

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

A

### Writing in Role : Goodbye Letter

Dear Mother and Father,

How difficult it is for me.... to tell you we have gone into the forest to search for food. I am scared of getting lost or attacked by animal. We don't know the forest that why I'm scared. I hope we can find food for the family. I hope we also get back safely stay calm we will come back soon with food. Don't come looking for us because we could all get lost. Don't worry we will be fine. we hope to see you soon.

sincerely  
Hansel and 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) I crouched down and hide to show fear.

b) I prayed to show that I had hope.

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

a) I thought my fear crouching would let the audience know that I was scared.

**C**

b) I thought praying would tell the audience that I was hoping for good things.

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

I think my choices worked because both of them really showed what I was trying to achieve. For example my fear (hiding) showed that I was scared and praying showed that I was hoping that good things would happen.

**D**

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

I think everything went pretty well our flocking was pretty good same with our role playing with words but I think maybe our flocking could have been a tiny bit smoother.

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

I would improve it by talking a bit louder and maybe having my flocking a bit smoother. I also would improve by trying not to forget my lines.

## 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. During the tableau, the student maintains his static frozen position; however, his eyes move around the room (e.g., [V] when frozen in the departure tableau, the student is following action off stage). When writing in role, the student includes some of the required components in his letter, but his writing is mechanical in style and lacks descriptive detail (e.g., [P] “we have gone into the forest to search for food . . . we will come back soon with food”).
- The student demonstrates some understanding of ways of sustaining voice or character. When speaking in role, he projects his voice to reflect character, but there is no emotion in the delivery (e.g., [V] he uses the same tone of voice in expressing both his hopes and his fears).

### 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 his goodbye letter, the student identifies the difficulties presented by his plan (e.g., [P] “We don’t know the forest thats why I’m scared.”), but does not clearly explain how this plan will solve the problem (e.g., [P] “I hope we can find food for the family.”).
- The student provides a personal reflection on the artistic choices made in the presentation with some clarity. The student defends his artistic choices, providing some evidence to support his opinions (e.g., [P] “I thought my fear crouching would let the audience know that I was scared.”).

### Performance and Creative Work

- The student creates and performs dance pieces using the movement techniques required with some effectiveness. He participates in the flocking along with others in the group. Although the student’s transitions are performed smoothly, his flocking movements are mechanical and uncertain (e.g., [V] he loses his balance and stumbles during flocking).

- The student interprets and conveys the perspective of a character from *Hansel and Gretel* with some effectiveness. He stays in character for most of the presentation; however, he has difficulty incorporating facial expression when speaking (e.g., [V] the student’s face remains neutral when he expresses his fears to his sleeping parents).
- The student sustains some concentration during the presentation. He remains somewhat focused during transitions; however, his eyes shift as he looks to his team-mates for cues (e.g., [V] in flocking, the student follows the movement through while glancing from side to side).

### Communication

- The student communicates the story of *Hansel and Gretel* with some clarity. He depicts the whole journey, but has difficulty communicating the emotions of his character (e.g., [V] when expressing his hopes and fears, the student speaks with no emotion).
- The student uses drama and dance vocabulary with some accuracy to reflect on the presentation. He uses some appropriate terminology to describe his performance (e.g., [P] “I crouched down and hide to show fear.”).

### Comments

Throughout the performance, the student remains focused, and his choice of movements to interpret character and story demonstrates both some skill in performance and some understanding of audience. The result is a somewhat effective performance that communicates with some clarity and precision. In his written reflection, the student demonstrates some ability to present and support his ideas, but his goodbye letter is brief and lacking in detail.

### Next Steps

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

- use facial expressions to enhance his performance and interpretation;
- clarify the solution to the problem when writing in role;
- practise movement to improve balance and technique;
- time his tableaux so the group moves in unison;
- vary the use of space, shape, time, and energy/dynamics;
- vary sentence structure for more effective communication.