

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

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)

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 leaner may come up with his/her own composition)



Suggested Assessment Grid (Teacher may adopt or adapt it)

	Basis of	Criteria 1	Criteria 2	Criteria 3	Criteria
Output	assessmen	Relevance	Accuracy	Coherence	4
	t				Excellen
Performa	A	Score 3: 6-7	Score 3: 6-7	Score 3: 6-7	Learner
nce of an	composed	Score 2: 4-5	Score 2: 4-5	Score 2: 4-5	earns 1
original	song in	Score 1: 1-3 if the	Score 1: 1-3 if	Score 1: 1-3 if the	point if
compositi	staff	leaner writes	the leaner	leaner	he/she
on	notation.	music in staff	correctly	logically/conventio	has
		notation with:	writes music	nally writes music	added
		• stave	in staff	in staff notation	any
		 key signature 	notation with:	with:	relevant
line.		• time signature	• stave	• stave	element
		• bar lines	• key	• key signature	that was
		• rhythm	signature	• time signature	unsolicit
		• pitch	• time	• bar lines	ed in the
	Performan	Score 3: 5-6	Score 3: 5-6	Score 3: 5-6	instructi
	ce skills in	Score 2: 3-4	Score 2: 3-4	Score 2: 3-4	on
	a western	Score 1: 1-2 if the	Score 1: 1-2 if	Score 1: 1-2 if the	
	song	learner performs	the learner	leaner coherently	11.
		the song in any	performs the	performs the song	3333
	1,111,	way with:	song with the	with his had he	45年34
2000 Jan 1991 M		• tone	correct:	• tone	UZIO ZUN
		• pitch	tonepitch	• pitch	新春
		• rhythm	_	• rhythm	
	11111111111/	• phrasing	• rhythm	• phrasing	
		dynamics	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 leaner chooses)

Suggested assessment grid (Teacher may adopt or adapt it)

	Basis of	Criteria 1	Criteria 2	Criteria 3	Criteria 4
Output	assessment	Relevance	Accuracy	Coherence	Excellence
A	Compone	Score 3: 5-6	Score 3: 5-6	Score 3: 5-6	Learner
written	nts of a	Score 2: 3-4	Score 2: 3-4	Score 2: 3-4	earns one
Storyli	storyline	Score 1: 1-2 if the	Score 1: 1-2 if	Score 1: 1-2 if	point if
ne		leaner identifies	the leaner	the leaner	he/she has
from a		the following in a	correctly	logically	added any
folkson		storyline.	describes	describes	relevant
g		• theme	following in a	following in a	element
		characters	storyline.	storyline.	that was
E		setting	• theme	• theme	unsolicited
		• plot	characters	• characters	in the
		• conflict	• setting	setting	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	Criteria 1	Criteria 2	Criteria 3	Criteria 4
	assessme	Relevance	Accuracy	Coherence	Excellence
An essay	Role of	Score 3: 7-10	Score 3: 7-10	Score 3: 7-10	Learner
on the	various	Score 2: 4-6	Score 2: 4-6	Score 2: 4-6	earns 1
role of	personne	Score 1: 1-3 if	Score 1: 1-3 if	Score 1: 1-3 if	point if
personne	l in the	the learner	the learner	the learner	he/she has
1 in the	producti	identifies the	correctly	correctly	added any
producti	on of	following:	explains the role	explains the role	relevant
on of	performi	 music trainer 	of the following:	of the following:	element that
artworks	ng	 choreographe 	 music trainer 	 music trainer 	was
in a	artworks	r	• choreographe	• choreographe	unsolicited
school	\	 drama trainer 	r	r	in the
setting.		• costume	 drama trainer 	• drama trainer	instruction
		designer	• costume	• costume	
		• stage	designer	designer	
-4 /////		designer	• stage	• stage	
		• copywriter	designer	designer	<u> </u>
		• choir	• copywriter	• copywriter	
		conductor	• choir	• choir	rilllin.
		• choral = server :	conductor	conductor	0 5 P P F F P
		director	• choral	• choral	
		Hirabloth IV 1	director	director	(11.1111. 11.11.11)
"WITTE		37 37 3 730	PRECEETE TEN	THE PIE PRETERE	THE EETPENE FE

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)

	Basis of	Criteria 1	Criteria 2	Criteria 3	Criteria 4
Output	assessment	Relevance	Accuracy	Coherence	Excellence
Perform	Performan	Score 3: 5-6	Score 3: 5-6	Score 3: 5-6	Learner
ance of	ce skills in	Score 2: 3-4	Score 2: 3-4	Score 2: 3-4	earns one
a song	a song of	Score 1: 1-2 if the	Score 1: 1-2 if	Score 1: 1-2 if	point if
or	mime	learner performs	the learner	the leaner	he/she has
mime		the song in any	performs the	coherently	added any
	-3.	way with:	song with	performs the	relevant
3		• tone	correct:	song with:	element
		• pitch	• tone	• tone	that was
		• rhythm	• pitch	• pitch	unsolicited
		• phrasing	• rhythm	• rhythm	in the
		• dynamics	phrasing	phrasing	instruction
		• expressions	• dynamics	dynamics	1900 m
		Ille dillieur Ille	• expressions	expressions	IIIIIIIIII),
	Performan	Score 3: 5-6	Score 3: 5-6	Score 3: 5-6	333 333
	ce of a	Score 2: 3-4	Score 2: 3-4	Score 2: 3-4	
and the second	dance	Score 1: 1-2	Score 1: 1-2	Score 1: 1-2	
	lllle trea	If the learner	If the learner	If the learner	
		performs a dance	correctly	conventionally	THE FRANCE SEE S. S. S.
		anyway with:	performs a	performs a	
		a) costumes	dance with:	dance with:	
		b) expressions	a) costumes	a) costumes	
		c) technique	b) expressions	b) expressions	
		d) accompanime	c) technique	c) technique	
		nt	d) accompanim	d) accompanim	
		e) levels	ent	ent	
		f) dynamics	e) levels	e) levels	
			f) dynamics	f) dynamics	
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