

A

Writing in Role : Goodbye Letter

Dear Mother and Father,

How difficult it is for me.....to tell you, goodbye! I am doing this for the best I mean you don't want to be like we are ^{you} all your life do you? If we return it will be with riches and more but only then Do not be sad, I will explain this to you.

We plan to go across the woods to the city, you know the one, miles away, and find work as stablehands or servants. If we do not return do not be alarmed any way you'll have fewer mouths to feed so I'm sure you'll get on fine. If we do not find work we will beg but we promise to return with money. For this journey we have taken a bit of food, the canteen full of water and a tin cup. Also our clothes, blankets, some money (sorry), matches, hatchet (the median one dad), lantern, some toilet paper, shoes, stuffed animals, candles and some sweets. I hope we can return but I'm not certain.

I love you father and mother and you do not know how difficult this is for us but I must solve our problem. I fear we may never return or die on our long journey. I hope to return with riches by working out if not good-bye.

Your daughter, 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) d) our choice of solution to the story problem as your final tableau.

b) a) our choice of movements in our drama/dance components.

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

a) I chose a) because I felt it had the most impact on the piece. The effect it has on the audience is it gives them a clear image.

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b) I thought the flocking could show how we were scared along our journey, but with hope we always managed to get through our fear.

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

I think that our choices worked because I was able to easily hear myself speak in role, and during flocking the music basically established a mood for the dance. I think that our other choice worked well, but it could have been improved by using a tableau. In between our rounds of flocking could have shown what happened during our journey.

D

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

In our presentation I think the final tableau went well because it showed our creativity and how well we could act it out. It also showed how well we worked together and we did great working together.

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

If I were to do this presentation again I would work on our flocking and try to be a bit more synchronized. Also we could work on sticking to the count and defining our emotions.

Note: The performance on video is the work of one student, while the written work is that of a different student.

Teacher's Notes

Understanding of Concepts

- The student demonstrates thorough understanding of the principles involved in structuring tableau and in speaking and writing in role. He uses a variety of spatial positions throughout the performance (e.g., [V] moves with ease through high, medium, and low levels during flocking). Throughout the tableau and flocking, the student uses facial expressions to convey character and situation. Writing in role as Gretel, the other student clearly conveys her character's concern and determination (e.g., [P] "If we return it will be with riches . . . Do not be sad, I will explain this to you.").
- The student demonstrates thorough understanding of ways of sustaining voice or character. Throughout the flocking, while speaking in role, and through all transitions, the student consistently uses gestures and movement to reveal character (e.g., [V] raises his eyebrows and clutches his chest when speaking).

Critical Analysis and Appreciation

- The student presents and defends a solution, through writing in role as a character from *Hansel and Gretel*, with a high degree of effectiveness. She explains her decision and describes her plan in detail (e.g., [P] "I am doing this for the best . . . We plan to go across the woods to the city, you know the one, miles away, and find work as stablehands or servants.").
- The student provides a personal reflection on the artistic choices made in the presentation with a high degree of clarity. She demonstrates a good understanding of the techniques required to impress the audience (e.g., [P] "I chose [movements in our drama/dance components] because I felt it had the most impact on the piece. The effect it has on the audience is it gives them a clear image.").

Performance and Creative Work

- The student creates and performs dance pieces using the movement techniques required with a high degree of effectiveness. He makes extensive use of energy/dynamics and space throughout the presentation, and his application of movement techniques is highly proficient (e.g., [V] he crouches to the floor as he touches his face, glancing from side to side).
- The student interprets and conveys the perspective of a character from *Hansel and Gretel* with a high degree of effectiveness. Throughout the presentation, he conveys his character's hopes and fears for the journey with great conviction (e.g., [V] "Oh I am scared, scared for Hansel. I am scared we could get lost."). The student uses a soft, high voice to depict Gretel, while projecting his character through highly effective hand gestures and facial expressions.
- The student sustains a high degree of concentration during the presentation. Throughout the performance, he remains focused through all transitions, maintaining character and composure (e.g., [V] between speaking in role and tableau, his facial expression and body gestures remain frozen in character).

Communication

- The student communicates the story of *Hansel and Gretel* with a high degree of clarity. When speaking in role, he expresses the feelings of his character with precision and confidence (e.g., [V] "I know if we stick together we can get through this.").
- The student uses drama and dance vocabulary with a high degree of accuracy to reflect on the presentation. She explains with a high degree of accuracy how she would improve the presentation (e.g., [P] "If I were to [do] this presentation again I would work on our flocking and try to be a bit more synchronized.").

Comments

The student seen in performance is lively, alert, and in character throughout the presentation. He demonstrates a thorough understanding of the elements of drama and dance to create a highly effective performance.

The student whose work is seen in the written sample demonstrates a high degree of achievement in knowledge and application of the principles of drama and dance.

Next Steps

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

- consider variation of timing;
- ensure a solid, timed ending to the final tableau.

In order to improve her written work, the student needs to:

- add more detail to her explanation of artistic choices.