

Grade 3

**Drama and Dance**

# Secrets of the Sea

## The Task

Working in groups, the students were to create two tableaux and a dance sequence that, in combination, would communicate their interpretation of the poem “Secrets of the Sea”. The students were to explore the ideas and feelings of the gentle people who live on the island and of the sea creatures from down under. They were to use tableaux and movement to tell the story of the poem in a drama and dance composition. Following the presentations, the students individually were to draw and label one scene from their own group composition and explain why they chose it. They were to discuss their own presentation and complete a brief reflection sheet.

## Expectations

This task gave students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Drama and Dance strand for Grade 3 in *The Ontario Curriculum, Grades 1–8: The Arts, 1998*. Note that the codes that follow the expectations relate to the Ministry of Education’s *Curriculum Unit Planner* (CD-ROM).

*Students will:*

1. describe basic elements of drama and dance (3a40);
2. interpret and communicate the meaning of stories, poems, plays, and other material drawn from a range of sources and cultures, using basic drama and dance techniques (3a41);
3. compare their own work with the work of others in drama and dance through discussion, writing, movement, and visual art work (3a43);
4. describe their own and others’ work in drama and dance, using appropriate vocabulary (3a47);
5. demonstrate the ability to concentrate while in role in drama and dance (3a49);
6. recognize and choose appropriate elements of movement for dramatizing their responses to different stimuli or ideas (3a50);
7. create works of drama and dance, using appropriate elements (3a55).

## Prior Knowledge and Skills

To complete this task, students were expected to have some experience with, or some knowledge or skills related to, the following:

- maintaining concentration while working individually and with others
- creating tableaux
- making transitions from one tableau to another or from tableau to movement
- creating dance compositions
- working to set criteria and assessing self/peer

- working within a limited space for presentation (taking into account audience considerations)
- controlling and moving their bodies in space and time
- reflecting on works of drama and dance, orally and in written form.

*For information on the process used to prepare students for the task and on the materials and equipment required, see the Teacher Package, reproduced on pages 35–49 of this document.*