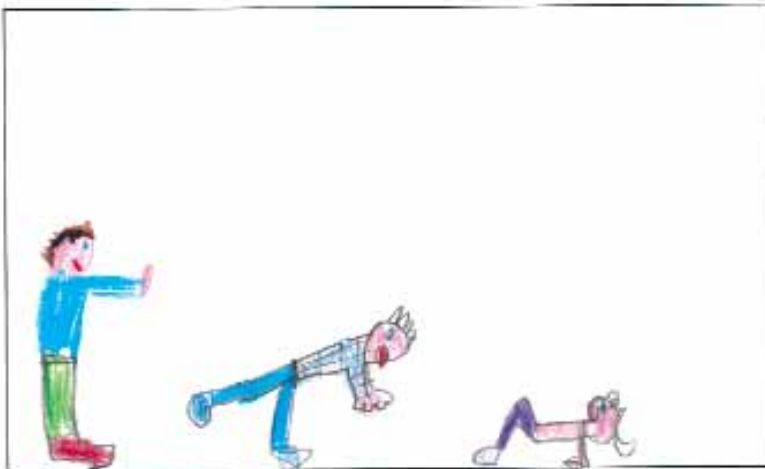


Secrets of the Sea Level 2, Sample 2

A

MY DRAMA/DANCE WORK

Draw a picture that shows ONE Scene from your Drama/Dance work. Label your drawing to show what or who each person was portraying.



Explain why you chose this scene.

I chose this tableau because this was fun and we sea people. More is pushing me and [redacted] into the sea. We were all standing a part from each other.

B

OUR GROUP COMPOSITION

Tableaux

Check ONE thing in each box that your group did well, and tell why.

We did this well	because...
Shape <ul style="list-style-type: none"> <input checked="" type="checkbox"/> We had different levels <input type="checkbox"/> We related to each other 	My groups decided to do a high and low picture
Space <ul style="list-style-type: none"> <input type="checkbox"/> We used space to communicate our relationships <input type="checkbox"/> We considered our audience 	We were tight together with the tableau and we were friends
Time <ul style="list-style-type: none"> <input checked="" type="checkbox"/> We stayed completely still <input type="checkbox"/> We held our tableaux <input type="checkbox"/> We made smooth transitions 	My group was very still in the tableau.
Energy <ul style="list-style-type: none"> <input type="checkbox"/> We had a focal point <input type="checkbox"/> We used facial expressions <input type="checkbox"/> We used body tension 	My face looked like I was happy

C**OUR GROUP COMPOSITION (Cont'd)****Dance and Movement**

Check ONE thing in each box that your group did well, and tell why.

We did this well	because...
Shape <input checked="" type="checkbox"/> We used different levels <input type="checkbox"/> We made interesting shapes with our bodies or parts of our bodies	My arms and my legs helped me do this tableau.
Space <input checked="" type="checkbox"/> We used different formations <input type="checkbox"/> We moved our bodies through space in different ways	We started in a verose picker and moved to a dance.
Time <input type="checkbox"/> We used different pace or rhythm	We were did are best to stay with <u>the best</u>
Energy <input type="checkbox"/> We used slow and sustained, or quick and sudden energy	We use slow and fast movement

D**OUR GROUP COMPOSITION (Cont'd)**

What was the most difficult part to do? Why?

Getting my group to stay still is the most difficult thing.

What would you do differently next time? Why?

add more expressio to my tableau that would I well do differently next time.

Teacher’s Notes

Understanding of Concepts

- The student demonstrates some understanding of the basic elements of drama and dance. He creates some levels in his tableaux and holds his position (e.g., [V] remains still as he joins hands in a circle with the other students to create a frozen picture). His drawing shows three students at different levels, but his written comments about the use of different levels lack relevant detail (e.g., [P] “My arms and my legs Helped me do this tableau.”).

Critical Analysis and Appreciation

- The student reflects and comments on his group’s work with some effectiveness. He expresses concerns about the difficulties involved in working together with other students in a group (i.e., [P] “Geting my group to stay still is the most difficult thing.”), but he does not explain why this problem occurred.

Performance and Creative Work

- The student applies the appropriate elements of drama and dance during the presentation with some effectiveness. He shows that a tableau is a frozen picture (e.g., [V] during each tableau, holds the pose with some extension in his arms).
- The student maintains some concentration during the presentation. He is aware that the group must remain still during the tableau (i.e., [P] “my group was very still in the tableau.”); however, in his transition from tableau to dance, he loses concentration and seems to be unsure of where he should be (i.e., [V] puts his hands in his pockets and looks at the floor instead of his group members when they are dancing solo).

Communication

- The student makes use of appropriate drama and dance vocabulary, when describing his group’s composition, with some effectiveness. In his written response, the student expresses some understanding of the transition from tableau to dance (e.g., [P] “We started in a verose [frozen] picher [picture] and mouved to a dance.”). However, he does not describe how this was achieved.
- The student interprets and communicates the story with some clarity. He portrays a tableau of both the land and the sea people with some effectiveness (e.g., [V] in the land tableau, forms part of a frozen picture of a merry-go-round with the other students; in the sea tableau, freezes in the act of being pushed into the sea). However, he is not sufficiently aware of his audience, and this reduces the clarity of his communication.

Comments

The student creates and performs the tableaux and dance with some effectiveness. However, his concentration and focus waver during the presentation. In his reflection on the tableaux and dance, the student states what he liked to do and why he did it, but gives little supporting detail.

Next Steps

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

- use a greater variety of levels and shapes to communicate the story;
- use more expression in his portrayal of character;
- be more aware of the audience;
- include more detail in his written work;
- consult a personal dictionary and classroom resources to correct errors in spelling and grammar.