

Written Reflection Level 1, Sample 1

A

Reflective Writing

During this interesting dance experience I learned a lot about improv and how to move to different kinds of music. There were a lot of intriguing movements both in the elements part and in the guided improv. The space was very restricted but I don't usually use a lot of space so that was okay. I mostly used circular shapes. The movement was very flowing and soft. Some movements were repetitive and other ones were very interesting but mostly circular. The moves could have used more shape and a little more space. The movements were impacted greatly by the music, the music was soft and so were the movements and when the music was sharp or fast the movements were sharp or fast.

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I think it was safe but the restricted space might have been a problem because we might have bumped into each other but all in all it was pretty safe. The guided improv was my favourite part because you're told what to do and it is much easier to execute the task. The elements dance was pretty fun because we got to create our own movements. This was an intriguing experience and I'm glad to be a part of it. I also hope to do something like this again. I had lots of fun with this.

IT WAS GREAT!

Teacher's Notes

Theory (Knowledge/Understanding)

not applicable

Thinking/Inquiry

- The student analyses the improvisational work (space, shape, and theme) in limited depth (e.g., describes movement in a limited way – “...very interesting but mostly circular”).
- The student uses only a few supporting examples (e.g., gives only one suggestion on improving future performance – “... moves could have used more shape”).

Communication

- The student writes with limited clarity (e.g., uses simple vocabulary and sentence structure – “The moves could have used more shape and a little more space”).
- The student uses the language of dance with limited effectiveness (e.g., “the movements were sharp or fast”).

Creation (Application)

not applicable

Comments/Next Steps

- The student should review the rules of grammar and dance vocabulary.
- The student should use more of the language of dance.
- The student should add examples to support or develop his or her analysis.

Written Reflection Level 1, Sample 2**A**

Reflective writing Assignment

I found this assignment pretty good? It was kind of hard because we all ~~ended~~ doing the same thing, everyone does a lot of twists and turns, that's the first thing that comes to our minds. The kind of music we ~~used~~ was "blat" I think that it was easier with the music on because it makes us feel different, and you move different ways. We should have had more space, some of our shapes were really good, like in my group one of the members goes around us like she's the wind. Using levels is fun too, we go down, end up and get

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to use different shapes. The timing was good because if it was any longer we would have trouble making a performance. The music was nice and soft so we had to do things slow so it would go with the music. My group did too many turns.

Teacher's Notes

Theory (Knowledge/Understanding)

not applicable

Thinking/Inquiry

- The student analyses the improvisational work (shape, space, and theme) in limited depth (e.g., “The kind of music we used was ‘Water’”), using only a few supporting examples.

Communication

- The student writes with limited clarity, using simple language and sentence structure (e.g., “... everyone dose allot of twists and truns”).
- The student uses the language of dance with limited effectiveness to analyse concepts.

Creation (Application)

not applicable

Comments/Next Steps

- The student needs to research the language of dance.
- To improve in future work, the student should add supporting examples to the analysis and suggestions (e.g., ideas for creating more interesting shapes).