____

2. Identify the music instruments.

Answer: _____

3. Describe the mood of the song.

Answer: _____

4. Rewrite the lyrics in your own words.

Answer: _____

5. What is the significance of the song for the storyline of the musical/opera?

Answer: _____

6. Who wrote the lyrics for this song?

Answer: _____

7. Who composed the music for this song?

Answer: _____

Music Worksheet 8

Name: _____ Date: _____

ACTIVITY Music theory

Study the score, and then answer the questions that follow.

Allegro

1. * 2. 3. 4. *

piano *forte*

1. Add the correct time signature.
2. Add rests at the places marked with an asterisk (*).
3. Name the key. _____
4. Write the I, IV and V triads in this key, in the space provided.

I IV V

5. Add the key signature for the bass clef.
6. Give the English meaning of the following Italian terms:
 - a) Allegro: _____
 - b) Piano: _____
 - c) Forte: _____
7. What do the dots above the notes mean in bars 1 and 4?
Answer: _____
8. Give the time names for the following notes:

a) _____

b) _____

c) _____

Visual Arts Worksheet 1

Name: _____ Date: _____

ACTIVITY Safety in the Visual Arts class room

1. Create a list of at least 5 safety rules you should follow in the Visual Arts classroom.

Safety rules

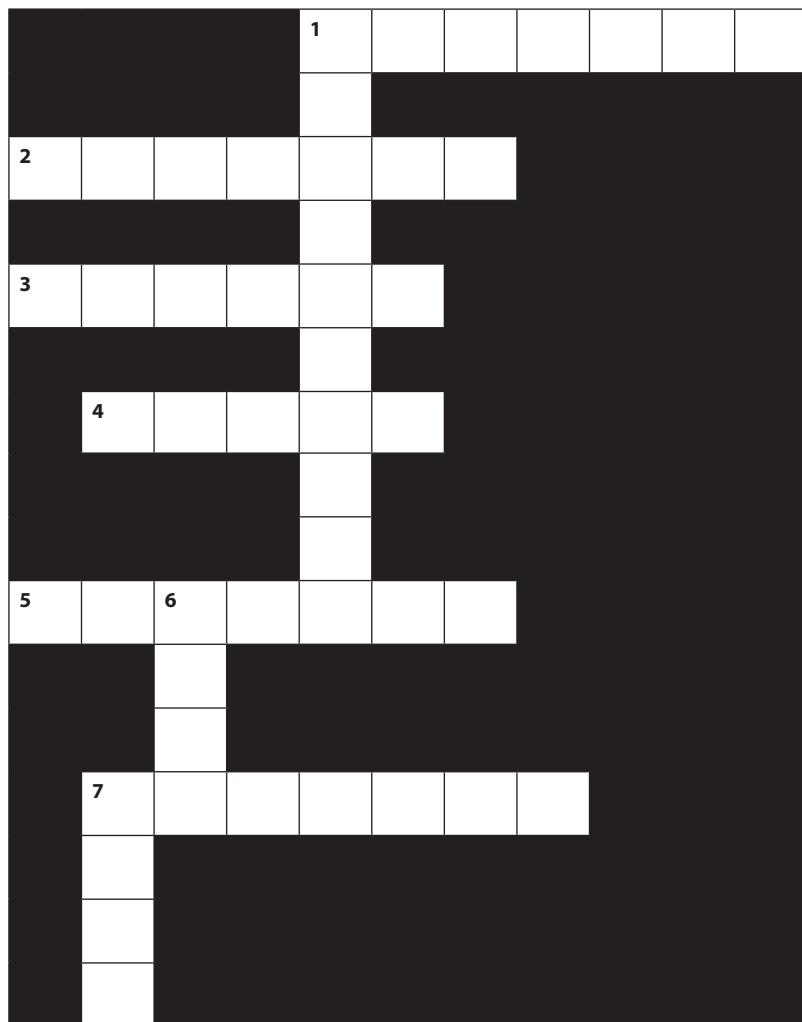
2. Decorate the list and then display it where you can see it at all times.

Visual Arts Worksheet 2

Name: _____ Date: _____

ACTIVITY Visual Arts terminology

Complete this crossword puzzle.



ACROSS

1. repeated effects
2. forms a pleasing whole
3. words specific to a particular field
4. how well the art elements work together
5. how a picture fits together
7. what something feels like

DOWN

1. the size and shape of elements of the picture
6. shows the edge of a shape
7. how dark or light something is

Visual Arts Worksheet 3

Name: _____ Date: _____

ACTIVITY Blind contour drawing

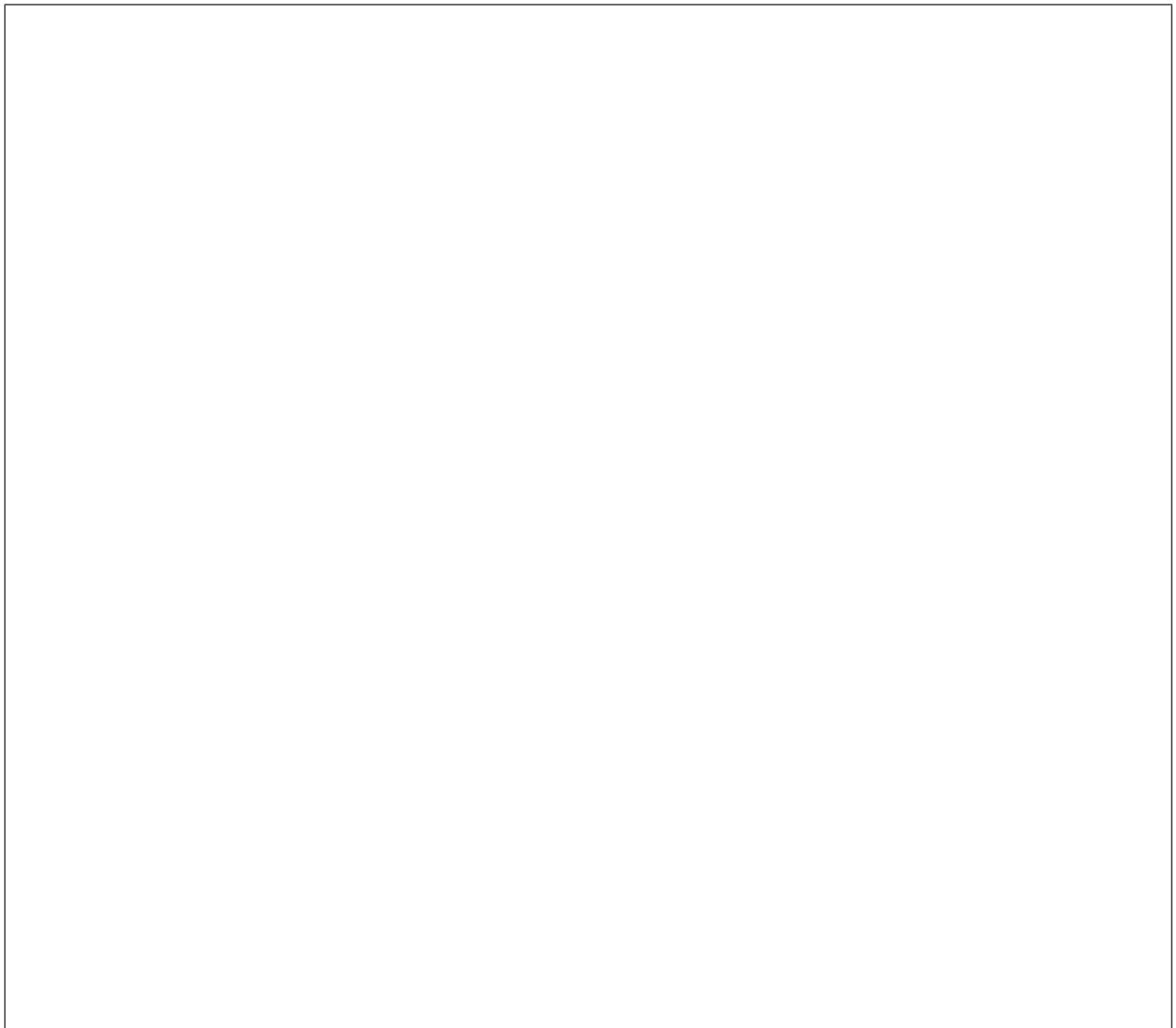
1. List the three basic rules to blind contour drawing.

Rule 1: _____

Rule 2: _____

Rule 3: _____

2. Do a blind contour drawing in this space. You may draw anything you like

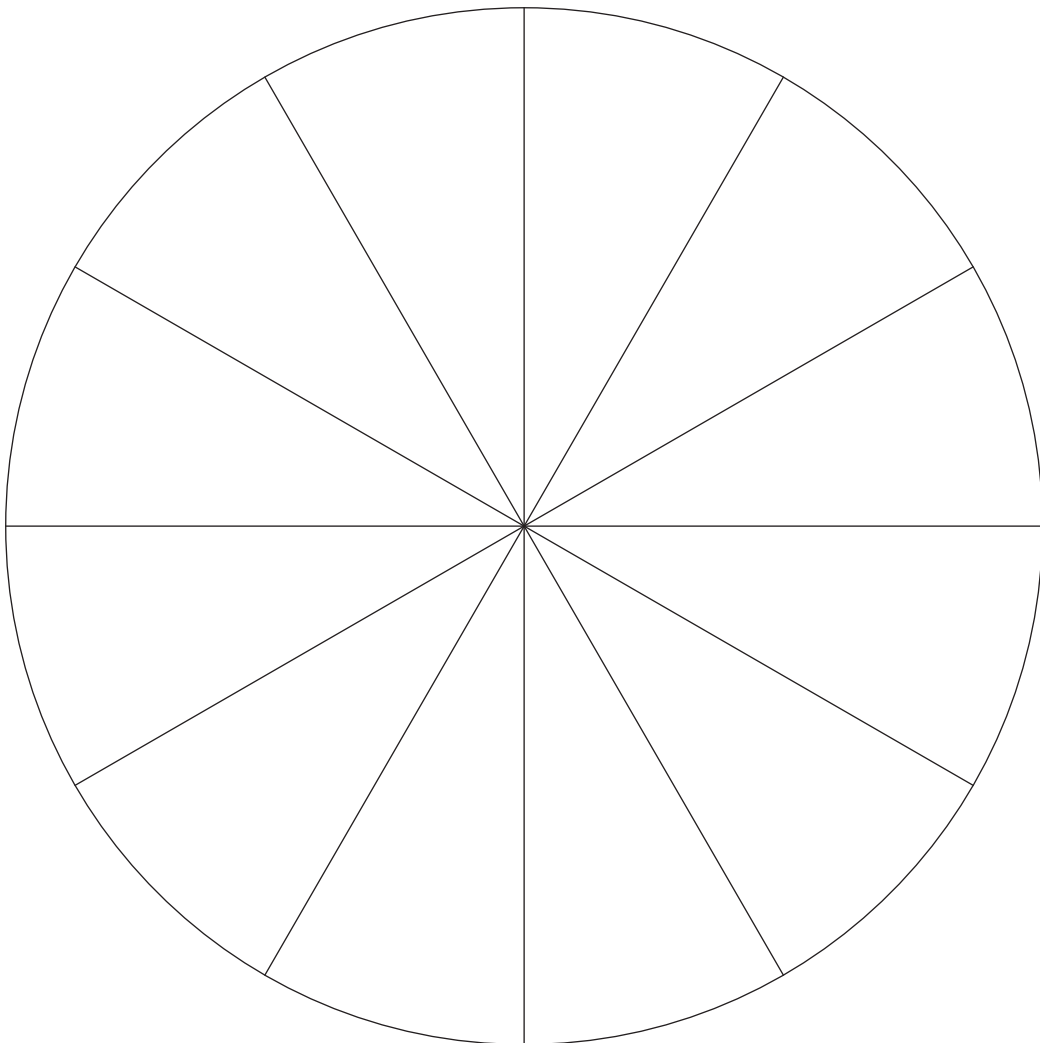


Visual Arts Worksheet 4

Name: _____ Date: _____

ACTIVITY The colour circle

1. Colour and complete this colour circle, indicating which are the primary, secondary and tertiary colours.

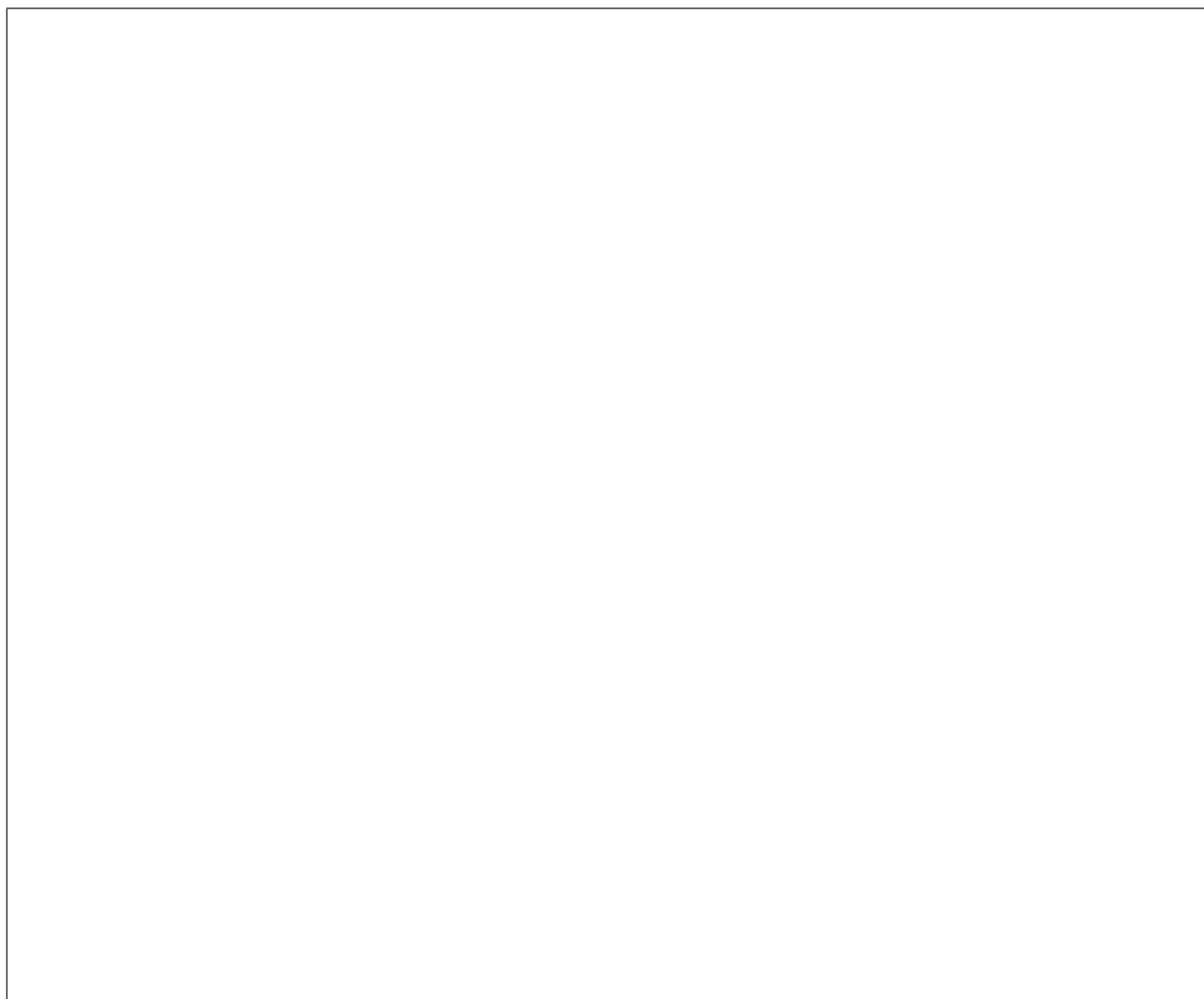


Visual Arts Worksheet 5

Name: _____ Date: _____

ACTIVITY Sculpting

1. Imagine you are a world-renown sculptor. You have been asked to design a public sculpture to be displayed in your community. Draw the sculpture you would design.



2. Describe how your sculpture could be educational, memorial or motivating.

Answer: _____

3. Explain why your sculpture would need to be made of durable material which would resist the natural elements.

Answer: _____

Visual Arts Worksheet 6

Name: _____ Date: _____

ACTIVITY Printmaking

1. Complete the following sentences.

a) Printmaking was a popular art form in South Africa during the apartheid era because _____

b) If something is described as 'part of popular culture', this means _____

2. Match the word in column A with the correct definition in Column B.

Column A	Column B
1. linocut	A. (noun) any material paint or ink applied to and then used to press that paint or ink against paper to make a print
2. incised	B. when the paint or ink comes off the surface
3. transfer:	C. an image that is carved in relief on a block or piece of linoleum
4. relief-printing:	D. the arrangement, direction, or pattern of the fibres in wood
5. grain:	E. marks or lines that are cut out of the surface of either wood or metal

Visual Arts Worksheet 7

Name: _____ Date: _____

ACTIVITY Puppetry

1. Match the words in column A with the correct definition in Column B.

Column A	Column B
caricature	a puppet that is manipulated with strings
puppet	characters that everyone recognises easily, for example a policeman, a baker or a taxi driver
marionette	to make an exaggerated and often comical facial representation of someone
ventriloquist	a wooden dummy into which a ventriloquist projects his/her voice
stock characters	a person who talks through a puppet
ventriloquist's dummy	movable doll

2. Why do you think performing artists chose to use puppets instead of just acting?

Answer: _____

Visual Arts Worksheet 8

Name: _____ Date: _____

ACTIVITY Puppetry

1. Write a short skit for two puppets to act out. Each puppet should have three lines to say.

Puppet 1: _____

Puppet 2: _____

Puppet 1: _____

Puppet 2: _____

Puppet 1: _____

Puppet 2: _____

2. Create three-dimensional drawings of the puppets you would make to complete this skit.

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