



Province of the  
**EASTERN CAPE**  
EDUCATION

**SENIOR  
PHASE**

**GRADE 9**

**NOVEMBER 2010**

**ARTS AND CULTURE**

**MARKS: 100**

**TIME: 2 hours**

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This question paper consists of 11 pages.

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**INSTRUCTIONS AND INFORMATION**

Read the following instructions carefully before answering questions.

1. Answer ALL questions.
2. Number your answers exactly as questions are numbered.
3. Write NEATLY and LEGIBLY.
4. All answers should be written on the ANSWER SHEET and NOT on the question paper.

**QUESTION 1: MULTIPLE-CHOICE QUESTIONS**

Choose ONE possible answer from the options given in each question written below. You are required to write only the letter of the correct answer next to the number of the question, e.g. 1.2 D

**DANCE**

1.1 The arrangement or designing of a dance is called ... (1)

- A formal.
- B indigenous.
- C choreography.
- D Afro-fusion.

1.2 The dance form that originated in the South African mines.

- A Pantsula
- B Toyi-toyi
- C Gumboots
- D Tango (1)

1.3 Umxhentso is one of the ...

- A Dutch dances.
- B Sotho dances.
- C Xhosa dances.
- D Ndebele dances. (1)

1.4 The dance that was popular during 2010 Soccer World Cup was the ...

- A Modern dance.
- B Kwela dance.
- C Diski dance.
- D Tap dance. (1)

1.5 Axial movement means ...

- A moving from one place to another.
- B moving around the base of your spine.
- C moving very fast.
- D moving from side to side. (1)

**MUSIC**

- 1.6 The highness and lowness of sound is referred to as the ...  
A tone.  
B timbre.  
C pitch.  
D melody. (1)
- 1.7 The quality of sound produced by a particular voice or musical instrument is known as ...  
A pitch.  
B rhythm.  
C timbre.  
D tempo. (1)
- 1.8 Two figures that are placed at the beginning of a stave or a piece of music showing the number and length of beats in a bar are called ...  
A Meter.  
B Time Signature.  
C Minim.  
D Key Signature. (1)
- 1.9 A family of instruments in which sound is produced when they are either struck or shaken is called ...  
A brass instruments.  
B percussion instruments.  
C traditional instruments.  
D wind instruments. (1)
- 1.1.0 The composer and arranger of the current South African National Anthem – Nkosi Sikelel' i Afrika is ...  
A M.L. De Villiers.  
B Mzilikazi Wa Africa.  
C Professor Mzilikazi Khumalo.  
D Mandoza. (1)

**DRAMA**

- 1.11 An example of a stage convention is ...  
A narrator.  
B character.  
C half moon.  
D story. (1)

- 1.12 An example of a television drama series is ...  
A *Soul City*.  
B *Bold & the Beautiful*.  
C *Oliver Twist*.  
D *Imizwilili*. (1)
- 1.13 The use of facial expressions and movements to tell a story without words.  
A Miming  
B Acting  
C Performance  
D Improvisation (1)
- 1.14 The dramatic story that has a sad ending is called ...  
A comedy.  
B tragedy.  
C melodrama.  
D sketch. (1)
- 1.15 The situation of the next scene is indicated by ...  
A climax.  
B rhythm.  
C interlude.  
D tableaux. (1)

**VISUAL ART**

- 1.16 One of the principles of design is ...  
A pitch.  
B balance.  
C matches.  
D direction. (1)
- 1.17 The creative problem solving process involving planning, research, new ideas and imagination is called ...  
A tone.  
B design.  
C texture.  
D drawing. (1)

- 1.18 Design or pattern used repeatedly is called ...
- A symbol.
  - B animation.
  - C carve.
  - D motif. (1)
- 1.19 The size relationship between the parts of an object compared to the whole of the object is ...
- A proportion.
  - B contrast.
  - C scale.
  - D rhythm. (1)
- 1.20 The roughness or smoothness of the surface of an art work is called ...
- A tone.
  - B texture.
  - C colour. (1)
  - D line. (20 x 1) [20]

## QUESTION 2

State whether each of the following statements regarding warm-up exercises is TRUE or FALSE.

1. Warm-up exercises can be used to physically warm-up the body as well as focus the mind on an upcoming task.
2. Warm-up exercises should relax the body.
3. Shouting is a good way to warm-up the voice.
4. Ice-breakers are warm-up exercises for groups of people that do not know each other.
5. Warm-ups need not be done if dancing is not going to be strenuous. (5 x 1) [5]

**QUESTION 3****PART ONE: CHOREOGRAPHIC DEVICES**

Copy the table below and place each of the following choreographic devices into the correct places in the table.

**Repetition** (repeat a movement/action); **Rewind** (do the movement/action in reverse); **Resize** (do the movement/action bigger or smaller); **Tempo** (speed movement/action up or slow it down); **Rhythm** (change the beat of the movement/action); **Quality** (add an emotion/feeling to the movement/action); **Impact** (use more or less force in the movement/action); **Change planes** (change to horizontal/vertical/diagonal plane); **Change levels** (change to low/medium/high)

| Space | Time | Force |
|-------|------|-------|
|       |      |       |

(9 x 2) **[18]**

**QUESTION 4**

Match the musical styles in COLUMN A with the information explanation in COLUMN B. Write only the letter next to the number, e.g. 4.4 A




| COLUMN A         | COLUMN B |   |
|------------------|----------|---|
| 4.1 Jazz         | A        | West African popular 'shake-your-booty' song-dance music which begun in Zaire in the late '80s  |
| 4.2 Kwaito       | B        | A free and modern form of the classical music of the Bapedi called Kiba which uses classical drumming structure of Kibo, Matikwane to produce a typical textural blend of the Kia drumming melorhythm.                    |
| 4.3 Hip Hop      | C        | A kind of music of African-American origin, characterised by syncopated rhythms and improvisation.  |
| 4.4 Soukous      | D        | Music that is written to express either personal, spiritual or a communal belief regarding Christian life, as well as (in terms of the varying music styles) to give a Christian alternative to mainstream secular music. |
| 4.5 Free –Kiba"  | E        | South African pennywhistle (tin flute) music.   |
| 4.6 Isicathamiya | F        | A Central African form of popular music that grew out of '50s Cuban rhumba music mixing the kwassa-kwassa dance rhythms zouk and rhumba.  |
| 4.7 Gospel       | G        | A musical genre that developed as part of hip hop culture, and is defined by four key stylistic elements: rapping, DJing/scratching, sampling (or synthesis), and beatboxing.   |
| 4.8 "High Life"  | H        | Traditional Zulu call-and-response a cappella choral music sung by men originated from South Africa.  |
| 4.9 Kwela        | I        | Dance music from Ghana and Eastern Nigeria, originating from the popular kpanlogo rhythm developed in Ghana in the '60s.  |
| 4.10 Kwasakwasa  | J        | A South African popular township music characterised by repetitive and short lyrical verse, using rap vocal techniques.   |

(10 x 1) **[10]**



**QUESTION 5**

Fill in the missing notes, words, rests and values.

| Note  | Name     | Rest  | Value                |
|---|----------|---|----------------------|
| i)  | Crotchet | ii)   | 1 beat Crotchet beat |
| iii)  | iv)      |  | v)                   |
|  | vi)      | vii)  | viii)                |
| ix)   | x)       |  | 1/2 Crotchet beat    |

(10 x 1) (10)

- (b) Construct a D flat Major scale on the Treble Clef indicating accidentals where applicable in ascending order

(8)



- c)  $\frac{5}{4}$  Stands for \_\_\_\_\_; \_\_\_\_\_ in a bar. (2)

(10 + 8 + 2) [20]

**QUESTION 6**

Reflecting on the soap operas, radio shows or other forms of media performance that you have been exposed to, list any FIVE positive and FIVE negative effects of media that impact on people's values and behaviour.

(5 x 1 x 2) [10]

## QUESTION 7

George Milwa Mnyaluza Pemba

Read the following text and accompanying sources (No 1– 4) and answer the following question.

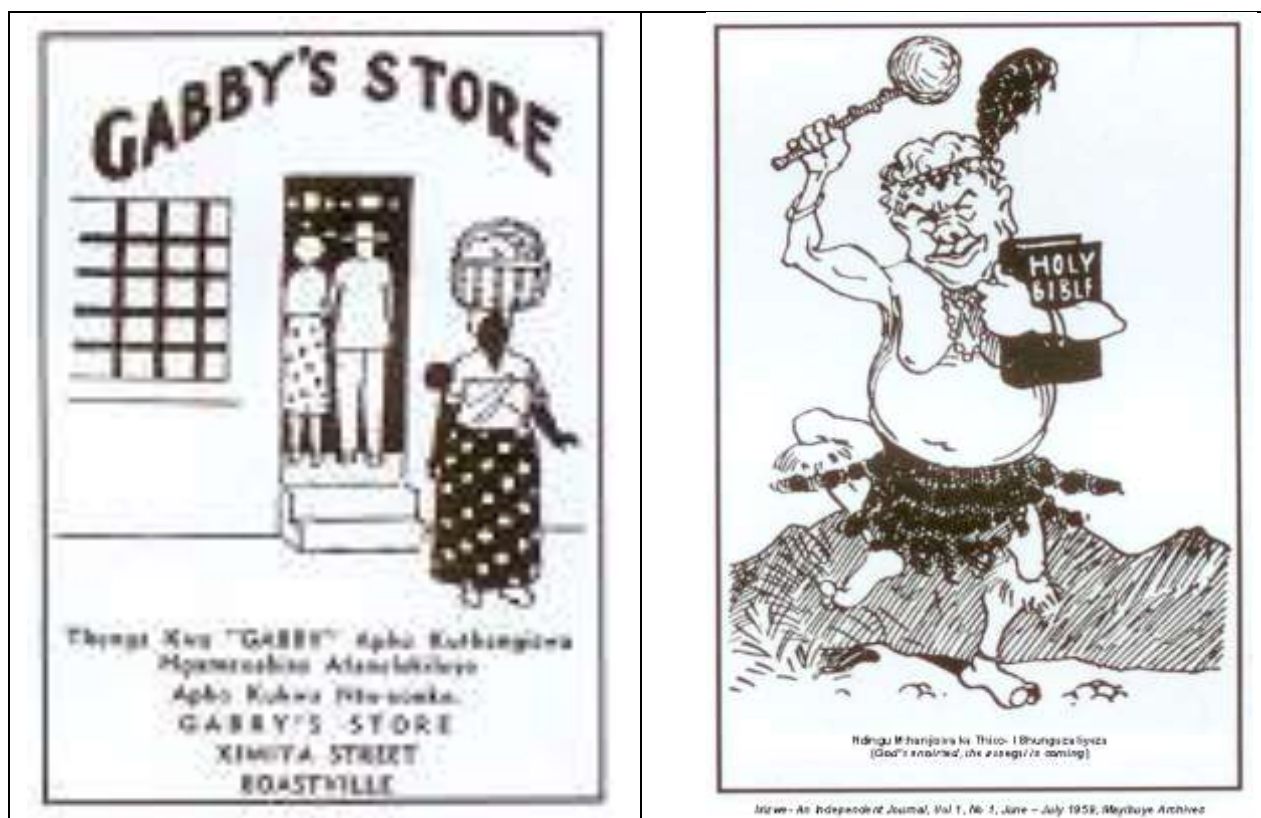
George Milwa Mnyaluza Pemba was born on 2 April 1912 in Port Elizabeth where he died on 23 July 2001. He grew up in the Eastern Cape and as a young child he was encouraged to draw and paint.

“... in 1952 he (Pemba) needed an additional income to keep his family and so he opened a spaza shop called Gabby’s Store in Boastville, New Brighton, but this did not allow him much time to paint.

“Pemba produced cartoons for the newspaper *Isizwe* (*The Nation*), put together by Raymond Mhlaba, Govan Mbeki and other leaders.”

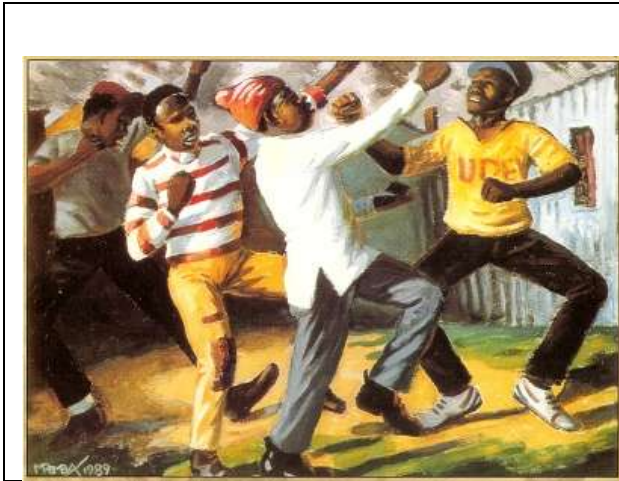
“Pemba lived through, and was part of, possibly the most significant years of South African history. He experienced some of the worst aspects of apartheid, played his part in the struggle and was able to witness the dawning of democracy. He was only acknowledged in his later years as a great artist whose work recorded many aspects of the times in which he lived.”

His paintings are noted for their excellent composition and their bold use of colour. Pemba is recognised as a pioneer of social realism in South Africa and his work can be seen at the Johannesburg Art Gallery, King George VI Art Gallery, South African National Gallery and the Tatham Art Gallery.



Source No. 1

Source No. 2



Source No. 3



Source No. 4

### QUESTIONS

- (a) The above poster (Source No. 1) was also an advertisement for Pemba's Spaza shop in the *Isizwe* in 1959. Give any FOUR design features of a poster which makes every poster successful. (4)
- (b) Pemba worked as a cartoonist for *Isizwe* (Source 2 – “depicting Verwoerd with a knobkerrie in his right and a Bible in his left”).
- (i) Who was Verwoerd? (1)
- (ii) What do you think was the artist's impression of Verwoerd? (2)
- (c) Look at the two paintings (Sources No. 3 and 4).
- (i) Identify themes (4)
- (ii) Come up with the titles of each work. (4)
- (Refer back to the text and look at the date of the paintings).
- (d) Pemba's paintings are noted for their excellent 'composition'. Define the term 'composition'. (2)

[17]

TOTAL: 100