

A

Writing in Role : Goodbye Letter

Dear Mother and Father,

How difficult it is for me ...

I'm going with Hansel. Good-bye
 I will miss you so much but,
 to go because we need have
 food, firewood, and some
 money. My fears are that
 I may never see you
 both again. ^{and we may get lost} My plan is
~~my fears are that we will~~ ^{to try to find a farm}
 to try to find a farm
 and beg for food there,
 get some food, and wood
 My hopes are I get
 to see you again, I hope
 you and father
 stay safe, and I hope
 we get food, I will love,
 miss both of you 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) in my flocking I cursed
up and claped.

b) when I was speaking
I spoke loudly.

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

a) I cursed and claped
because it would get
the audiances attention. I
spoke loud because I
wanted the audience
to hear me

C

b) Yes they did work.

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

They worked well
because when I
curled and did
flocking I really
liked the way I
moved and the way
I spoke.

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

The speaking went well
we spoke loud and
clear and the flocking
went well so did
the tableaux and
the other tableaux

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

I would try to not
move fast maybe
a bit slower I
would have maybe
let loose and said
don't be nervous

Teacher's Notes

Understanding of Concepts

- The student demonstrates some understanding of the principles involved in structuring tableau and in speaking and writing in role. Throughout the presentation, the student assumes the role of Gretel. She speaks clearly with expression, but her body position is out of character (e.g., [V] when sitting next to a sleeping parent, she fidgets and looks from side to side). When writing in role, the student includes some of the required components in her letter but presents her solution to the problem briefly and in simple terms (e.g., [P] “My hopes are I get to see you again”).
- The student demonstrates some understanding of ways of sustaining voice or character. Her body movements are mechanical, and although she explores space, she does not express her character's emotions (e.g., [V] her facial expressions do not convey the struggle of the journey or the joy of the solution).

Critical Analysis and Appreciation

- The student presents and defends a solution, through writing in role as a character from *Hansel and Gretel*, with some effectiveness. In her goodbye letter, the student describes her plan (e.g., [P] “My plan is to try to find a farm and beg for food there”) but is vague about what she will do if the plan succeeds (e.g., [P] “My hopes are I get to see you again ... I hope we get food”).
- The student provides a personal reflection on the artistic choices made in the presentation with some clarity. She identifies her choices and explains why she made them, but her comments on the effectiveness of the presentation are vague (e.g., [P] “They worked well because ... I really liked the way I moved”).

Performance and Creative Work

- The student creates and performs dance pieces using the movement techniques required with some effectiveness. She participates in the flocking with some expression, but her transitions are mechanical and choppy (e.g., [V] when kneeling, she looks around the room and loses focus and timing).
- The student interprets and conveys the perspective of a character from *Hansel and Gretel* with some effectiveness. She portrays her character throughout the performance with regard to story and situation; however, the hopes and fears of the journey are not clearly depicted (e.g., [V] her facial expression does not express fear when she is speaking in role).

- The student sustains some concentration during the presentation. She follows along while performing each movement, but looks to her team-mates for cues (e.g., [V] her eyes are always checking others as she looks around the room, and she loses her timing).

Communication

- The student communicates the story of *Hansel and Gretel* with some clarity. She depicts the whole journey, but the feelings of her character are not clearly communicated (e.g., [V] the student comes out of character in transitions, shaking her arms and adjusting clothing).
- The student uses drama and dance vocabulary with some accuracy to reflect on the presentation. She uses some words related to the task to describe her performance (e.g., [P] in commenting on her speaking in role, she writes: “I spoke loud because I wanted the audience [audience] to hear [hear] me.”). However, when explaining how she would improve her presentation, she doesn't use appropriate descriptors (e.g., [P] “I would try to not move fast maybe a bit slower”).

Comments

Throughout the performance, the student's interpretation of character and story demonstrates some skill and understanding, but she does not sustain her focus. The result is a performance that is somewhat effective in applying the skills and techniques taught. In her written work, the student addresses some aspects of the task with some clarity, but she does not always think through her explanations.

Next Steps

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

- use facial expressions to enhance her performance and interpretation;
- vary the use of space, shape, time, and energy/dynamics;
- maintain focus during transitions and movement;
- clarify the solution to the problem when writing in role;
- use a wider range of drama and dance vocabulary.