

# Spontaneous and Prepared Improvisation With Written Reflection

## **The Task**

This task had three components – spontaneous improvisation, reflective writing, and prepared improvisation.

### **Spontaneous Improvisation**

Working in groups of two or three, students engaged in teacher-directed dance improvisations that focused on the use of space and shape and on the development of a theme. Students were evaluated on their improvisational skills and their ability to apply safety principles in improvisational work.

### **Written Reflection**

Students reflected independently on their improvisational work and communicated their thoughts in a piece of writing. The report was to be approximately two pages in length (double-spaced, single-sided), and was to include reflections on students' spontaneous improvisational work on space, shape, and the exploration of the theme (the four elements – earth, air, fire, and water).

### **Prepared Improvisation**

In groups of four, students structured, developed, rehearsed, and presented improvisations of one to two minutes based on one of the four elements: earth, air, fire, and water. The work of each student was evaluated separately.

## **Expectations**

This task gave students the opportunity to demonstrate their achievement of the following selected expectations taken from the Theory, Creation, and Analysis strands.

### *Students will:*

1. demonstrate an understanding of safe practices in regard to self and others in the classroom and in performance settings;
2. explore movement through structured improvisation;
3. create dance sequences using explored elements;
4. reflect on their own work and that of others;
5. identify types and/or styles of dance, describing them orally and in written form.

## **Prior Knowledge and Skills**

Teachers were to ensure that their students were comfortable with teacher-directed improvisation and were familiar with the basic elements of dance, especially shape and space.

It was suggested that, before attempting this performance task, students should have completed Unit 3, Activity 1, in the course profile for Dance, Grade 9, Open (Public).

### **The Samples on Video**

Only one sample is discussed for the spontaneous improvisation and the prepared improvisation components for each of levels 1 and 2, while three samples are discussed for each of levels 3 and 4. The samples for levels 3 and 4 are provided on the video that accompanies this document. The samples for levels 1 and 2, however, are not shown on the video, to ensure the anonymity of students who are performing at these levels.

*For information on the process used to prepare students for the task and on the materials, equipment, and resources required, see the Teacher Package reproduced on pages 42–45 of this document.*

## Task Rubric – Spontaneous and Prepared Improvisation With Written Reflection

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
<b>Theory (Knowledge/Understanding)</b>					
<b>1</b>	<b>The student:</b>				
– spontaneous improvisation (video)	– demonstrates an understanding of dance safety practices in the improvisation (e.g., awareness of self and his or her position in relation to others)	– demonstrates understanding of dance safety practices to a limited degree	– demonstrates understanding of dance safety practices to some degree	– demonstrates understanding of dance safety practices to a considerable degree	– demonstrates understanding of dance safety practices to a high degree
<b>Thinking/Inquiry</b>					
<b>4</b>	<b>The student:</b>				
– written reflection	– analyses the improvisational work with respect to shape, space, and theme, giving supporting examples	– analyses the improvisational work in limited depth, using only a few supporting examples	– analyses the improvisational work in some depth, using some supporting examples	– analyses the improvisational work in considerable depth, using a considerable number of detailed supporting examples	– analyses the improvisational work thoroughly, critically, and in great depth, using a large number of detailed supporting examples; and shows insight into further personal skill development
<b>Communication</b>					
<b>5</b>	<b>The student:</b>				
– written reflection	– writes clearly about improvisation, using the language of dance	– writes with limited clarity, using the language of dance with limited effectiveness	– writes with moderate clarity, using the language of dance with some effectiveness	– writes with considerable clarity, using the language of dance with considerable effectiveness	– writes with a high degree of clarity, using the language of dance very effectively
<b>Creation (Application)</b>					
<b>2</b>	<b>The student:</b>				
– spontaneous improvisation (video)	– improvises spontaneously with others, changing the focus as needed	– improvises with limited spontaneity	– improvises with some spontaneity	– improvises with considerable spontaneity and builds on the work of others	– improvises with a high degree of spontaneity and encourages others to experiment

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4	
<b>Creation (Application) (cont.)</b>						
<b>The student:</b>						
<b>3</b>		– experiments with shape, space, and theme	– experiments with limited effectiveness (e.g., only follows instructions)	– experiments with some effectiveness (e.g., communicates a few personal ideas)	– experiments with considerable effectiveness (e.g., communicates ideas related to the theme)	– experiments with a high degree of effectiveness (e.g., elaborates on the theme)
	– prepared improvisation (video)	– uses a variety of shapes in improvisation – uses a variety of movements to explore space – interprets the theme with clarity and effectiveness	– uses a limited variety of shapes – uses a limited variety of movements – interprets the theme with limited clarity and effectiveness	– uses some variety of shapes – uses some variety of movements – interprets the theme with moderate clarity and effectiveness	– uses a considerable variety of shapes – uses a considerable variety of movements – interprets the theme with considerable clarity and effectiveness	– uses a wide variety of shapes – uses a wide variety of movements – interprets the theme with a high degree of clarity and effectiveness; develops and/or elaborates on the theme

\*The expectations that correspond to the numbers given in this chart are listed on page 14.

*Note:* A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.