

Written Reflection Level 2, Sample 1**A**REFLECTIVE WRITING ASSIGNMENT

During our time with improvisational work on shape, space and theme we do many intriguing movements. We use up most of the space provided, try to make interesting shapes, and dance to the music. Some moves we use to get from place to place are: chasse, slidding, grape vine, spinning, running, galloping and much more. While we are dancing to the music, we try to use various movements, such as: turning, using your arms, and making interesting shapes. Some shapes that are formed are: squares, circles, v- shaped, lines and zig-zags.

Another thing that I have learned in this unit is that you can never have enough dance steps when moving from location to location. For example if you wanted to get to one end of the room to the other you could: gallop, do triplets (using your arms) or spins in various directions.

The music also has a great impact on your movements. For example if the music is going slow, you should slow down your steps to suit the music, or if the music is going fast, than simply speed up your steps.

While we were doing our improvisational work on shape, space, and theme I feel that I learned a lot. One thing that we did in our group that I feel would be suitable for choreography into a piece is when we had the theme "earth". We

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danced to the music in many ways. One in which we improvised that it was the beginning of the spring and we all arose like blossoms blooming, and trees growing. I think that this was a good moment because it really shows a lot about the earth and the seasons.

Teacher's Notes**Theory (Knowledge/Understanding)**

not applicable

Thinking/Inquiry

- The student analyses the improvisational work in some depth, using some supporting examples (mentions space, shape, and theme; includes sketchy examples; provides some analysis – “... if the music is going slow, you should slow down ...”).
- The student includes some discussion of examples of or reflections on the improvisational work (e.g., “... we all arose like blossoms blooming ...”).

Communication

- The student writes with moderate clarity, making some errors in spelling (e.g., the spelling of “slidding” for sliding) and in structure (e.g., the wrong tense “we do” for “we did”).
- The student’s descriptions are very general.
- The student uses the language of dance (e.g., chassé, grapevine, gallop) with some effectiveness.
- The student’s description and use of language are simplistic.

Creation (Application)

not applicable

Comments/Next Steps

- The student should refer to a dictionary to eliminate spelling errors and to expand his or her range of vocabulary.
- The student can make his or her descriptions more specific by using more supporting examples.
- The student should include an analysis of safety practices in the studio.

Written Reflection Level 2, Sample 2**A****Reflective Writing Assignment**

In our group for spontaneous improvisational work, I think some of our most intriguing movements were when we all joined a circle with our feet and had T■■■■ pop out of the middle. The other thing I really liked was when we each danced and then posed in a still pose one after another. We used a wide variety of space and shape. Including up really tall, and down really low. For shape we made a square, and a circle. We also made some shapes that have unknown names. Out of the shapes that we did make we made more than one at the same time. Like when we formed our circle by lying on our backs with our feet up in the air we not only managed to make a circle but we also made eight little triangles. The shapes that are unknown we just simply made by creating an ironic pose.

My suggestions for more creative shapes is that we could have made a little better effort when we all posed together. Maybe we could have all been joined together to make all different kinds of shapes.

Some of the ways we moved to different positions is by rolling, gliding, sliding, and dancing. Ranging from high to low. I think that we could have crawled through each other instead of each person doing their own thing. Something that I think could be added.

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We used the music to make our moves, and since we are fire, we used the big booms to create the dance. Every move has a piece of music that it belongs to. During this we created what looked like a house being burned down, and what look like water being thrown on the fire. We also had a circle that looked like a little bonfire. I think that the water had the most impact on our dance the moves are a bit similar.

It is very important to remember to be very careful not to get too close to the people that you are dancing with because you could get badly hurt if you run into them or fall on them. You have to remain the perfect distance away to make sure that this does not happen. You also have to be careful not to trip over obstacles that may be in your way, always be aware of your surrounding's.

I think the best moment that we had was the circle that we made, and when T■■■■ popped up. I like this because it looks cool and it is the most challenging.

Teacher's Notes**Theory (Knowledge/Understanding)**

not applicable

Thinking/Inquiry

- The student analyses the improvisational work (shape, space, and theme) in some depth (e.g., “Including up really tall, and down really low”) and uses some supporting examples (e.g., “... since we are fire we used the big booms ...”).
- The student refers to music and safety principles in group work.

Communication

- The student writes with moderate clarity, making some errors (e.g., using sentence fragments, spelling “variety” as “verity”, misusing punctuation, misusing words such as “ironic pose”, using incorrect verb agreement).
- The student uses the language of dance (e.g., “rolling, gliding, sliding, and dancing”) with some effectiveness.
- The selection contains some effective visual imagery (e.g., “... we all joined a circle with our feet and had T pop out of the middle”).

Creation (Application)

not applicable

Comments/Next Steps

- The student should review grammar and spelling rules to eliminate errors.
- The student should use dance language to elaborate on the visual imagery.