

The Other Story of Hansel and Gretel Level 3, Sample 1

A

Writing in Role : Goodbye Letter

Dear Mother and Father,

How difficult it is for me Why I need to leave.

I am going out to find food because there is not enough food, water or money for all of us to survive. It will be very hard to find money, and food for our family but I have a plan.

I will become a fisherman, with the fish that I'll catch I will sell them for money so I will survive.

I fear that my plan will fail but whatever happens I want to tell you that I love you and I will miss you with all my heart.

All I can do is hope that I will survive so I can see you again.

Please understand what I need to do. Good bye for now.

With love, 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) I chose to use music in flocking and the final tableaux.

b) I chose to become a fisherman as a solution.

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

a) I wanted to use music in the tableaux and flocking because the music makes it easier to follow along with the flocking.

C

b) I chose to become a fisherman because I thought it would be interesting and really would make money.

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

I believe the choices I made worked effectively with my presentation because in the real world a fisherman would make good money and music with the flocking and tableaux worked really well because I'd use the music as a guideline to make sure I'm moving at the right speed.

D

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

In my presentation I think the flocking and final tableaux went really well because the music went with all of the actions and I liked it.

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

If I were to do this presentation again I would try to improve the first and second tableaux with the words and facial expressions.

Teacher's Notes

Understanding of Concepts

- The student demonstrates considerable understanding of the principles involved in structuring tableau and in speaking and writing in role. As the student explores shape, time, and space, he performs the movements with expression and precision. He finishes each movement, shifting through different levels of space with ease (e.g., [V] during flocking, he stands, bends, crouches, and reaches). When writing in role, the student includes most of the required components (e.g., [P] “I fear that my plan will fail but whatever happens I want to tell you that I love you”).
- The student demonstrates considerable understanding of ways of sustaining voice or character. He maintains his character's voice and portrays his fears effectively while speaking in role (e.g., [V] states: “All I want to do is come home safe. What happens if something happens to me? What will you do?”).

Critical Analysis and Appreciation

- The student presents and defends a solution, through writing in role as a character from *Hansel and Gretel*, with considerable effectiveness. In his goodbye letter, the student addresses most of the task criteria, including his hopes and fears as Hansel (e.g., [P] “I fear that my plan will fail”), and presents an appropriate solution to the problem facing him (i.e., [P] “I will become a fisherman, with the fish that I'll catch I will sell them for money so I will survive.”).
- The student provides a personal reflection on the artistic choices made in the presentation with considerable clarity. He clearly states and defends his artistic choices (e.g., [P] “I wanted to use music in the tableaux and flocking because the music makes it easier to follow along with the flocking.”).

Performance and Creative Work

- The student creates and performs dance pieces using the movement techniques required with considerable effectiveness. He demonstrates the use of energy and the dynamics of dance; he moves fluidly throughout the

performance (e.g., [V] raises his hands towards the sky, brings the palms together, and places them in front of his face).

- The student interprets and conveys the perspective of a character from *Hansel and Gretel* with considerable effectiveness. He stays in role during the transitions and makes use of strong facial expression (e.g., [V] he moves in time to the music as he raises his arms, opens his mouth wide, and places his hands on his cheeks to show his fear).
- The student sustains considerable concentration during the presentation. He maintains his focus on his character, using appropriate body language between tableau and dance (e.g., [V] between the various segments of the flocking, the student turns while maintaining the flow of the movement).

Communication

- The student communicates the story of *Hansel and Gretel* with considerable clarity. He remains in role as he portrays the events of the story (e.g., [V] he crouches to indicate his fear and jumps up to show his hope).
- The student uses drama and dance vocabulary with considerable accuracy to reflect on the presentation. He uses appropriate terminology to express his artistic choices (e.g., [P] “... and music with the flocking and tableaux worked really well because I'd use the music as a guideline to make sure I'm moving at the right speed.”).

Comments

The student demonstrates a considerable degree of achievement in all categories of knowledge and skills. He delivers a performance that reveals an understanding of both story and character. The result is a solid and effective presentation. In his written reflection, the student demonstrates considerable ability to present and support his ideas.

Next Steps

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

- practise speaking in role to improve his voice projection;
- develop and use a wider range of facial expression;
- further develop his pacing and timing;
- check his written work to correct errors in sentence structure.