

A

MY DRAMA/DANCE WORK

Draw a picture that shows ONE Scene from your Drama/Dance work. Label your drawing to show what or who each person was portraying.



Explain why you chose this scene. because it was one that was done very good and people just by what we were doing they now about we was bowing and I pick this one because I liked it to. and it is really good.

B

OUR GROUP COMPOSITION

Tableaux

Check ONE thing in each box that your group did well, and tell why.

We did this well	because...
<b>Shape</b> <input checked="" type="checkbox"/> We had different levels <input type="checkbox"/> We related to each other	two people were going back to the sea and two people were the waves
<b>Space</b> <input checked="" type="checkbox"/> We used space to communicate our relationships <input type="checkbox"/> We considered our audience	two people that are the waves were a little bit apart
<b>Time</b> <input checked="" type="checkbox"/> We stayed completely still <input type="checkbox"/> We held our tableaux <input type="checkbox"/> We made smooth transitions	we stood completely still in the music was on.
<b>Energy</b> <input type="checkbox"/> We had a focal point <input checked="" type="checkbox"/> We used facial expressions <input type="checkbox"/> We used body tension	My Faces was under

C

OUR GROUP COMPOSITION (Cont'd)

Dance and Movement

Check ONE thing in each box that your group did well, and tell why.

We did this well	because...
<b>Shape</b> <input checked="" type="checkbox"/> We used different levels <input type="checkbox"/> We made interesting shapes with our bodies or parts of our bodies	I had pepel standing and liing down.
<b>Space</b> <input checked="" type="checkbox"/> We used different formations <input type="checkbox"/> We moved our bodies through space in different ways	two pepel were going back and forth. two pepel go forward.
<b>Time</b> <input checked="" type="checkbox"/> We used different pace or rhythm	We kept on going slow
<b>Energy</b> <input checked="" type="checkbox"/> We used slow and sustained, or quick and sudden energy	because we were under water.

D

OUR GROUP COMPOSITION (Cont'd)

What was the most difficult part to do? Why?

I rilly didnt have a difficult part because it was mostly easy and it was fun but if I had a litle bit of a hard on it was the last one wen I

What would you do differently next time? Why?

no I would not because I like every thing we did and I would int chanch a thing it was all good.

## Teacher's Notes

### Understanding of Concepts

- The student demonstrates limited understanding of the basic elements of drama and dance. While the student moves quickly into her position and holds her curved shape in the tableau, she seems uncertain of what she is expected to do or what message she is communicating during the dance (e.g., [V] she needs to watch the other students for guidance while moving her arms; her movements lack energy and timing, and are out of step with those of the others). In writing about the different levels used in the tableau, the student comments on what her group was doing (i.e., [P] “two pepel were going back to the sea and two pepel were the waves”), but does not explain these movements.

### Critical Analysis and Appreciation

- The student reflects and comments on her group's work with limited effectiveness. She acknowledges her enjoyment but does not recognize problems or difficulties in her work (e.g., [P] “I would int chanch [change] athing it was all good”).

### Performance and Creative Work

- The student applies the appropriate elements of drama and dance during the presentation with limited effectiveness. In the dance sequence, she moves her hands in time to the music; however, she uses the elements of shape and time with little effectiveness (e.g., [V] she participates in the dance with circular arm movements, but she is slow to join the group as she seems unaware of what her role is).
- The student maintains limited concentration during the presentation. She follows the other students' lead throughout the performance, and shows no apparent awareness of her audience (e.g., [V] in the dance, she looks to the others in her group for direction or chooses to move randomly on her own).

## Communication

- The student makes use of appropriate drama and dance vocabulary, when describing her group's composition, with limited effectiveness. In describing what her group did well, the student refers to her use of facial expression during the undersea part of the composition (i.e., [P] “My faces was under”) but adds no further detail.
- The student interprets and communicates the story with limited clarity. She identifies the roles in her presentation (e.g., [P] indicates in her drawing that she is a fish), but the position she assumes in the tableau does not communicate her intent (i.e., [V] she is bent over and her face is hidden).

## Comments

The student moves to the music and completes the performance; however, she allows distractions to hamper her presentation. In her tableau she portrays a fish with limited clarity, and she makes minimal use of shape, space, and energy in her dance movements. The student's written response uses few examples of proper drama and dance vocabulary.

## Next Steps

In order to improve her performance, the student needs to:

- take a more active role in the creation of a group presentation;
- review the elements of drama and dance in order to incorporate them more effectively;
- use drama and dance vocabulary when describing her performance;
- consult a personal dictionary and classroom resources to correct errors in spelling.