

**621/1**  
**PERFORMING**  
**ARTS**  
**Paper 1**  
**2024**  
2 ½ hours



**UGANDA NATIONAL EXAMINATIONS BOARD**

**Uganda Certificate of Education**

**PERFORMING ARTS**

**Paper 1**

**Aural, Composition and Theory**

2 hours 30 minutes

**INSTRUCTIONS TO CANDIDATES:**

*This paper consists of **six** examination items. It has sections **A** and **B**.*

*Section **A** has **two** parts; part **I** and **II**. Part **I** is **compulsory**. Choose **one** item from Part **II**.*

*Answer **all** the items in Section **B**.*

*Answer **five** items in all.*

*Any additional item answered will **not** be scored.*

***All** answers **must** be written in the Manuscript paper and answer booklet(s) provided using **blue** or **black** ink.*

## SECTION A

*This section has two parts I and II.*

### Part I (Compulsory)

#### Item 1.

When war broke out in South Sudan, some of the people from there crossed to Uganda and settled in camps as refugees. Later, they started fighting each other because of the differences in their ethnic backgrounds.

The Minister for Relief and Disaster Preparedness suggested that one of the ways to unite these people is through songs. Someone has composed one part of the song for that purpose.

#### Task:

Listen to the recording. Write the opening phrase therein and compose a finishing phrase.

### Part II

*Answer one item from this part.*

#### Item 2.

Kajugo has been invited to perform at a youth conference. He has been requested to perform different art forms. However, he has never performed any other art form apart from Music.

#### Task:

As Kajugo's cousin studying Performing Arts, guide him on how to develop an art piece that is suitable for the function.

#### Item 3.

The Performing group that entertains audiences at Vision Theatre performs songs only. The audience has repeatedly asked the manager to provide different art forms. The manager has come to you for help.

#### Task:

As a Performing Arts student, guide him on how to develop another art form.

## SECTION B

*Answer all items in this section.*

### Item 4.

Peter, a well-known business man in Kerere Town Council, organised his daughter's traditional marriage ceremony. He requested Koko Troupe to entertain guests with traditional dances. The troupe performed traditional dances to recorded traditional music and added ideas from different cultures of the world. The guests were very happy but Peter was disappointed.

#### **Task:**

As a Performing Artist, explain why Peter and his guests responded differently to the performance.

### Item 5.

Jean is an upcoming playwright. In one of the National competitions, she won a medal for the best play, "The Disowned". Ray Drama Group has been performing Jean's play for commercial gains without her permission. The group has also taken the play to Nkunda Television under a new title, "The Rejected". The play has become popular in the community that watches Nkunda Television.

Jean has read in the local newspaper that Uganda Wildlife Authority (UWA) has sued them for using some materials from endangered animals.

Jean has now threatened to also report the group.

#### **Task:**

Advise the owners of Ray Drama Group.

### Item 6.

Emily is a celebrity performer of different art works which have gone viral on social media. Majority of the youths love to sing and perform her artworks on different social occasions. Kibibi Memorial College will host a parents' day at the end of the year and students have requested the Head teacher to invite Emily to perform and share with them about performing art works. The Head teacher is not interested in Emily's art artworks and has declined the students' request.

#### **Task:**

Make a write up convincing the Head teacher to accept the students' request.

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**Aural, Composition & Theory**

# ***SCORING GUIDE***

## SAMPLE RESPONSES

### SECTION A

#### Item 1.

The scoring will follow the Basis of Assessment. The recorded part is given here below.



Each individual learner will give a finishing phrase according to how they have understood the opening phrase. This should follow the guidance given in the Basis of Assessment.

#### Item 2.

**This is a multiple perspective item. The learner can choose either to respond using drama or dance NOT both. They should follow the elements, principles and techniques of either art form.**

Example:

Kajugo has been performing songs all his life, so that implies he already has a song to perform at the conference. I would therefore give guidance on how to develop a play/dance since this is what he should add to his performance. I will therefore take him through the elements, principles and techniques of dance/drama.

One of the major elements of dance/drama is theme. Since Kajugo is at a youth conference, he needs to be mindful of the theme of the conference. Therefore, the art work he decides to perform should be in line with the conference. This will direct the lay out of the art work and will give him proper direction on what he wants to do. The theme must always be at the forefront of any given art piece.

## **Elements of Drama**

**(Plot, Character, Diction/language, Spectacle, Theme, Mood, Rhythm, Setting, Music)**

## **Elements of Dance**

**(Body, Action, Space, Time, energy)**

Kajugo must also be mindful of the techniques that he is going to employ while coming up with his dance/drama. One of the techniques of drama is Symbolism. Kajugo can use symbolism to write his drama piece where he chooses something that is representative. For example, a character can be representative of a larger society. Whatever the character goes through can ably represent what the large community goes through. This will help the youths at the conference to relate with the character and learn from him or her.

## **Techniques of Drama**

**(Voice Dynamics, Blocking/Movement, Mime, Improvisation, Body Language, Symbolism, Flashback, Dialogue, Action)**

## **Techniques of Dance**

**(African Dance Technique, Cunningham, Graham, Limon, Duncan, Hawkin)**

Finally, Kajugo must be mindful of the principles of performing arts. He, for instance should consider the originality of the dance/drama he is going to come up with. His ideas should be original so that his art work is fresh to his audience and should also not infringe on the copyright of other people's work. He should therefore work with this knowledge and come up with an original piece which will capture the attention of the youths at the conference.

### **Principles of Dance/Drama (Originality, Creativity, Audience, Genre, Aesthetics, Purpose)**

The elements, principles and techniques of dance/drama are important to the development of an artwork. When followed and used appropriately, Kajugo is bound to come up with a masterpiece that will be suitable for a youth conference.

#### **NOTE:**

- 1. The response above has explained only one of either an element, technique or principle. The learner however is expected to explain according to the expectations of the scoring criteria.**

**Items 3, 4, 5 and 6 follow the same lay out of the essay as in Item 2. The responses should follow the Basis of Assessment and Success Criteria of each item.**

## **SECTION B**

### **Item 4**

- African attributes used in the making of Performing Art works  
(Costume, Props, Instruments, Styles of singing/dancing, sound production, amplification)
- Western Influences and how they affect the making of Art works in our society.  
Audience Preference as far as Performing Arts is concerned

### **Item 5**

- Ethical Practices associated with Performing Arts  
(Respect of Self, Others, their trade/work, the craft, Artist's Moral conduct, Responsibility, dress code, societal expectations, culture)
- Legal Practices in Performing Arts  
(Copyright laws)
- Environmental Practices associated with Performing Arts  
(Proper use and sustainability of the environment)

### **Item 6**

- The Benefits/opportunities/advantages of Performing Arts to society.  
(Positive impact- Career choices, Employment, Exposure and fame, Advertisement of products, Entertainment...)
- The challenges/ hindrances/disadvantages of Performing Arts in Society.  
(Negative impact- drugs, sexual immorality, Unhealthy competition, Hatred, Indecency...)

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**FOR RECORDING**



**UGANDA NATIONAL EXAMINATIONS BOARD**

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**PERFORMING ARTS**

**Paper 1**

**Aural and Composition**

## SECTION A

### 1. (a) AURAL AND COMPOSITION

This is the official recording of the Aural and Composition item of the Performing Arts Paper 1.

Read the scenario provided in the examination paper in two minutes.

**Silence: 2 minutes**

Listen to the recording of the opening phrase of the song. It will be played through **four** times with intervals, during which you will write a draft of your response.

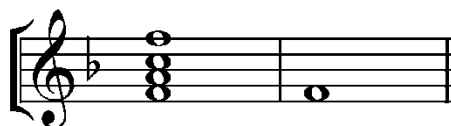
After the final play through, you will have twenty minutes in which to write the phrase you have listened to, and your own composed phrase that should include the music and lyrics.

Listen to the speed of the crotchet or quarter note.



**Silence: 10 seconds**

Listen to the tonic chord and the keynote followed by the opening phrase. The song begins on the first beat of the bar.



**Silence: 10 seconds**



**Silence: 40 seconds**

Listen to the **second** play through.

**Silence: 40 seconds**

Listen to the **third** play through.

**Silence: 40 seconds**

Listen to the **final** play through.

You have **20** minutes in which to write the opening phrase and your composed phrase.

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PERFORMING ARTS

Paper 2

Performance: Sight Singing

**INSTRUCTIONS TO CANDIDATES:**

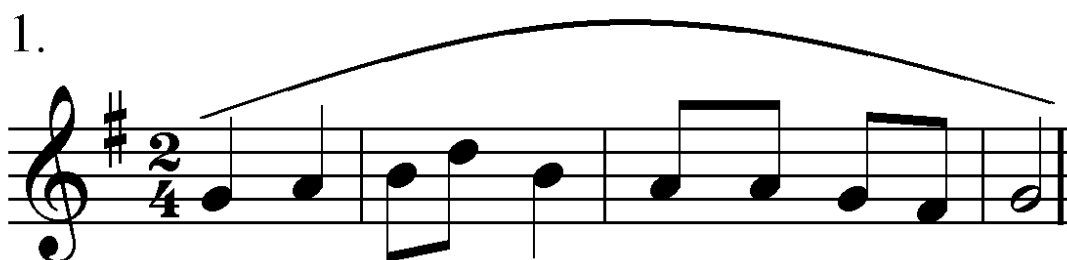
*You are required to sing the lyrics of **one** piece from those given to you by the examiner.*

*You are at liberty to request the examiner to allow you to repeat (to a **maximum of two** times), once you realise that the previous singing was not well done.*

*You will be given **one** minute to prepare.*

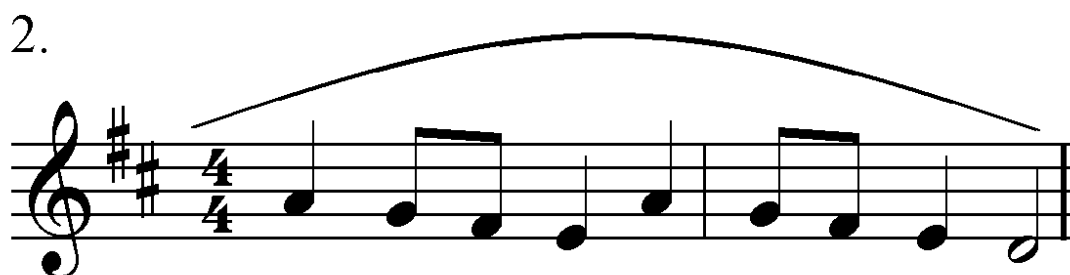
# ALTERNATIVE TASKS:

Either



Clap, clap turn a-round, stamp your feet with joy.

Or



Help e - very one to get a good life

Or



Sing the songs of praise to God the king.

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**UGANDA NATIONAL EXAMINATIONS BOARD**

**Uganda Certificate of Education**

**PERFORMING ARTS**

**Paper 2**  
**Performance**

# ***SCORING GUIDE***

## UCE 621/2 SCORESHEET FOR PERFORMING ARTS PERFORMANCE EXAMINATIONS 2024

CANDIDATE'S NAME .....

Random Number .....Personal Number.....

### SIGHT SINGING

	LEVELS OF ASSESSMENT/SUCCESS CRITERIA					
BASIS OF ASSESSMENT	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Didn't Try 0 pts	Score
<b>LYRICS</b>	All lyrics are sung accurately	2/3 of the Lyrics are sung accurately	Multiple lyrics are incorrectly sung	Can hardly articulate the lyrics	Did not try the lyrics	
<b>PITCH</b>	Every note of the piece is sung correctly	2/3 of the pitches are sung correctly	½ of the pitches are sung correctly	There are a few or no pitches sung correctly	Did not sing any of the pitches	
<b>RHYTHM</b>	Rhythm is performed accurately	2/3 of the rhythm is performed correctly	½ of the rhythm is performed correctly	There are a few or no correct rhythm performed	Did not recognize any rhythm	
<b>BEAT</b>	Sings steadily on the beat throughout the piece	2/3 of the piece is performed on the beat	½ of the piece is performed on the beat	Can hardly keep the beat	Does not sing on the beat	
<b>TOTAL SCORE</b>						

## UCE 621/2 SCORESHEET FOR PERFORMING ARTS PERFORMANCE EXAMINATIONS 2024

**CANDIDATE'S NAME** .....

**Random Number** ..... **Personal Number**.....

### INSTRUMENTAL PERFORMANCES (AFRICAN, WESTERN, CONTEMPORARY)

<b>TITLE:</b>						
	<b>LEVELS OF ASSESSMENT/SUCCESS CRITERIA</b>					
<b>BASIS OF ASSESSMENT</b>	<b>Highly Effective 4 pts</b>	<b>Effective 3 pts</b>	<b>Developing 2 pts</b>	<b>Beginning 1 pt</b>	<b>Did not try 0 pts</b>	<b>Score</b>
<b>TEMPO</b>	Maintained a steady tempo throughout the piece	Mostly maintained a steady tempo throughout, with one or two hesitations	Hesitated multiple times	Tempo was very inconsistent	Did not use instrument	
<b>TONE QUALITY</b> (Colour, Freedom, Control, Resonance, Blend)	Fully demonstrated an impressive tone quality and observed freedom, control and resonance	Most of the components of tone quality were demonstrated.	Demonstrated a few components of tone quality	The tone quality was not well developed	Did not perform	
<b>RHYTHMIC</b>	Played all rhythms	Played most rhythms	Played a few	Played rhythms		

<b>ACCURACY</b>	accurately	accurately with a few minor errors	rhythms with some major errors	with many major errors	Did not perform	
<b>PITCH ACCURACY</b>	Pitched all notes accurately	Mostly pitched notes accurately	Played a few notes with some major errors in pitch	Played notes with many major errors in pitch	Did not perform	
<b>PLAYING TECHNIQUE</b> ( Touch, Musicianship, improvisation, posture)	Demonstrated proficiency in musicality	Performed the piece with a few minor errors	Performed the piece with some major errors	Performed the piece with many major errors	Did not perform	
<b>EXPRESSION</b> (Dynamics, Phrasing, Articulation)	Played the piece with expression, showing full understanding of the dynamics, phrasings and articulation markings in the piece	Played a bit of all the components throughout the piece: Dynamics Articulations, phrasing	Followed 1-2 of the following components consistently throughout the piece: Dynamics, Articulations, phrasing	Followed one component throughout the piece: Dynamics, Articulations, phrasing	Did not follow any of the dynamic, phrasing or articulation markings in the piece	
<b>TOTAL</b>						

## UCE 621/2 SCORESHEET FOR PERFORMING ARTS PERFORMANCE EXAMINATIONS 2024

CANDIDATE'S NAME .....

Random Number .....Personal Number.....

### VOCAL PERFORMANCE (AFRICAN/WESTERN/ CONTEMPORARY)

TITLE:						
	LEVELS OF ASSESSMENT/SUCCESS CRITERIA					
BASIS OF ASSESSMENT	Highly Effective 4 pts	Effective 3 pts	Developing 2 pts	Beginning 1 pt	Did not try 0 pts	Score
<b>TECHNICAL PROFICIENCY</b> (Pitching, Rhythm and Pulse)	Maintained/Demonstrated proficient skills in pitching and keeping rhythm	Mostly performed correct pitches, kept rhythm and pulse. Only a few mistakes were made	Performed the piece with correct pitches, rhythm and pulse with a few major mistakes	Demonstrated many or multiple mistakes	Did not perform	
<b>INTERPRETATION &amp; EXPRESSION</b> (Dynamics, Phrasing, Articulation)	Sung with full understanding of the expression, observed dynamics and phrasing	Sung with expression and observed most of the components	Made some minor mistakes	Did not observe most of the components	Did not perform	
<b>DICTION</b> (Clarity of words, Pronunciation,	Distinctly articulates the words throughout the piece	Made a few minor mistakes in articulation, pronunciation and clarity of	Few major mistakes made in the components of	Many major mistakes made that affected	Did not perform	

Authenticity)		words	diction	diction		
<b>TONE QUALITY</b> (Naturalness, Freedom, Colour, Control, Blend, Resonance)	Fully demonstrated an impressive tone quality and observed freedom, control and resonance	Most of the components of tone quality were demonstrated.	A few components of tone quality were demonstrated.	The tone quality was not well developed	Did not perform	
<b>STAGE PRESENCE</b> (Connection with the audience, Stage use, Confidence)	Performed with confidence, fully engaged the audience and effectively used the stage	Performed with confidence, fully engaged the audience but did not fully use the stage	Exhibited some confidence, engaged the audience and used the stage minimally	Lacked confidence, did not engage the audience and used the stage minimally	Did not perform	
<b>OVERALL ARTISTIC IMPRESSION</b> (Cohesion & Synchronization, overall impact and Artistry of the performer)	Exhibited impressive artistry showing full understanding of musicality	Mostly impressive performance with minimal improvisation	Had occasional mistakes in some performing aspects	Was inconsistent in expressing self during performance	Did not perform	
<b>Total</b>						

## UCE 621/2 SCORESHEET FOR PERFORMING ARTS PERFORMANCE EXAMINATIONS 2024

**CANDIDATE'S NAME** .....

**Random Number** ..... **Personal Number** .....

### DRAMA PERFORMANCE

<b>TITLE:</b>						
	<b>LEVELS OF ASSESSMENT/SUCCESS CRITERIA</b>					
<b>BASIS OF ASSESSMENT</b>	<b>Excellent 4 pts</b>	<b>Good 3 pts</b>	<b>Fair 2 pts</b>	<b>Poor 1 pt</b>	<b>Didn't Try 0 pts</b>	<b>Score</b>
<b>CHARACTERISATION</b>  (Role interpretation, Awareness of plot)	Portrays character with a believable personality and mannerisms as shown in the script	Portrays character with a believable personality and mannerisms as shown in the script but with a few and minor inconsistencies	Portrays character as shown in the script but with major inconsistencies	Hardly portrays character as shown in the script and has many major inconsistencies	Did not perform	
<b>LINE DELIVERY</b>  (Knowledge of lines, Articulation, Intonation)	Lines are spoken audibly, clearly and are easy to understand	Lines are spoken loudly, clearly and are easy to understand with a few minor mistakes in either memorization, articulation or intonation	Many lines are not spoken loudly and clearly, and major mistakes are made quite often	The performer generally fails to exhibit knowledge and purpose of the lines	Did not perform	

<b>STAGING AND BLOCKING</b>	Uses stage appropriately and makes motivated movements that are true to the performance	Mostly uses stage appropriately and makes motivated movements that are true to the performance	Makes many unmotivated movements and often fails to use the stage appropriately	Hardly makes reasonable movements and uses the stage with very little sense of purpose	Did not perform	
<b>TECHNICAL ASPECTS</b> (Setting, Lighting, Sound, Costumes, Props)	Designs and applies technical quality aspects that are meaningful to the performance	Designs and applies quality technical aspects that are meaningful to the performance but with minimal inappropriate choices	Designs and applies technical aspects but with major inappropriate choices	There is a general lack of appropriate designs and application of technical aspects	Did not perform	
<b>STAGE PRESENCE</b> (Connection with the audience, Confidence)	Performs with confidence and fully engages the audience	Mostly performs with confidence and engages the audience	Performs with little confidence and does not sustain the attention of the audience	Generally lacks confidence, and fails to attract the audience's attention	Did not perform	
<b>GENERAL ARTISTIC IMPRESSION</b> (Team playing and overall artistry of the performer)	Exhibits impressive artistry showing full understanding of theatrical performance, and works with other performers very well	Mostly impressive performance and appropriate team cohesion	Displays reasonable artistic impression and makes minimal effort at team work	Inconsistently expresses self and barely collaborates with other team members	Did not perform	
Total						

## UCE 621/2 SCORESHEET FOR PERFORMING ARTS PERFORMANCE EXAMINATIONS 2024

**CANDIDATE'S NAME** .....

**Random Number** ..... **Personal Number**.....

### DANCE PERFORMANCE(AFRICAN/WESTERN/CONTEMPORARY)

<b>TITLE:</b>						
	<b>LEVELS OF ASSESSMENT/SUCCESS CRITERIA</b>					
<b>BASIS OF ASSESSMENT</b>	<b>Excellent 4 pts</b>	<b>Good 3 pts</b>	<b>Fair 2 pts</b>	<b>Poor 1 pt</b>	<b>Didn't Try 0 pts</b>	<b>Score</b>
<b>DANCE TECHNIQUE</b>	Performs with great attention to movement quality, body posture, footwork, and displays body range possibilities and flexibility	Performs with adequate attention to movement quality, body posture, footwork, and displays body range possibilities and flexibility	Performs with partial attention to movement quality, body posture, footwork, and displays few body range possibilities and flexibility	Performs with minimal attention to movement quality, body posture, footwork, and hardly displays body range possibilities and flexibility	Did not perform	
<b>CHOREOGRAPHY</b> (Formations and use of stage)	Displays clear formations and floor patterns, makes seamless transitions and coordinates effortlessly with the team	Mostly displays clear formations and floor patterns, makes transitions and moves in sync with the team	Displays formations and floor patterns, makes transitions, but moves with uncertainty	Hardly aware of the formations, floor patterns, transitions and is out of sync	Did not perform	
<b>COSTUME, PROPS AND MAKE-UP</b>	Uses neat, creatively designed costumes, props	Mostly uses neat, creatively designed	Partially uses costumes, props and	Uses costumes, props or make-up that are either	Did not perform	

	and make-up to enhance movement and bring out the meaning of the dance	costumes, props and make-up to enhance movement and bring out the meaning of the dance	make-up,pays little attention to neatness and creativity	inappropriate, clumsy, inadequate or ill-fitting		
<b>TEMPO/RHYTHM</b> (Accompaniment)	Responds to the accompaniment with precision throughout the dance	Mostly responds accurately to the accompaniment throughout the dance	Shows hesitation and uncertainty at several points during the dance	Hardly responds to the accompaniment during the dance	Did not perform	
<b>PERFORMANCE SKILLS</b>	Displays great poise, body projection, and facial expression, fully engages the audience	Displays satisfactory poise, body projection, and facial expression, engages the audience	Not fully engaged in the performance, often emotionally and physically detached	Generally, passive during the performance	Did not perform	
<b>ORIGINALITY</b> (Specific to Contemporary Dance)	Visibly brings out the theme through a clear and believable storyline	Brings out the theme through a clear and believable storyline to a large extent	The theme and storyline are partially developed	The theme is mostly vague, undeveloped, and the storyline is unclear and unbelievable	Did not perform	
<b>TOTAL</b>						