

Secrets of the Sea Level 1, Sample 2

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.

I chose this scene because it's the tribute that explored the story about the sea creatures war with the humans. Every body was working together by helping people remember what their pose was.

B

OUR GROUP COMPOSITION

Tableaux

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

We did this well	because...
Shape <input checked="" type="checkbox"/> We had different levels <input type="checkbox"/> We related to each other	D-2 was high I was low D-1 and D-3 were medium
Space <input type="checkbox"/> We used space to communicate our relationships <input checked="" type="checkbox"/> We considered our audience	We had D-3 to help us, because she told us what to stand
Time <input checked="" type="checkbox"/> We stayed completely still <input type="checkbox"/> We held our tableaux <input type="checkbox"/> We made smooth transitions	When we were doing our secret tableaux
Energy <input type="checkbox"/> We had a focal point <input type="checkbox"/> We used facial expressions <input checked="" type="checkbox"/> We used body tension	Because we had strength

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...
Shape <input checked="" type="checkbox"/> We used different levels <input type="checkbox"/> We made interesting shapes with our bodies or parts of our bodies	D-2 Was high ID4 WAS LOW D-1 + D-3 were in the middle
Space <input checked="" type="checkbox"/> We used different formations <input type="checkbox"/> We moved our bodies through space in different ways	We just didn't do the same movement
Time <input checked="" type="checkbox"/> We used different pace or rhythm	because of the program program because we change the program
Energy <input checked="" type="checkbox"/> We used slow and sustained, or quick and sudden energy	we were slow enough you could see

D

OUR GROUP COMPOSITION (Cont'd)

What was the most difficult part to do? Why?

BECAUSE WE COULDN'T SMILE, ARE DANCE.

What would you do differently next time? Why?

BECAUSE I WOULD CHANGE MY DANCE AND MY MOVEMENTS

Teacher’s Notes

Understanding of Concepts

- The student demonstrates limited understanding of the basic elements of drama and dance. He uses minimal elements of dance to communicate the message of the poem “Secrets of the Sea” (e.g., [V] his movements are limited to one level, from side to side: he uses his arms only and makes no attempt to explore other levels and shapes to portray underwater life). The student’s written explanation shows little insight into the use of drama and dance elements (e.g., [P] “Evry body was working together by helping people rember what thair pose was.”).

Critical Analysis and Appreciation

- The student reflects and comments on his group’s work with limited effectiveness. He shows an awareness of the need to sustain his role (e.g., [P] “because we couldnt smile”) and he comments on the use of space (e.g., [P] “we had [student] D3 to help us because she told us where to stand”). However, the student does not relate these actions to the drama and dance composition.

Performance and Creative Work

- The student applies the appropriate elements of drama and dance during the presentation with limited effectiveness. His presentation is not a convincing portrayal of underwater life (e.g., [V] the shape he creates in the dance uses only one level, and he makes minimal use of his arms to explore other levels or shapes).
- The student maintains limited concentration during the presentation. He appears to be enjoying his role but is easily distracted during the performance (e.g., [V] he steps out of his role, puts his hands in his pockets during his transition, fidgets with his clothes, and grins many times during the dance; his lack of concentration puts his movements slightly behind those of the rest of the group).

Communication

- The student makes use of appropriate drama and dance vocabulary, when describing his group’s composition, with limited effectiveness. When describing the use of levels as an element of dance, the student identifies the levels used, but he does not use the term “levels”, nor does he describe how they were used (e.g., [P] “D2 was high I was low D1 and D3 were medeam”).
- The student interprets and communicates the story with limited clarity. He has energy, but his lack of focus detracts from his performance (e.g., [V] he generally follows the moves of his group members, but his smiling, fidgeting with his clothes, and passive involvement diminish the effectiveness of his performance).

Comments

The student is minimally involved in the overall presentation. In the tableaux, he demonstrates limited concentration and limited understanding of the use of shape and space. In the dance sequence, the movements of the sea creatures are executed with limited effectiveness. In his written response, the student provides limited explanations for the views expressed.

Next Steps

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

- explore the elements of drama and dance in greater depth;
- use a variety of levels and shapes to communicate his interpretation of the poem;
- ensure that his written responses are clearly related to the performance;
- consult a personal dictionary and classroom resources to correct errors in spelling.