

Secrets of the Sea Level 3, 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 had good questions. The act was good, and they were made express feelings to people who had never seen or with pictures. War was one of our groups best acts or our scene. But before we had to combined our complex ideas to create the tableaux that we performed to the audience.

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 type="checkbox"/> We had different levels <input checked="" type="checkbox"/> We related to each other 	We had 2 people doing the same thing. The 2 people had to communicate with each other.
Space <ul style="list-style-type: none"> <input checked="" type="checkbox"/> We used space to communicate our relationships <input type="checkbox"/> We considered our audience 	We used space to show the expressions on our faces.
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 made tableaux that would connect to the dance that we did.
Energy <ul style="list-style-type: none"> <input type="checkbox"/> We had a focal point <input checked="" type="checkbox"/> We used facial expressions <input type="checkbox"/> We used body tension 	We used expressions to help communicate to the audience.

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 had done hand movement. Only two people would do one thing at a time.
Space <ul style="list-style-type: none"> <input type="checkbox"/> We used different formations <input type="checkbox"/> We moved our bodies through space in different ways 	We moved our bodies to change the parts that we performed.
Time <ul style="list-style-type: none"> <input type="checkbox"/> We used different pace or rhythm 	We would use the same pace to switch our movements. We held our move for about 15 seconds.
Energy <ul style="list-style-type: none"> <input type="checkbox"/> We used slow and sustained, or quick and sudden energy 	We used sudden energy to create movements.

D**OUR GROUP COMPOSITION (Cont'd)****What was the most difficult part to do? Why?**

The most difficult part was the dance. The dance was hard to figure out. Because everyone wanted to do some thing different.

What would you do differently next time? Why?

I would do better timing to show that the play would make all fit together.

Teacher’s Notes

Understanding of Concepts

- The student demonstrates considerable understanding of the basic elements of drama and dance. During the dance sequence, he creates shapes using his arms and legs to represent creatures of the sea (e.g., [V] uses smooth, curved, fluid movements with his arms to show that he is swimming or moving through water), and his tempo changes as he makes a transition to a contrasting shape. The student demonstrates a solid understanding of drama and dance elements in his written response (e.g., [P] Shape: We related to each other – “We had 2 people doing the same thing. The 2 people had to communicate with each other”; Time: We made smooth transitions – “We made Tableaux that would connect to the dance that we did.”).

Critical Analysis and Appreciation

- The student reflects and comments on his group’s work with considerable effectiveness. He writes about the importance of working together (e.g., [P] “The Dance was hard to figure out. Because everyone wanted to do some thing different.”). He also offers suggestions to improve the group’s performance (e.g., [P] “I would do better timing to show that The play would have all fit together.”).

Performance and Creative Work

- The student applies the appropriate elements of drama and dance during the presentation with considerable effectiveness. He demonstrates considerable awareness of his audience (e.g., [V] in his tableau, he turns his shape towards the audience so that it can see his shape and how he relates to his partner).
- The student maintains considerable concentration during the presentation. He is prepared and focused (e.g., [V] he uses controlled and fluid movements to coordinate with his partner; when he shadows his partner’s swimming movements, he makes certain that he is moving in the same space and time).

Communication

- The student makes use of appropriate drama and dance vocabulary, when describing his group’s composition, with considerable effectiveness. He refers to the need to engage the audience by organizing ideas and using facial expressions (e.g., [P] “But before we had to combined our complex ideas to create the tableaux that we preformed to the adiance.”; “We used expressions to help cumunicate to the adiance.”).
- The student interprets and communicates the story with considerable clarity. In his tableau, the student creates a symbol of war (i.e., [V] uses a high stretched shape, with his arm bent, to represent a weapon), and he elaborates on the war theme in his written response (e.g., [P] “The act was good, and the war would epress felings to people who had never seen a war picture.”).

Comments

The student consistently incorporates the elements of tableau in his portrayal of a people at war and he shows an awareness of the audience in his static positions. His dance sequence demonstrates the fluidity of movement through water while showing awareness of his relationship to others. In his written response, the student uses appropriate drama and dance vocabulary to describe the performance his group presents.

Next Steps

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

- include and maintain facial expression as part of his character development;
- incorporate additional specific drama and dance vocabulary into his written response to clarify the intended effects of his performance;
- provide more detail to describe the shapes he makes and how he moves through space;
- consult a personal dictionary and classroom resources to correct errors in spelling.