

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 everybody is using different levels. C1 and I are using high C2 is medium and C4 and C5 are low.

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	We were different things.
Space <input type="checkbox"/> We used space to communicate our relationships <input checked="" type="checkbox"/> We considered our audience	because we tableau wasn't squished together it had some space but not a lot.
Time <input type="checkbox"/> We stayed completely still <input checked="" type="checkbox"/> We held our tableaux <input type="checkbox"/> We made smooth transitions	because We had lots of concentration while freezing.
Energy <input type="checkbox"/> We had a focal point <input type="checkbox"/> We used facial expressions <input checked="" type="checkbox"/> We used body tension	We used body tension when dancing because we weren't doing the same thing.

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	We used different levels because we chose different words.
Space <input type="checkbox"/> We used different formations <input checked="" type="checkbox"/> We moved our bodies through space in different ways	because we chose different words from the chart.
Time <input checked="" type="checkbox"/> We used different pace or rhythm	because most of us were slow and I was fast (was c3)
Energy <input checked="" type="checkbox"/> We used slow and sustained, or quick and sudden energy	a, c2, c4 and c5 were slow and sustained and c3 (which was me) was quick and sudden energy.

D

OUR GROUP COMPOSITION (Cont'd)

What was the most difficult part to do? Why?

The most difficult to was not to smile and goof around. It was hard because we didn't know what facial freezes to use.

What would you do differently next time? Why?

I would hold my cloud pose longer because my foot keeps slipping.

Teacher's Notes

Understanding of Concepts

- The student demonstrates some understanding of the basic elements of drama and dance. She is aware that it is important to remain frozen during the tableaux (e.g., [V] she crouches under the human bridge that the other students have made and stays frozen for the set count) but has difficulty finding her place and her balance in the final tableau. The student's written response shows some ability to connect the use of drama and dance elements with the scenes portrayed in the performance (e.g., [P] she uses different levels because "we were different things" and "because we chose different words").

Critical Analysis and Appreciation

- The student reflects and comments on her group's work with some effectiveness. Her reflections indicate some awareness of the difficulties of working in a group (e.g., [P] "The most difficult to was not to smile and goof around."). However, she does not offer any suggestions as to how to solve these problems.

Performance and Creative Work

- The student applies the appropriate elements of drama and dance during the presentation with some effectiveness. In her tableau, she shows some variety of levels (e.g., [V] by hiding under the human bridge in a frozen moment). During the dance sequence, she creates movement with twirling arms, but she looks to others for direction and her performance lacks conviction and energy.
- The student maintains some concentration during the presentation. She understands the need to freeze in position in the tableaux (e.g., [P] "We had lots of consentrion [concentration] while frezzing.") but is unable to stay still for the entire length of the land tableau. During the dance, the student looks to the other students for direction.

Communication

- The student makes use of appropriate drama and dance vocabulary, when describing her group's composition, with some effectiveness. When commenting on the use of space in the tableau, the student provides an explanation with some detail (e.g., [P] "because are [our] tableau wasent squised [squeezed] togeter it had some space but not a lot."); however, she does not describe the space that was used.
- The student interprets and communicates the story with some clarity. She portrays a member of the land community with some emotional expression (e.g., [V] during the land tableau, she shows a frightened person hiding under a bridge). However, the rest of her performance lacks any further use of facial expression or energy.

Comments

The student creates and performs the dance and tableaux with some concentration and commitment. Her written response offers some details on the effectiveness of her composition. The student comments on the way the elements of the composition were created and performed.

Next Steps

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

- create more levels and shapes in the dance composition;
- add more detail in her written reflection;
- consult a personal dictionary and classroom resources to correct errors in spelling and grammar.