

## The Other Story of Hansel and Gretel Level 3, Sample 2

A

## Writing in Role : Goodbye Letter

*Dear Mother and Father,*

How difficult it is for me . . . . and my sister to just leave you two alone worrying about us, but trust me, this is for the better of you and mother.

Gretel and I plan on going into the woods and making some sort of house out of logs. Then we will go into town and try to find work, (if anyone will except young children like us.) With the money we make, we will buy seeds and plant a vegetable garden and live off of that.

I know this is going to hurt you both terribly, but this is going to help you both with Gretel and I gone, you will have enough food to live a long, healthy life!

What we hope to accomplish might take awhile. I fear that spring will not arrive on time. We won't be able to gather wood, or the ground could still be frozen, we won't be able to plant our garden. I'll miss you so very much!

Love,  
Hansel

B

## Reflection on Drama and Dance Presentation

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

- your choice of movements in your drama/dance components (tableaux, blocking);
- your choice of phrase for speaking in role;
- your use or non-use of music;
- 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) One artistic choice I made was  
using energy through-out my  
performance.

b) Another artistic choice I made, was  
to use shape

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

a) In my performance I used energy  
because I thought it would help  
tell the audience how I felt about  
leaving my parents

**C**

- b) My group choosed to use shape  
because everyone would be visibal  
and shape would make the tableau  
more interesting intead of everyone just standing  
together at one night.

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

I think these choices worked because  
everyone in the group used facial  
expressions. The facial expressions  
made the tableau interestion  
and expressed how we were  
feeling. When our group used shape,  
it made the tableau look more  
interesting aswell. Using shape  
made everyone in the group visibal, the  
tableau looked complete when we used  
shape and energy.

**D**

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

What I think went well was our  
speaking in roles. (also when I was  
singing.) Everyone had thier parts  
ready for the day of the taping and  
spoke them very well. When I was

singing, I think it went well. I only  
had a short amount of time to write  
the song and memorize. I think this part  
of the presatation went very well.

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

If I were to do this presentation  
again, I would like to improve our  
flocking. At some points we were  
a litte of en timing and eachothers  
movements.

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## 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. When flocking, she makes effective use of energy/dynamics in her dance by matching her movements to her character’s feelings (e.g., [V] moves slowly and heavily, gazing at the floor, to show sadness). The student’s letter clearly expresses her hopes and fears for the journey (e.g., [P] “What we hope to accomplish might take awhile. I fear that spring will not arrive on time.”).
- The student demonstrates considerable understanding of ways of sustaining voice or character. Throughout the presentation, she stays focused in character (e.g., [V] her eyes follow her hand through the transition to a new leader in the flocking).

### 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 her goodbye letter, she describes a plan that is detailed and well thought out (e.g., [P] “With the money we make, we will buy seeds and plant a vegetable garden and live off of that.”), and she is sensitive to her parents’ feelings (e.g., [P] “I know this is going to hurt you both terribly ...”).
- The student provides a personal reflection on the artistic choices made in the presentation with considerable clarity. She clearly states and defends her own and her group’s artistic choices (e.g., [P] “I used energy because I thought it would help tell the audience how I felt about leaving my parents”; “I think these choices worked because everyone in the group used facial expressions.”).

### Performance and Creative Work

- The student creates and performs dance pieces using the movement techniques required with considerable effectiveness. Throughout the flocking, the student moves to the music and combines body gestures to reveal character and story (e.g., [V] she bends her knees and then raises both arms upwards and follows this movement with her eyes).

- The student interprets and conveys the perspective of a character from *Hansel and Gretel* with considerable effectiveness. She decides to sing her speaking part in order to depict more vividly the fear that Gretel has about her family’s situation (e.g., [V] she sings “I fear that spring will not arrive on time”).
- The student sustains considerable concentration during the presentation. She maintains her focus throughout the presentation (e.g., [V] after speaking [singing] in role, she immediately reverts back to her frozen position within the tableau).

### Communication

- The student communicates the story of *Hansel and Gretel* with considerable clarity. When speaking in role, she sustains her character through voice and gesture (e.g., [V] keeps her hands out from her sides when she is singing about her fears).
- The student uses drama and dance vocabulary with considerable accuracy to reflect on the presentation. She clearly describes aspects of her presentation, using drama and dance terminology introduced in the task (e.g., [P] “I would like to improve our flocking. At some points we were a little off on timing and each others movements.”).

### Comments

The student delivers a persuasive performance that demonstrates the knowledge and skills necessary for this task. She shows considerable creative thought and confidence when she makes her artistic choice to sing the words for her speaking in role. The result is an effective and solid performance that appeals strongly to the audience. In her written work, the student expresses her ideas clearly and supports them with relevant details.

### Next Steps

- In order to improve her performance, the student needs to:
- practise maintaining facial expressions;
  - practise enunciation;
  - use smoother transitions between tableau and flocking;
  - check her written work to correct errors in spelling.