

Written Reflection Level 3, Sample 1

A

Reflection

I had fun doing spontaneous improvisational work. Because it was easier than choreographing a dance. It gives you more freedom and to not care about what you look like or what's going on around you. What I liked about the movements about wind is that it's very flowy, fast, smooth and just graceful. When I danced to wind, I did many turns and spins, which I know is not very original but when you're wind it's only natural to act like a tornado and spin. To make it more creative, I used my hands and arms while twirling around. I used different levels and I used different speeds. I ran around in circles too and when I stopped I would usually end with my head down and curled up in a ball because after a tornado everything always seems so lifeless and dead. The shapes I created were very lanky and curvy because that's how trees look when the wind is blowing. The music wasn't exactly peaceful. So I didn't dance slowly or gracefully all the time like a light summer's breeze. The music made me want to run and just spin, spin, spin. In the music the wind was like the kind of wind you would usually hear right before a storm. So all my movements were usually fast and aggressive.

B

When you're dancing you have to be aware of people around you because everyone is doing something different. Unlike a choreographed dance nothing is timed or planned so everyone could do something spontaneous. That can be very dangerous. So everyone should always have their own space. That's the basic rule I think everyone should follow. When we were just dancing around we were able to put a dance together for our element wind. It was just natural for us to choose wind because we were always spinning and twirling and just being smooth and graceful. So in the end, it was Wind. I had fun. I love to dance.

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

not applicable

Thinking/Inquiry

- The student analyses the improvisational work in considerable depth, using imagery and a considerable number of detailed examples to support her analysis (e.g., “when you’re wind its only natural to act like a tornado and spin”).
- The student touches on each required element (space, shape, and theme) and includes a variety of examples (e.g., “The shapes I created were very bendy and curvey because that’s how trees look when the wind is blowing”).

Communication

- The student writes with considerable clarity, using the language of dance with considerable effectiveness (e.g., “choreographing a dance”, “flowy, fast, smooth”, “turns and spins”).
- The student’s paper reads easily and communicates dance experimentation effectively.

Creation (Application)

not applicable

Comments/Next Steps

- The student does not elaborate on ideas or next steps on which to improve.
- The student could improve on the structure (sentences, paragraphs) of the text.
- The student could be more specific in the use of dance terminology.

Written Reflection Level 3, Sample 2

A

Reflective Writing Assignment

During our spontaneous improvisational work there was a few intriguing movement moments. Many of the movements came from basically moving to the beat of the music, for instance, stomping or falling to the ground when the music became fast or got loud. Also when the music was slow and soft at the beginning [Earth music] you could imagine you are a tree or a flower blooming from the ground.

When using shapes it looks best if you don't make any spaces and that everyone joins to someone else's shape to give it a nicer effect. To create more interesting shapes I think that there should be different levels and a more unique shape, rather than just posing with your arms in the air. A circular or angle shape may look better, if arranged properly within the group of dancers.

When moving from location to location we used move as jumping, chaises, turns, spins, rolling on the ground, crawling, walking in a mysterious way and using facial expressions to work with the music. I think that to make moving in between spaces more effective the same moves shouldn't be done all the time, when I was moving I used a lot of arm movements, which could have been minimized to a few less, and I should also have used more levels to use up space more effectively.

B

The music impacts your speed, if slow you would move in more flowing movements. As for a fast song you would make more of a quick, or sharp movement to go along with the music. If the music has certain loud or jolty parts in it, then you could make sudden loud movements to create the sound changes in the music. The impact of the four levels on our shapes helped us use different levels, and also different speeds going into our shape, and to determine how long to sustain our shapes.

It is very important when doing this spontaneous improvisational work to watch out and be aware of others around us. Also to be aware of an objects or walls around you. It is also very important to not go past your own limits, to do only what you know you'll be able to do so that way you won't get injured.

When we were improvising to a fire song I thought that we made a moment suitable to be choreographed. It was first at a slow part of the music, and the four of us were sitting in a circle waving our arms around. Then the music made a loud "bang" and all four of us dropped to the ground on our backs and lifted our feet into the air and waved them quickly to the beat of the music. It added character and what I thought was a very unique moment to go with the music.

Teacher's Notes

Theory (Knowledge/Understanding)

not applicable

Thinking/Inquiry

- The student analyses the improvisational work in considerable depth, including all aspects of the writing task and a considerable number of detailed, supporting examples (e.g., related to shape, space, theme, music, and safety).
- The student includes a good analysis of safety (e.g., “It is also very important to not go past your own limits, to do only what you know you’ll be able to do so that you won’t get injured”).
- The student makes insightful suggestions (e.g., “I think that to make moving in between spaces more effective the same moves shouldn’t be done all the time ...”).

Communication

- The student writes with considerable clarity, using the language of dance with considerable effectiveness (e.g., “improvisational work”, “stomping”, “falling”, “shapes”, “levels”, “quick”, “sharp”).

Creation (Application)

not applicable

Comments/Next Steps

- The student should analyse the improvisational process and his or her own work in greater depth.
- The student’s insightful suggestions are too general and should focus more on his or her own work.
- The student should review specific dance vocabulary (e.g., “chassé” for “chaises”).