

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. This was the most interesting scene on our tableaux or a dance we did because it had interesting shapes, space or levels we had.

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 <ul style="list-style-type: none"> <input checked="" type="checkbox"/> We had different levels <input type="checkbox"/> We related to each other 	we were at high points and low ones
Space <ul style="list-style-type: none"> <input type="checkbox"/> We used space to communicate our relationships <input checked="" type="checkbox"/> We considered our audience 	NO-one had there back to the audience.
Time <ul style="list-style-type: none"> <input type="checkbox"/> We stayed completely still <input type="checkbox"/> We held our tableaux <input checked="" type="checkbox"/> We made smooth transitions 	We just went to the dance.
Energy <ul style="list-style-type: none"> <input type="checkbox"/> We had a focal point <input type="checkbox"/> We used facial expressions <input checked="" type="checkbox"/> We used body tension 	we were tight and loose.

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 <ul style="list-style-type: none"> <input type="checkbox"/> We used different levels <input type="checkbox"/> We made interesting shapes with our bodies or parts of our bodies 	We were taller when we were fish.
Space <ul style="list-style-type: none"> <input type="checkbox"/> We used different formations <input checked="" type="checkbox"/> We moved our bodies through space in different ways 	we moved slow and tall also fast and short.
Time <ul style="list-style-type: none"> <input type="checkbox"/> We used different pace or rhythm <input checked="" type="checkbox"/> we did 32 beats. 	I counted.
Energy <ul style="list-style-type: none"> <input checked="" type="checkbox"/> We used slow and sustained, or quick and sudden energy 	we used both.

D

OUR GROUP COMPOSITION (Cont'd)

What was the most difficult part to do? Why?

Try to count 32 beats while concentrating on the dance.

What would you do differently next time? Why?

I would have the dance falling through the ice for a waring time.

Teacher's Notes

Understanding of Concepts

- The student demonstrates considerable understanding of the basic elements of drama and dance. She executes transitions from tableau to dance with expressive movements (e.g., [V] her body stretches while she holds her pose, and she creates different levels while she dances to the rhythm). The student's drawing and written response show a considerable understanding of space and placement (e.g., [P] the scene depicted "had interesting shapes, space or levels"), and she understands the need to maintain concentration (i.e., [P] "Try to count 32 beats while concentrating on the dance.").

Critical Analysis and Appreciation

- The student reflects and comments on her group's work with considerable effectiveness. She clearly explains what she would do differently next time in order to improve the performance (i.e., [P] "I would have the dance falling through the ice for a waring time.").

Performance and Creative Work

- The student applies the appropriate elements of drama and dance during the presentation with considerable effectiveness. She conveys the elements of space and shape in both the tableau and dance (e.g., [V] she takes a low kneeling position and holds the pose during the tableau, and then moves smoothly into her dance sequence where she uses a variety of patterns, swinging her arms, exploring different levels).
- The student maintains considerable concentration during the presentation. She is focused and committed to the performance (e.g., [V] holds her outstretched pose during the tableau, and knows what movements to do during the dance sequence).

Communication

- The student makes use of appropriate drama and dance vocabulary, when describing her group's composition, with considerable effectiveness. She uses appropriate terminology to describe the group's movement during the task (e.g., [P] Energy: We used body tension – "we were tight and loose.").
- The student interprets and communicates the story with considerable clarity. She incorporates the movement of the sea into the dance (e.g., [V] portrays her part of a twister during a storm).

Comments

The student demonstrates the ability to create and perform a tableau and a dance sequence, and she reflects on both in a consistent manner with considerable clarity. The result is a persuasive performance that conveys the meaning of the poem "Secrets of the Sea" with considerable effectiveness.

Next Steps

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

- vary her energy levels within the piece to reflect the theme more effectively;
- include more detail in her written responses;
- consult a personal dictionary and classroom resources to correct errors in spelling and grammar.