

The Other Story of Hansel and Gretel Level 1, Sample 1

A

Writing In Role : Goodbye Letter

Dear Mother and Father,

How difficult it is for me.....to leave you. I brought with me
food and a light and a pillow. And so on and a nice
to have and for food.

I am leaving because my life is bad we barely
have any money and I am not coming back I might
go to a shelter in the town.

Well good by Mother and Father and
Gretel.

Sincerely

Hansel

B

Reflection on Drama and Dance Presentation

When you created your drama/dance presentation, you made artistic choices regarding:

- a) your choice of movements in your drama/dance components (tableaux, flocking);
- b) your choice of phrase for speaking in role;
- c) your use or non-use of music;
- d) your choice of solution to the story problem as your final tableau.

1. State TWO of the artistic choices you made in your drama/dance composition.

a) My choice of solution to the story problem is
a happy ending, we had food and money
and we were happy.

b) We may find it to our hearts and
looks superb with no problems.

2. Tell why you made each of these choices and what effect you thought each would have on the audience.

a) & b) I chose these two choices because all
the choices were the same.

C

b) _____

3. Explain why you believe these choices worked or did not work effectively in your presentation.

I think it worked because of our set
pieces we were eating food and having
and we had a teacher

D

4. What do you think went well in your presentation?

I think went well is that know one moved
and it was all right but the dance
I met up on part two

5. If you were to do this presentation again, how would you improve it?

I think it would get improve it
will just be the same but the dance
we would improve

Teacher's Notes

Understanding of Concepts

- The student demonstrates limited understanding of the principles involved in structuring tableau and in speaking and writing in role. As the student explores space, shape, and time, and the energy/dynamics of dance, he moves in a jagged and incomplete way, rarely finishing a movement before beginning the next (e.g., [V] during flocking, the student's head is bent, but he doesn't bend his lower back). When writing in role, the student includes few of the components required for the letter (e.g., [P] expresses little emotion in leaving his parents and is vague about his plan: "I might go to a shelter in the town").
- The student demonstrates limited understanding of ways of sustaining voice or character. He stays in role during the speaking portion of the tableau, but uses minimal facial expressions and body language to convey his character (e.g., [V] looks down as he speaks his lines).

Critical Analysis and Appreciation

- The student presents and defends a solution, through writing in role as a character from *Hansel and Gretel*, with limited effectiveness. In his goodbye letter, the student presents a tentative solution to the problem facing Hansel (e.g., [P] early in the letter, the student states that he needs "a rifle to hunt and for food", and later he writes, "I am not coming back I might go to a shelter in the town").
- The student provides a personal reflection on the artistic choices made in the presentation with limited clarity. In describing his choices, he simply restates the solution to the problem (e.g., [P] "mad [made] it to our antes [aunts] and uncles safeyle [safely] with no probleams"), and he explains these choices in vague terms (i.e., "I chosed those two choices because all the choices were the same.").

Performance and Creative Work

- The student creates and performs dance pieces using the movement techniques required with limited effectiveness. He makes minimal use of the energy/dynamics of dance, and his movements are mechanical throughout the presentation (e.g., [V] he lifts his hands, drops them to his sides, turns for the next movement).

- The student interprets and conveys the perspective of a character from *Hansel and Gretel* with limited effectiveness. He has difficulty maintaining character through facial expression and gesture, and comes out of role during the transitions (e.g., [V] faces away from the audience, hiding his facial expression). The student uses body language inappropriate for the character between the tableau and the dance (e.g., [V] places hands on hips, fidgets, looks for cues).
- The student sustains concentration in a limited way during the presentation. During flocking, he looks to other group members for verbal and visual cues as to the next step in the presentation (e.g., [V] watches others for cues, but loses focus on his character throughout the presentation).

Communication

- The student communicates the story of *Hansel and Gretel* with limited clarity. He demonstrates limited understanding of maintaining character through the routines (e.g., [V] moves mechanically along with others with no facial expression or energy/dynamics in his performance) and speaks in a low mumble throughout the presentation.
- The student uses drama and dance vocabulary with limited accuracy to reflect on the presentation. He refers to the final tableau as "our last play", and conveys his understanding that during the tableau he is required to freeze in position by stating that "know one moved".

Comments

The student demonstrates a limited degree of achievement in all categories of knowledge and skills. Throughout the performance, he relies on cues from others and demonstrates only a limited understanding of how to represent story and character through drama and dance. In his written work, the student demonstrates limited understanding of the task requirements and often does not provide relevant answers in his reflection on the presentation.

Next Steps

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

- practise speaking in role for clear projection of voice and accuracy in delivery;
- move smoothly from one expressive movement to the next;
- develop and maintain character through gestures, body positions, and speech;
- check his written work to correct errors in spelling.