

Secrets of the Sea Level 4, 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 shows team work because one person was hunting and one person was making a fire.

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 had different levels because we weren't just in one position.
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 communicate our relationships because if we were happy we'd be close together if we were fighting we'd be far away.
Time <ul style="list-style-type: none"> <input checked="" type="checkbox"/> We stayed completely still <input type="checkbox"/> We held our tableaux <input type="checkbox"/> We made smooth transitions 	We stayed completely still because we held our tableaux.
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 facial expressions because we used our face to express our feelings.

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"> ● We used different levels □ We made interesting shapes with our bodies or parts of our bodies 	we used different levels because we weren't just in one position
Space <ul style="list-style-type: none"> □ We used different formations □ We moved our bodies through space in different ways 	we moved our bodies through space in different ways for example we were siming to walking
Time <ul style="list-style-type: none"> ■ We used different pace or rhythm 	we used different pace or rhythm because we had different level of speed
Energy <ul style="list-style-type: none"> ■ We used slow and sustained, or quick and sudden energy 	we used slow and sustained, or quick and sudden energy because we had different levels of speed

D**OUR GROUP COMPOSITION (Cont'd)**

What was the most difficult part to do? Why?

The most difficult part to do was our tableaux because we kept laughing.

What would you do differently next time? Why?

We would avoid eye contact so we wouldn't laugh.

Teacher’s Notes

Understanding of Concepts

- The student demonstrates thorough understanding of the basic elements of drama and dance. Throughout his dance performance he uses his body to move through different levels, and his transitions are fluid and controlled. In his written response, the student relates the use of space to the different actions performed (e.g., [P] “we moved our bodies through space in different ways for example we were swimming [swimming] to kneeling [kneeling]”).

Critical Analysis and Appreciation

- The student reflects and comments on his group’s work with a high degree of effectiveness. He observes that there is a problem during the tableau sequence, and he comes up with a solution (e.g., [P] “The most difficult part to do was our tableaux because we kept laughing. We would avoid eye contact so we wouldn’t laugh.”).

Performance and Creative Work

- The student applies the appropriate elements of drama and dance during the presentation with a high degree of effectiveness. He participates in the tableaux and dance sequence, using smooth transitions with confidence and expression.
- The student maintains a high degree of concentration during the presentation. He stays focused and in character as cloud watcher and fighter (e.g., [V] his facial expressions and body stance are consistent as he moves from tableau to dance).

Communication

- The student makes use of appropriate drama and dance vocabulary, when describing his group’s composition, with a high degree of effectiveness. He uses correct terminology to describe the elements of tableau (e.g., [P] “we stayed completely still because we held our tableaux” and “we used our face to express our feelings”).
- The student interprets and communicates the story with a high degree of clarity. In his interpretation of the “Secrets of the Sea”, he portrays an identifiable character in both the land tableau and the sea tableau (i.e., [V] in role as cloud watcher in the land tableau, his body is crouched and low; as a fighter in the sea tableau, his body is tense and stretched).

Comments

The student’s overall performance demonstrates a solid understanding of the elements of drama and dance. Throughout the performance, he is focused and determined while working with his partners to communicate the story. In his written response, he relates exactly what the group did and justifies each action.

Next Steps

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

- execute his dance moves with more conviction and expression;
- incorporate a wider range of facial expressions;
- check his written work carefully for the correct use of language conventions (e.g., spelling and grammar).