

Journeys Into Arts & Culture
Education Programs
2009-10 Lesson Plan (3 pgs max.)
Revised 2/25/09

Name of your organization: Orlando Ballet

Event title: Introduction to Ballet: Cinderella

This lesson plan should provide one sequential experience, intended to prepare students for your organization's education offerings, or as a follow-up to your offerings.

Grade levels appropriate: 2

Objectives: *What will students know and be able to do as a result of this lesson?*

- Students will know about the training, skill and discipline involved in becoming a professional ballet dancer.
- Students will understand how choreographers create movement, and how dancers perform these movements to music to tell a story onstage without using words.
- Students will understand how many elements are combined to create a live performance onstage.
- Students will know and demonstrate appropriate audience behavior at a live ballet performance.

Sunshine State Standards: *List the most significant benchmarks in the arts that are addressed in this lesson (refer to <http://www.firn.edu/doe/menu/sss.htm>).*

K-2 Language Arts: LA.A 114 Increases comprehension by reading, retelling and discussion.
LA.A 211 Determines the main idea from text and identifies supporting information.
K-2 Dance: DA.C 112 Explores movement in response to music of a specific culture.
DA.C 113 Knows the similarities and differences that exist between dance patterns of various cultures.
DA.D 114 Knows a simple descriptive vocabulary of movement (ballet).
DA.E 111 Knows how daily dance practice improves strength, coordination, and flexibility
K-2 Music: MU.D 114 Understands how music can communicate ideas, events, feelings, and images.
MU.E 212 Knows appropriate audience behavior in a given music setting (theatre, ballet).

Materials needed: *Cinderella* Teacher Resource Packet and Music CD – background information, lesson plans for 2nd grade music classes, CD recording of music for ballet by Sergei Prokofiev

Introductory/background information for teachers and students: *What detailed information do teachers need to know about the arts to effectively teach this material to students? (Limit to one-half page.)*

Ballet is one of many types of dancing. Several elements make ballet different from other forms of dancing. These are: dancers train for years to learn ballet; ballerinas dance on their toes in special shoes, which are called “pointe shoes;” ballet dancers wear tights and leotards to show the lines of their bodies and to move with a wide range of flexibility; in a professional theatre the audience shows its appreciation by clapping (applauding). Dancers can dance alone or together. Students will learn about the French heritage of classical ballet, and its development at the court of King Louis XIV. The program will conclude with the story ballet *Cinderella*, a classic fairy tale. The teacher resource guide will include multicultural connections with references to some of the more than 100 published versions of this story from cultures and historical periods all around the world. In our ballet performance, the story will be told through dance using **mime** (acting with the body and gestures as opposed to the voice). The music for *Cinderella* was composed especially for the ballet by Russian composer Sergei Prokofiev. The orchestral music will allow students to hear the dramatic and exciting sounds of 20th century orchestral music, more contemporary and bold than what is often thought of for ballet music. The choreographer is Peter Stark who has created works for many dance companies and is currently the director of Orlando Ballet School. **VOCABULARY:** *Composer* - individual who creates music; *Choreographer* - individual who creates a dance; *Ballerina* – female dancer; *Danseur* – male dancer; *Tu-tu* – ballerina’s dress; *Pirouette* – French word for turn; *Saute* – French word for jump

Suggested Resources for preparing to teach: An illustrated book with the “classic” fairy tale of *Cinderella* and a version from another culture to compare/contrast (see list in teacher guide); a nonfiction book about ballet, such as *The Illustrated Book of Ballet* by Barbara Newman; a live action video of ballet dancers such as *The Nutcracker* (many versions available) or *Peter and the Wolf* by Royal Ballet School (Image Entertainment)

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Lesson process: *List a sequential teaching process that actively engages students in the learning experience. (Limit to one page.)*

THIS LESSON PLAN should be taught during multiple class periods, introducing students to the elements of classical ballet over a series of lessons leading up to (and following up after) the performance field trip.

- Show images of ballet dancers, and ask students to share what they know about what ballet is. Guide the discussion to focus on ballet as an art form in which dancers tell a story by moving to music, without using their voices. Present an illustrated book with the story of *Cinderella* and discuss the classic fairy tale based on the French version by Charles Perrault. Read the book aloud, or summarize the story using illustrations. Present one “world culture” version of the story, such as *Yeh-Shen by Ai-Ling Louie*. This is the **Chinese** version of the story, the oldest one on record, from the year 900. Compare & Contrast the two stories.
- Play the *Cinderella Waltz* Ballet track from the music CD, and ask students to imagine what they might see happening on stage as this music is heard. Demonstrate an easy version of the waltz step in $\frac{3}{4}$ time: **step-tip-toe**. Have students experiment with “waltzing” to the music. Discuss how this part of the story could be performed by the ballet dancers onstage.
- Ask students to think about what the dancers must do **before** the performance. Focus the discussion on how dancers must train their bodies like professional athletes, to have strength, agility, control and endurance. Also discuss dancers as creative artists: their body is like a musical instrument, used to express the emotions, ideas and events in a story told through movement instead words.
- Show images of ballet dancers doing warmups and barre exercises from a book, video, or computer display to help students understand the 5 Basic Positions of the Feet and Arms that are part of every ballet dancer’s training. Have students stand with plenty of space around them in the classroom, and as the teacher demonstrates, students try out the basic ballet positions.
- Show images of ballet dancers in costume, and discuss the special outfits worn by male and female dancers. Ballet clothes provide support and allow for freedom of movement. Ballet clothes show the outlines of the dancers body, and this may be compared to bathing suits, or clothes worn for sports such as gymnastics, biking, football, wrestling and cheerleading. It is very important to prepare second grade students to use good manners at the ballet performance: **we do NOT laugh or giggle when we see the dancers in costume**, because we understand how these clothes help them to dance well, and add to the drama and style of the story.
- Play the *Midnight* Ballet track from the music CD. Ask students to describe what part of the story this might represent, and what instruments they hear playing. Describe how the characters might dance and pantomime this dramatic point in the story.
- Review the Ballet Story synopsis from the teacher packet. Compare/contrast with the traditional story. In the ballet, one stepsister will be danced by a female, and one by a male – discuss reasons (humor, satire) for this unusual casting of the characters. Remind students that the ballet performers will not talk or sing, but tell the story by dancing and mime. Mime (pantomime) is the use of gestures, postures and facial expressions. Have students experiment with simple mime actions: goodbye, come here, I feel happy/sad, etc.
- Review appropriate audience manners with students. Sit quietly, listen and watch the action onstage. Do not laugh at the dancers’ costumes, they are part of the story. Do not clap the beat of the music or make noises that would distract others. Sit still please, do not stand up or dance, as you are a member of the audience! Applaud to show your appreciation, but do not whistle, shout or stomp. Kindly do not kick the chair of the person sitting in front of you.

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Assessment: *How will students demonstrate that they have accomplished the above objectives? A variety of assessment methods are possible including teacher observation, student self-assessment, peer assessment, individual, small or large group assessment, rubrics, and journals. The assessment may be a performance, task or product.*

Students will be able to list at least two characteristics that make ballet different from other forms of dance (e.g., costuming, shoes, training, movement terms, classical music). Students will be able to demonstrate the basic foot and arm positions for classical ballet. They will be able to understand the history of ballet and its basic evolution. Students can draw images from the performance as an art project/contest for free Orlando Ballet tickets. Students will demonstrate appropriate audience behavior and appropriate methods for showing appreciation in a classical performance theatre

Reflection/follow-up activities: *Provide key questions that could be used after this arts experience in classroom discussion, writing a review, reflective journal entries, application to arts classes, or connection to other subjects.*

Ask students to demonstrate one of the ballet positions of the feet or arms shown at the performance. Ask students to compare and contrast the style of dance of the main characters: Cinderella, Stepsisters, the Prince, Fairies and Godmother. Ask students to describe how the music changed to represent different events in the story: Cinderella feeling sad and alone, the magic of transformation, waltzing at the ball, the clock at midnight. Students may write and draw as part of their responses to these questions.

Additional materials: *What other activities or materials would help teachers prepare students for this arts experience, and how can they be accessed? (Print, website, library, other.)*

See the Teacher Resource Materials, which will have additional suggestions for books, recording, videos and website resources.

Connections to other learning: *How does this arts experience connect with reading, math, science, social studies and other learning?*

Language Arts: Read and discuss several “Cinderella” stories from cultures around the world. **Social Studies:** Discuss why the same “big ideas” and story characters occur in so many places around the world. What elements of culture make each version unique? **Music:** Listen to music of another famous ballet such as The Nutcracker by Peter Tchaikovsky. Create movement in the classroom in two contrasting styles such as the ballerina in the *Sugarplum Fairy* or the male dancers in the *Russian Trepak Dance*.