

BEAR HUNT

Performance Standard Dr26A26B.A (drama)

Pantomime the story “Going on a Bear Hunt” accordingly:

- *Knowledge*: Know how pantomime skills create different environments; know how to differentiate between self and general space.
- *Process*: Use body posture, facial expressions and movement to show clear, detailed actions for all the situations. Change level and relationship to space to show all the different locations. Choose personal space and general space for movement at the right times. Move safely in personal and general space. Use focus and concentration throughout the activity.
- *Creative Expression*: Use body posture, facial expressions and movement to reveal specific feelings of the main character

Procedures

1. *In order to understand processes, traditional tools and modern technologies used in the arts (26A), and apply skills and knowledge necessary to create and perform in one or more of the arts (26B)*, provide students with sufficient learning opportunities to develop the following:
 - Demonstrate ways the mind, body and voice are used to communicate a character.
 - Demonstrate ways to use space, movement, and voice to create emotions, characters, objects or to imitate natural events.
2. Read the story “Going on a Bear Hunt” (or other familiar story) to the class. Through class discussion identify the various environments and possible feelings for the main character in each of the situations.
3. Have students work in personal space to practice pantomiming moving in each environment. Practice each environment for a slow 10 count. Side coach for details in body shape, movement, and facial expression.
4. Designate parts of the story as personal space (Can’t go over it, can’t go . . .) and general space (various environments mud, river, etc)
5. Practice the retelling of the story as a large class using personal and general space at the designated parts of the story.
6. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
7. Divide students into working groups for the taping session (4-6 students per group).
8. Students work in self-space and general space within the assessment area. Clearly mark off the assessment area as that which the video-camera can encompass while on wide-angle and anchored to a tripod at the front of the room. The area used for video taping must be clearly marked to include the range limit of the video camera area in which students are to remain while performing. Student performance should be video taped by an assistant.
9. Ask students to pantomime the story while you narrate it. Once the videotaping has begun, do not coach the students other than giving the cues for starting and stopping.
10. Use the videotape to rate student performance. View each group 4 times: One overall viewing, and one time for each component of the rubric. Do not attempt to assign a score for any participant during the first viewing. Assign a score for each individual of the group.
11. Evaluate each student’s work using the “Bear Hunt” rubric as follows:
 - *Knowledge*: Understanding of how pantomime skills create different environments and how to differentiate between self and general space were demonstrated in the performance (process dimension of the rubric).
 - *Process*: Used body posture, facial expression, and movement to show clear, detailed actions for all of the situations. Changed level and relationship to space to show all the different locations. Chose personal space and general space for movement at the right times. Moved safely in personal and general space. Used focus and concentration throughout activity.
 - *Creative Expression*: Used body posture, facial expression, and movement to reveal specific feelings of my character in all of the situations.

Examples of Student Work not available

Time Requirements

- Three class periods

Resources

- *Going on a Bear Hunt*, by Michael Rosen (ISBN 0-6898-50476-4) or other familiar story
- List of environments
- Large, well lighted room with empty space designated within which the students must remain for the scope of the camera
- Video camera and tape
- Bear Hunt Rubric

NAME _____ DATE _____

BEAR HUNT

- Exceeds = 15 - 16 total points
- Meets = 12 - 14 total points
- Approaches = 8 - 11 total points
- Begins = 1 - 7 total points

	KNOWLEDGE/PROCESS			CREATIVE EXPRESSION
	Used body to show characters, feelings, and actions?	Used spatial levels and relationships to show different places and show different parts of the story?	Used mind for concentration and imagination?	Used body posture, facial expressions and movement to reveal specific feelings of my character in all the situations?
4	<ul style="list-style-type: none"> • Used body posture, facial expression, and movement to show clear, detailed actions for all of the situations. 	<ul style="list-style-type: none"> • Changed level and relationship to space to show all the different locations. • Chose personal space and general space for movement at the right times. • Moved safely in personal and general space. 	<ul style="list-style-type: none"> • Used focus and concentration throughout activity. 	<ul style="list-style-type: none"> • Used body posture, facial expression, and movement to reveal specific feelings of a character in all of the situations.
3	<ul style="list-style-type: none"> • Used body posture, facial expression, and movement to show actions for specific situations. 	<ul style="list-style-type: none"> • Changed level and relationship to space to show most of the different locations. • Chose personal space and general space for movement at the right times. • Moved safely in personal and general space most of the time. 	<ul style="list-style-type: none"> • Used focus and concentration most of the time. 	<ul style="list-style-type: none"> • Used body posture, facial expression, and movement to reveal feelings of characters in most of the situations.
2	<ul style="list-style-type: none"> • Used body posture, facial expression, or movement (combination of two) to show actions. 	<ul style="list-style-type: none"> • Changed either level or relationship to space to show some the different locations. • Chose personal space and general space for movement some of the time. • Somewhat interfered with others with movements. 	<ul style="list-style-type: none"> • Used focus and concentration only occasionally. 	<ul style="list-style-type: none"> • Used body posture, facial expression, and movement to reveal feelings of a character in some of the situations.
1	<ul style="list-style-type: none"> • Used body posture, facial expression, or movement (only one) to show actions. 	<ul style="list-style-type: none"> • Used only one level to show the different locations. • Chose personal space and general space for movement most of the time. • Interfered with others with movements. 	<ul style="list-style-type: none"> • Used focus and concentration in a very limited way. • Interfered with the performance of others. 	<ul style="list-style-type: none"> • Used body posture, facial expression, or movement to reveal feelings for a character in only one or two situations.
0	<ul style="list-style-type: none"> • Missing and/or incorrect 	<ul style="list-style-type: none"> • Missing and/or incorrect 	<ul style="list-style-type: none"> • Missing and/or incorrect 	<ul style="list-style-type: none"> • Missing and/or incorrect
Score				