



**FACULTY:** Education

**DEPARTMENT:** Childhood Education

**CAMPUS:** SWC

**MODULE:** CNE10A2–Culture for the Natural Environment 2A

**SEMESTER:** First

**EXAM:** Supplementary Take-home Exam 2021

**DATE:** July 2021

**SESSION:**

**ASSESSOR(S)** Ms T Bennett

**MODERATOR** Mrs H Van der Haar

**DURATION** 5 Days

**MARKS:** 100

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NUMBER OF PAGES: 9

**INSTRUCTIONS:**

1. Please answer all the questions.
2. Number your answers according to the questions.
3. A student declaration be signed and submitted with your exam
4. PDF your exam before uploading

**Best of luck!**

**QUESTION 1: Art**

The following instructions will provide you with the information necessary to write an Art piece review. When viewing the Art piece, keep in mind that individual interpretation is the beauty of the art form. Views are never right or wrong, but simply opinions. The main goal in constructing your review is to "make a case" for your opinion(s). Writing about your personal reactions is a must to successfully critiquing Art. This is not a research paper, but a response that includes your views, ideas, and feelings.

1. Your review must be between 1-2 pages long
2. Limit your statements to those aspects you feel most strongly about.
3. Your review should include an introduction, summary/review and conclusion.
4. Titles of art pieces should be underlined.
5. Include your ideas about the elements, genres and techniques of the art piece.

**TIPS**

-Beware of using the words "I like" or "I disliked". Be specific and include details.

-Make sure you provide and support your opinion by using examples from the work, details, highlights, feelings.

-Avoid storytelling at all costs. Explaining every aspect of the Art piece is not necessary. Concentrate on the things you feel are really noteworthy and provide your opinion on those moments.

This list is intended as suggestions of what to look for when observing an Art piece.

- technical elements
- art concept/intent of the work, theme, clarity of the work
- the overall effect of the piece, emotions/feelings that it created
- literal vs. abstract
- use of elements
- what worked/did not work for you,
- what is your interpretation of the piece

Art piece for review:

Marcel Duchamp

# Fountain

1917, replica 1964



[20 marks]

**Rubric for question 1**

	Outstanding	Good	Satisfactory	Not acceptable
Analysis and supporting information. (15)	Provides an excellent and critical discussion elicited from the art review structure, elements of art, technical elements and enjoyment of the piece. (13-15)	Provides a good discussion elicited from the art review structure, elements of art, technical elements and enjoyment of the piece. (9-12)	Provides a satisfactory discussion elicited from the art review structure, elements of art, technical elements and enjoyment of the piece. (4-8)	Provides little or no understanding elicited from the art review structure, elements of art, technical elements and enjoyment of the piece. (0-3)
Organization, sentence structure and mechanics (5)	Art review is clearly organized with a logical structure is consistent. Transitions are smooth. Sentences are well constructed with no errors in grammar, mechanics, and spelling (5)	Art review is organized but the structure and transitions are not consistent. Most sentences are well constructed and a few errors in grammar, mechanics and spelling (4)	Art review is not well organized and weak structure. Transitions are choppy. Some well constructed sentences with several errors in grammar, mechanics and spelling (2-3)	Art review has no organizational structure and no transitions. Sentences are difficult to understand with numerous errors in grammar, mechanics and spelling (0-1)

**QUESTION 2: Music**

You have been appointed as a new Music teacher at Sunshine Primary School. The school has a challenge of producing a poor overall performance in the grade 3 Music class. The teacher responsible for this subject has recently retired. Within a few weeks you discovered that learners are wholly dependent on the textbook and on you as a teacher for information. They do not ask questions, and do not know how to share ideas or communicate effectively as a group. Most of the learners have not completed any practical components. In addition, some learners do not know how to play instruments or read music, whilst others have no interest in this subject.

**Analyse the case study and answer the following:**

In a 2-page essay, critically analyse the teacher's pedagogy or teaching strategies and classroom management approach. Explain how you would teach "the elements of music". Draw on the theory of inquiry-based thinking on how you would teach this topic while addressing issues in the case study's classroom routine. Remember to in-text reference and provide a reference list of at least 2 references.

**[25 marks]**

## Rubric for question 2

	Outstanding	Good	Satisfactory	Not acceptable
Analysis and supporting information. (20)	Provides an excellent and critical discussion elicited from the classroom pedagogy, teaching strategies and classroom routines sequencing with literature. (16-20)	Provides a good discussion elicited from the classroom pedagogy, teaching strategies and classroom routines sequencing with literature. (11-15)	Provides a satisfactory discussion elicited from the classroom pedagogy, teaching strategies and classroom routines sequencing with minimal literature. (6-10)	Provides little or no understanding elicited from the classroom pedagogy, teaching strategies and classroom routines sequencing with no literature. (0-5)
Organization, sentence structure and mechanics (5)	Essay is clearly organized with a logical <b>structure is consistent</b> . Transitions are smooth. Sentences are well constructed with no errors in grammar, mechanics and spelling (5)	Essay is organized but the structure and transitions are not consistent. <b>Most sentences are</b> well constructed and a few errors in grammar, mechanics and spelling (4)	Essay is not well organized and weak structure. Transitions are choppy. Some well constructed sentences with several errors in grammar, mechanics and spelling (2-3)	Essay has no organizational structure and no transitions. Sentences are difficult to understand with numerous errors in grammar, mechanics and spelling (0-1)

**QUESTION 3: The musical**

You have been selected as the Arts teacher to produce a primary school musical titled Shrek. You are expected to take into account all the roles incorporated in a musical production. In addition to this, the project requires demonstration of **all** art forms namely drama, dance, music and art. All the learners and teachers will be responsible for creating the setting, props, costumes, and any additional items needed.

You will be assessed on the following criteria:

**1. Project planning**

- Setting the scene
- Behind the scenes
- Casting the play
- Skills learners will learn from the musical production
- Monitoring plan

**2. Rationale**

- Explanation of the project (Justification and expected outcomes, i.e. values, attitudes)
- How do you envisage the learners completing the musical production?
- How do the skills complement one another? How will learners incorporate the skills together?

**3. Reflection**

- What are successes and difficulties do you expect learners might experience in the process of completing this project?
- What were the successes and difficulties you experienced as an educator in designing this project?

**[30 Marks]**

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**Question 3 Rubric**

Assessment criteria	Outstanding	Satisfactory	Minimal	Inadequate
<b>Project design</b>	Project design is relevant and in line with the CAPS document. The planning is clearly stated and linked to the content.  (9-10)	Project design is relevant and in line with the CAPS document. The planning is fairly stated and linked to the content.  (6-8)	Project design is relevant and in line with the CAPS document. There has been an attempt to state the planning and link it to the content.  (3-5)	Project design is not relevant and in line with the CAPS document. The planning is not clearly stated and linked to the content.  (0-2)
<b>Rationale</b>	The purpose of the project was clearly explained with justification and expected outcomes, i.e. values, attitudes and skills being clearly presented.  The skills to be acquired and used by learners are clearly stated and justified why they have been chosen.  Great care has been taken to envision how the learners will apply the life skills mentioned.  (9-10)	The purpose of the project was clearly explained with justification and expected outcomes, i.e. values, attitudes and skills being clearly presented.  The skills to be acquired and used by learners are clearly stated and justified why they have been chosen.  Great care has been taken to envision how the learners will apply the life skills mentioned.  (6-8)	The purpose of the project was clearly explained with justification and expected outcomes, i.e. values, attitudes and skills being clearly presented.  The skills to be acquired and used by learners are clearly stated and justified why they have been chosen.  Great care has been taken to envision how the learners will apply the life skills mentioned.  (3-5)	The purpose of the project was clearly explained with justification and expected outcomes, i.e. values, attitudes and skills being clearly presented.  The skills to be acquired and used by learners are clearly stated and justified why they have been chosen.  Great care has been taken to envision how the learners will apply the life skills mentioned.  (0-2)
<b>Reflection</b>	Success and difficulties experienced by learners and educator were thoughtfully	Success and difficulties experienced by learners and educator were adequately presented.	Success and difficulties experienced by learners and educator were fairly presented.	Success and difficulties experienced by learners and educator were not thoughtfully and practically presented.

	and practically presented (5)	(4)	(2-3)	(0-1)
<b>Mechanics</b>	No grammatical, spelling or punctuation errors (5)	Almost no grammatical, spelling or punctuation error (4)	A few grammatical spelling, or punctuation errors (2-3)	Many grammatical, spelling, or punctuation errors. (0-1)

#### **QUESTION 4: Drama**

**“Anyone can teach children how to act”.**

Do you agree or disagree with this statement?

Write a 2-page discursive essay in which you argue for or against the above statement, by focussing on storytelling. For this essay Considering important aspects when designing and delivering the lesson. Your essay should also include the important aspects of Pedagogical Content Knowledge (PCK) when designing and delivering a drama lesson and how one would introduce the lesson, the teacher and learner activities you would use and finally conclusion of the lesson. You will need to include at least 2 relevant literature sources as references to support your point of view.

**[25 marks]**

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**Rubric for question 4**

	Outstanding	Good	Satisfactory	Not acceptable
Analysis and supporting information. (20)	Provides an excellent and critical discussion elicited from the classroom pedagogy, teaching strategies and classroom structure and routines sequencing with literature. (16-20)	Provides a good discussion elicited from the classroom pedagogy, teaching strategies and classroom structure and routines sequencing with literature. (11-15)	Provides a satisfactory discussion elicited from the classroom pedagogy, teaching strategies and classroom structure and routines sequencing with minimal literature. (6-10)	Provides little or no understanding elicited from the classroom pedagogy, teaching strategies and classroom structure and routines sequencing with no literature. (0-5)
Organization, sentence structure and mechanics (5)	Essay is clearly organized with a logical structure is consistent. Transitions are smooth. Sentences are well constructed with no errors in grammar, mechanics and spelling (5)	Essay is organized but the structure and transitions are not consistent. Most sentences are well constructed and a few errors in grammar, mechanics and spelling (4)	Essay is not well organized and weak structure. Transitions are choppy. Some well constructed sentences with several errors in grammar, mechanics and spelling (2-3)	Essay has no organizational structure and no transitions. Sentences are difficult to understand with numerous errors in grammar, mechanics and spelling (0-1)

**TOTAL: 100**

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