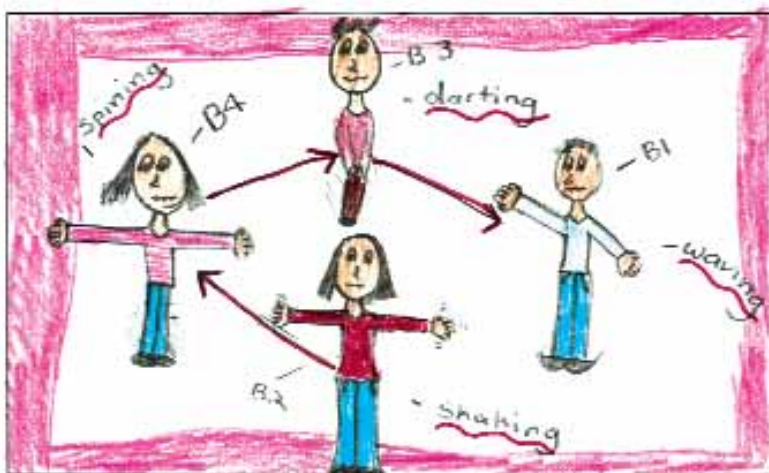


A

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 was the most important and interesting part. B2 was high and pretending to be seaweed. B1 was medium and pretending to be the wind. B3 was low and being a darting fish. And B4 was low and high because he was the waves. B2 was shaking. B4 was spinning. B3 was darting around and B1 was doing wavy movements.

B

OUR GROUP COMPOSITION

Tableaux

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

We did this well	because...
<p>Shape</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> We had different levels <input type="checkbox"/> We related to each other 	<p>We were different parts of the sea.</p>
<p>Space</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> We used space to communicate our relationships <input type="checkbox"/> We considered our audience 	<p>We were moving around like waves.</p>
<p>Time</p> <ul style="list-style-type: none"> <input type="checkbox"/> We stayed completely still <input checked="" type="checkbox"/> We held our tableaux <input type="checkbox"/> We made smooth transitions 	<p>We wanted people to get a good look at our tableaux.</p>
<p>Energy</p> <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 	<p>if we didn't they wouldn't know what we will be doing.</p>

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 checked="" type="checkbox"/> We made interesting shapes with our bodies or parts of our bodies 	if we didn't we would be standing there
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 	Some things move around in circles and some things move up and down.
Time <ul style="list-style-type: none"> <input checked="" type="checkbox"/> We used different pace or rhythm 	if we all did the same rhythm it would be boring.
Energy <ul style="list-style-type: none"> <input checked="" type="checkbox"/> We used slow and sustained, or quick and sudden energy 	2 people did slow and sustained and 2 people did quick and sudden energy.

D

OUR GROUP COMPOSITION (Cont'd)

What was the most difficult part to do? Why?

Holding our 3rd tableau. It was hard because I was balancing on 1 arm and 1 foot. B4 was balancing on 2 legs and diving. B3 and B1 were standing up they got the easy part.

What would you do differently next time? Why?

we would get B4 to do a different move because she was just spinning around in a circle. Maybe she can pretend to dive and swim.

Teacher's Notes

Understanding of Concepts

- The student demonstrates thorough understanding of the basic elements of drama and dance. During the tableau, the student uses her whole body and face to convey her dramatic meaning (e.g., [V] she freezes with her hands over her mouth as her eyes show the emotion of terror). During the dance sequence, the student uses a variety of levels and shapes to convey her story (e.g., [V] she flutters her hands in rhythm in a windmill fashion while she stretches her body up and down with the beat of the music). In her written response, the student shows a solid understanding of how the members of her group used different levels according to their role (e.g., [P] “B2 was high and pretending to be seaweed. B4 was medium and pretending to be the wind. B3 was low and being a darting fish.”).

Critical Analysis and Appreciation

- The student reflects and comments on her group's work with a high degree of effectiveness. She thoroughly explains the most difficult part of the task (e.g., [P] “Holding our 3rd tableau. It was hard because I was balancing on 1 arm and 1 foot.”) and offers a precise and detailed suggestion to improve the performance (e.g., [P] “We would get B4 to do a different move because she was just spinning around in a circle. Maybe she can pretend to dive and swim.”).

Performance and Creative Work

- The student applies the appropriate elements of drama and dance during the presentation with a high degree of effectiveness. She explores her different roles in the tableau and dance composition with confidence (e.g., [V] she holds her pose in the tableau for a set count and then releases it smoothly into the dance; in the dance sequence, she portrays seaweed as she stretches and moves her whole body to the music).
- The student maintains a high degree of concentration during the presentation. She remains in character throughout the performance (e.g., [V] she holds the expression of terror on her face during the tableau, and focuses confidently in the dance as she moves her body to the music).

Communication

- The student makes use of appropriate drama and dance vocabulary, when describing her group's composition, with a high degree of effectiveness. She chooses vivid action verbs to describe the movements of the group during the dance portion of the performance (i.e., [P] “B2 was shaking. B4 was spinning. B3 was darting around and B1 was doing wavy movements.”).
- The student interprets and communicates the story with a high degree of clarity. During the presentation, her transitions from land tableau to dance and then to sea tableau are smooth and connected and easy for the audience to follow. She conveys appropriate emotions and matches her movements to the story (e.g., [V] freezes with fright when the other students are fighting; then becomes a sea creature that flutters through the water, effectively portraying undersea life).

Comments

The student shows an excellent grasp of the skills needed to create and perform a drama and dance work, and she is confident in her presentation. Her written response shows a high degree of perceptiveness and clarity as she explains in precise detail what she and her group did and what they want to improve next time.

Next Steps

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

- connect more with the audience, using facial expression and body position;
- check her written work carefully for the correct use of language conventions (e.g., spelling and grammar).