

The Other Story of Hansel and Gretel Level 1, Sample 2

A

Writing in Role : Goodbye Letter

Dear Mother and Father,

How difficult it is for me

to say Hansel and I have
decided to leave you. This
way you will have more food
and fewer mouths to feed. We
will be on our own be-
fore you get us. Don't
worry about us we'll
be fine. My hopes are
you are healthy we will
come back.]

Love Gretel.

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 fears and my hopes.

b) My tableau and my flocking.

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

a) My hopes and my fears effect the audience in moods. (How they feel about the piece)

C

b) My movement effected the audience by understanding more what the piece is about.

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

Yes my choices worked in my presentation because it fitted the scene in the piece.

D

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

I the flocking went well in my presentation.

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

I would improve my presentation by learning my lines more and by facing the audience.

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. She moves in the tableau when she should be holding a timed, frozen position (e.g., [V] moves her head, arms, and eyes, and watches others speak). When writing in role, the student expresses the solution to the problem in a vague and incomplete way (e.g., [P] “Hansel and I have decidet to leave you . . . We will be on our own”).
- The student demonstrates limited understanding of ways of sustaining voice or character. When speaking in role, the student conveys little of the character’s emotions in describing hopes and fears for the journey (e.g., [V] she looks down at the floor and speaks in a quiet voice with little expression).

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. Writing in role as Gretel, she provides no details of how she intends to solve her problem (e.g., [P] “Don’t worry about us we’ll be fine.”).
- The student provides a personal reflection on the artistic choices made in the presentation with limited clarity. She justifies her artistic choices but does not clearly describe what these choices are (e.g., [P] “My hopes and my fears effect the audience in moods.”).

Performance and Creative Work

- The student creates and performs dance pieces using the movement techniques required with limited effectiveness. In the flocking, she is unsure during transitions, looking to her peers for visual cues (e.g., [V] when the student is in the lead position, she glances back at the student behind her and copies his movement).
- The student interprets and conveys the perspective of a character from *Hansel and Gretel* with limited effectiveness. During the presentation, she has difficulty keeping in character and seems unsure of what to do next (e.g., [V] she steps out of character in the transitions and then struggles to return to character during flocking and tableau).

- The student sustains concentration in a limited way during the presentation. She often looks for visual and verbal cues from her group (e.g., [V] adjusts position when sitting; raises and lowers her hand, unsure of the position; receives a cue from another member during the final transition).

Communication

- The student communicates the story of *Hansel and Gretel* with limited clarity. Although she presents her character’s solution to the problem when speaking in role, she does so with a lack of emphasis and expression (e.g., [V] explains her plan in a low flat tone that is barely audible).
- The student uses drama and dance vocabulary with limited accuracy to reflect on the presentation. She comments on her presentation in general terms, rather than using vocabulary specifically related to the task (e.g., [P] in explaining how to improve the presentation, she writes: “I would improve my presentation by learning my lines more”).

Comments

The student demonstrates a limited degree of achievement in all categories of knowledge and skills. She performs with limited effectiveness, needing constant prompts from her group. She speaks in a low mumble and is distracted by the props that would normally enhance a presentation. In her written work, the student provides answers that lack focus and detail.

Next Steps

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

- practise speaking in role with better articulation, projection, and expression;
- maintain a consistent focal point during tableau and speaking in role;
- rehearse her performance to gain confidence;
- develop and maintain character, using appropriate gestures, body positions, and speech;
- check her written work to correct errors in spelling.