



NCDC

*NATIONAL CURRICULUM
DEVELOPMENT CENTRE*

**End of Year Sample
ASSESSMENT ITEMS FOR S.1 AND S.2**

**PERFORMING
ARTS**

2022

END OF YEAR SENIOR ONE SAMPLE PERFORMING ARTS EXAMINATION (NOV. 2022)

Guidance to the Teacher

These sample test items are intended to guide teachers of Performing Arts on how to develop end-of-year assessment items for Senior One and Senior Two. They do not constitute a complete examination paper for the subject. Assessment will be in one paper, focusing on performance and theory. To determine the number of items in the paper, the teacher should consider Western music, African performing arts, contemporary arts, and the arts in the economy. The teacher should benchmark the samples provided rather than replicate them. Please note that this is not the End of Cycle Examination format.

Instructions:

- The paper has 4 test items.
- The learner will do all the 4 items.

Time: 2 Hours

Learning outcome:

Appreciate and use basic music elements of pitch, duration, and tempo to create and present music pieces (u, s, gs, v).

1. You have realised that your young siblings sometimes forget to brush their teeth. You know very well that this may lead to tooth decay and the smell of the mouth. You plan to give them information about brushing their teeth using a song. The lyrics and rhythm of the song are already arranged.



Task

Compose the song on the treble stave in a Key G Major and perform your composition to the teacher. (19 scores).

Learning outcomes:

- a. understand the performance of artworks, which include African characteristics inspired by any stimulus from the environment (k, u).
 - b. trace the African art styles in Ugandan art (k, s).
2. A young beautiful lady in your neighbourhood will introduce her suiter this weekend. All plans are done and visitors are invited. One problem is that they have received regrets from the traditional music entertainers they had hired.

You have acquired skills in performing African traditional music and dance recently and you have been approached by the organisers of the function.

Task:

- a. Write the storyline of the song you will perform at the function. (10 scores)
- b. Identify 3 key themes and 2 characters in the song. (05 scores)

Learning outcomes:

- a. understand the career and employment opportunities and practise appropriate moral and ethical conduct in the performing arts industry (k, u, gs).
 - b. understand the processes and role of marketing in the performing arts industry (k, u)
3. The school has organized this year's music, dance, and drama competition. This time the function is organised for commercial purposes. Parents, old students, and well-wishers of the school will pay for an entry ticket. This program is scheduled for the last weekend of this month.

Task:

- a. Write an essay to advise the school administration on the professionals to hire in order for the function to succeed. (10 scores)

- b. Suggest 2 publicity materials or media that you think will be used and give 2 reasons why you think so. (04 scores)

Learning outcomes:

Use performing arts from various cultures, including those from Europe, to explore styles and genres to inform and create performing arts pieces (u, s, gs).

4. The senior One Parents’ Day took place in September this year. Many parents attended and observed the products of their children’s project works. The Performing Arts learners performed different art pieces for their project works. You happen to have been among those learners that performed contemporary pieces.

Task:

Sing along and dance to a contemporary song you prepared for the day.

(20 marks) (Your teacher will organise time for this performance). (19 scores)

END

SCORE GUIDE

End of year Senior One Sample Performing Arts Examination (Nov. 2022)

1. You have realized that your young siblings sometimes forget to brush their teeth. You know very well that this may lead to tooth decay and smell of the mouth. You plan to give them information about brushing their teeth using a song. The lyrics and rhythm of the song are already arranged.

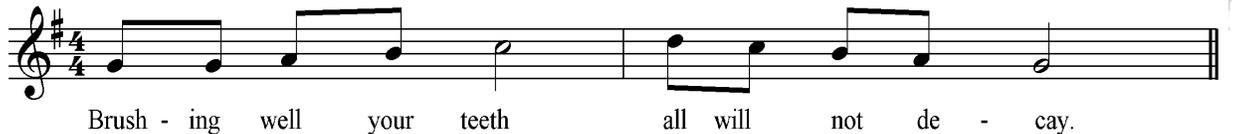


Task

- a. Compose the song on the treble stave in a Key G Major and perform your composition to the teacher. (19 scores)

(Each learner may come up with his/her own composition)

Possible response



Suggested Assessment Grid (Teacher may adopt or adapt it)

Output	Basis of assessment	Criteria 1 Relevance	Criteria 2 Accuracy	Criteria 3 Coherence	Criteria 4 Excellence
Performance of an original composition	A composed song in staff notation.	Score 3: 6-7 Score 2: 4-5 Score 1: 1-3 if the learner writes music in staff notation with: <ul style="list-style-type: none"> • stave • key signature • time signature • bar lines • rhythm • pitch 	Score 3: 6-7 Score 2: 4-5 Score 1: 1-3 if the learner correctly writes music in staff notation with: <ul style="list-style-type: none"> • stave • key signature • time 	Score 3: 6-7 Score 2: 4-5 Score 1: 1-3 if the learner logically/conventionally writes music in staff notation with: <ul style="list-style-type: none"> • stave • key signature • time signature • bar lines 	Learner earns 1 point if he/she has added any relevant element that was unsolicited in the instruction
	Performance skills in a western song	Score 3: 5-6 Score 2: 3-4 Score 1: 1-2 if the learner performs the song in any way with: <ul style="list-style-type: none"> • tone • pitch • rhythm • phrasing • dynamics 	Score 3: 5-6 Score 2: 3-4 Score 1: 1-2 if the learner performs the song with the correct: <ul style="list-style-type: none"> • tone • pitch • rhythm • phrasing 	Score 3: 5-6 Score 2: 3-4 Score 1: 1-2 if the learner coherently performs the song with: <ul style="list-style-type: none"> • tone • pitch • rhythm • phrasing • dynamics 	

2. A beautiful young lady in your neighbourhood will introduce her suiter this weekend. All plans are done and visitors are invited. One problem is that they have received regrets from the traditional music entertainers they had hired.

You have acquired skills in performing African traditional music and dance recently. You have been approached by the organisers of the function.

Task:

- a. Write the storyline of the song you will perform at the function. (10 scores)
(The storyline will depend on the folksong the learner chooses)

Suggested assessment grid (Teacher may adopt or adapt it)

Output	Basis of assessment	Criteria 1 Relevance	Criteria 2 Accuracy	Criteria 3 Coherence	Criteria 4 Excellence
A written Storyline from a folk song	Components of a storyline	Score 3: 5-6 Score 2: 3-4 Score 1: 1-2 if the learner identifies the following in a storyline. <ul style="list-style-type: none"> • theme • characters • setting • plot • conflict 	Score 3: 5-6 Score 2: 3-4 Score 1: 1-2 if the learner correctly describes following in a storyline. <ul style="list-style-type: none"> • theme • characters • setting 	Score 3: 5-6 Score 2: 3-4 Score 1: 1-2 if the learner logically describes following in a storyline. <ul style="list-style-type: none"> • theme • characters • setting 	Learner earns one point if he/she has added any relevant element that was unsolicited in the instruction

- b. Identify 3 key themes and 2 characters in the song. (05 scores)

Learner earns 1 score for each identified theme and character.

3. The school has organised this year's music, dance, and drama competition. This time the function is organised for commercial purposes. Parents, old students, and well-wishers of the school will pay for an entry ticket. This program is scheduled for the last weekend of this month.

Task:

- a. Write an essay on the role of the professionals needed for the function to succeed (10 scores).

Suggested assessment grid (Teacher may adopt or adapt it)

Output	Basis of assessme	Criteria 1 Relevance	Criteria 2 Accuracy	Criteria 3 Coherence	Criteria 4 Excellence
An essay on the role of personnel in the production of artworks in a school setting.	Role of various personnel in the production of performing artworks	Score 3: 7-10 Score 2: 4-6 Score 1: 1-3 if the learner identifies the following: <ul style="list-style-type: none"> • music trainer • choreographer • drama trainer • costume designer • stage designer • copywriter • choir conductor • choral director 	Score 3: 7-10 Score 2: 4-6 Score 1: 1-3 if the learner correctly explains the role of the following: <ul style="list-style-type: none"> • music trainer • choreographer • drama trainer • costume designer • stage designer • copywriter • choir conductor • choral director 	Score 3: 7-10 Score 2: 4-6 Score 1: 1-3 if the learner correctly explains the role of the following: <ul style="list-style-type: none"> • music trainer • choreographer • drama trainer • costume designer • stage designer • copywriter • choir conductor • choral director 	Learner earns 1 point if he/she has added any relevant element that was unsolicited in the instruction

- b. Suggest any 2 publicity materials or media that you think will be used and give 2 reasons why you think so. (04 scores)

Learner earns 1 score for each material suggested and the reason given.

4. The Senior One Parents' Day took place in September this year. Many parents attended and observed the products of their children's project works. The Performing Arts learners performed different art pieces for their project works. You happen to have been among those learners that performed contemporary pieces.

Task:

- a. Sing along and dance to a contemporary song you prepared for the day.

(19 scores) (Your teacher will organise time for this performance).

Suggested assessment grid (Teacher may adopt or adapt it)

Output	Basis of assessment	Criteria 1 Relevance	Criteria 2 Accuracy	Criteria 3 Coherence	Criteria 4 Excellence
Performance of a song or mime	Performance skills in a song or mime	Score 3: 5-6 Score 2: 3-4 Score 1: 1-2 if the learner performs the song in any way with: <ul style="list-style-type: none"> • tone • pitch • rhythm • phrasing • dynamics • expressions 	Score 3: 5-6 Score 2: 3-4 Score 1: 1-2 if the learner performs the song with correct: <ul style="list-style-type: none"> • tone • pitch • rhythm • phrasing • dynamics • expressions 	Score 3: 5-6 Score 2: 3-4 Score 1: 1-2 if the learner coherently performs the song with: <ul style="list-style-type: none"> • tone • pitch • rhythm • phrasing • dynamics • expressions 	Learner earns one point if he/she has added any relevant element that was unsolicited in the instruction
	Performance of a dance	Score 3: 5-6 Score 2: 3-4 Score 1: 1-2 If the learner performs a dance anyway with: <ol style="list-style-type: none"> a) costumes b) expressions c) technique d) accompaniment e) levels f) dynamics 	Score 3: 5-6 Score 2: 3-4 Score 1: 1-2 If the learner correctly performs a dance with: <ol style="list-style-type: none"> a) costumes b) expressions c) technique d) accompaniment e) levels f) dynamics 	Score 3: 5-6 Score 2: 3-4 Score 1: 1-2 If the learner conventionally performs a dance with: <ol style="list-style-type: none"> a) costumes b) expressions c) technique d) accompaniment e) levels f) dynamics 	

END