



Journeys Into Arts & Culture 2010-11 Lesson Plan

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| Organization name | Orlando Ballet |
| Event title | Introduction to Ballet – Peter and the Wolf |
| Grade levels | Second Grade |

Objectives

- Students will characterize the training, skill and discipline involved in becoming a professional ballet dancer.
- Students will recognize how choreographers create movement, and how dancers perform these movements to music to tell a story onstage without using words.
- Students will compare and contrast the music, movement and costumes of various characters in the ballet.
- Students will recognize how many elements are combined to create a live performance onstage.
- Students will describe how dance relates to music and how music can represent character
- Students will know and demonstrate appropriate audience behavior at a live ballet performance.
- Students will discuss objective observations from the dance performance and express reactions to the performance

Sunshine State Standards

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.A 114 Moves to various sounds, including rhythmic accompaniment, and responds to changes in tempo.

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 113 Understands that critical analysis of dance performances are based on personal opinion.

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 111 Understands how concepts within and between art forms are related.

MU.E 212 Knows appropriate audience behavior in a given music setting (theatre, ballet).

K-2 Theatre: TH.E 112 Understands the similarities and differences among how emotions are expressed in theater, dramatic media, music, dance, and visual art.

Materials needed

Teacher Resource Guide with lessons, background, procedures, ballet and music information

Audio Recording of *Peter and the Wolf* – Illustrated book of *Peter and the Wolf*

Video of ballet performance – Video of Prokofiev's *Peter and the Wolf* music and story

Ballet Basics visuals – online references included in teacher guide

Background information for teachers (suggested max ½ page)

WHAT is Ballet? Ballet is a form of dance with unique qualities. Ballet dancers perform difficult movements with grace and style, and this requires many years of training in daily dance class. They wear leotards and tights which fit close to their body and allow them support and freedom of movement. **Ballerinas** (female dancers) wear pointe shoes to dance up on the tips of their toes. **Danseurs** (male dancers) develop the strength to lift and hold their female partners, often with only one hand.

Ballet is often performed to classical orchestra music.

Sergei Prokofiev is the **COMPOSER** who wrote the music for *Peter and the Wolf*. Prokofiev was born on April 23, 1891 in Sontsovka, Ukraine and died in 1953. In 1936, he was asked to write a new symphony for children by the director of a children's theatre. Prokofiev composed *Peter and the Wolf* to help introduce children to the orchestra. Each character in the story is represented by a different musical instrument and a musical theme. It was not staged as a play but performed in concert with a narrator. In 1940, an American ballet company created choreography to turn this **Russian musical folk tale** into a ballet on stage.

Display the character visual pages from this guide, or use illustrations from a storybook. Display pictures of these instruments of the orchestra: *violin, viola, cello, bass, flute, oboe, clarinet, bassoon, French horn, timpani*. Discuss the instruments and the characters they represent. Classify the instruments in their appropriate families: **strings, woodwind, brass, percussion**. Explain that at the **BALLET** performance, the story will be told through dance and music; the **characters will not speak or sing**. A **narrator's** voice will be heard telling the story as the dancers perform with the music.

Use the visual and story pages in the teachers guide, and one of the books, recordings and videos suggested on the *Resource* pages to introduce students to this ballet.



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Lesson process (suggested max 1 page)

Active Learning for Students • Ballet POSITIONS

- Show images of ballet dancers, and ask students to share what they know about ballet. 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.
- 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.
- Show images of ballet dancers doing exercises at the barre. Demonstrate the FIVE BASIC POSITIONS of the FEET that are part of every ballet dancer's training. (**see Resources**) Have students stand with plenty of space around them in the classroom, and as the teacher models, students try out the basic ballet feet positions. Continue by adding the arm positions.
- Show images of ballet dancers in costume, and discuss the special clothes worn by male and female dancers. Ballet clothes provide support, allow for freedom of movement, and show the outlines of the dancer's body. 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 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.

Active Learning for Students • MOVE to the *Peter and the Wolf* MUSIC

- After students have heard the musical story, EXPLORE how the characters will be brought to life by dancers on stage. Use the music notation on piano (from the Character-Themes page) or an audio recording to play the music of the CAT.
- Ask students to **describe the sound of the music**. (*soft, bouncy, low and then up-down, skipping up high*) Ask students to **describe in words how the cat should move**. (*tiptoe, creep, slink, slide, crawl*) PLAY the music again and have student volunteers **move like the cat**.
- Repeat the process for other characters and music, inviting students to **describe the music**, then experiment and practice **movement for each character**.
- Ask students to choose **two** favorite characters for movement. They will move when they hear those two musical themes, but must stand still (like a **statue** - a *tree* in forest or *grass* in meadow) on the other themes. PLAY the themes section of the recording again for student movement.
- Depending on available space, class size and distribution (**all** students may want to be the wolf) the teacher may need to group students into areas of the room, or have half the class move while the other class is the audience, then switch parts.
- Having students take a turn as the audience provides an opportunity to focus on listening to the music and to have peer/self **evaluation** of how their movements fit the music.
- Review appropriate audience manners with students. Enter and exit the theatre with decorum. Sit upright in your chair with your feet on the floor—do not kick the chair of the person sitting in front of you. No eating or drinking. Sit quietly, listen and watch the action onstage. Do not laugh at the dancers' costumes; they are part of the story. Do not clap to 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. Have the students pretend that they are at the theatre and have them practice sitting quietly and applauding at appropriate moments (when something exciting is happening or when the performers finish and bow).
- After the performance have the students discuss the various elements of the performance (dance, music, costumes, scenery). Guide the discussion with the following questions: How did each character move? How did the music effect their movement? How did their movements help you understand his/her personality and relationships with other characters? What did the costumes tell us about each character? How did the scenery help us understand the story?
- Ask the students to express their reactions to the performance. Provide a non-judgmental atmosphere where the students feel confident to give their first reactions and where their reactions will be accepted. Students must feel that their opinions are valid and valued and that the opinions of others are to be respected. Use the following questions to guide the discussion. What parts of the performance did you like the most, the least? How did particular parts of the performance make you feel? Which was your favorite dancer/character and why? Which costume did you like the most, the least? How did different parts of the music make you feel?

Assessment

As a result of lesson preparations and attending the live ballet performance, **students will demonstrate what they learned in a variety of ways.**

- Name one thing that makes ballet different from other forms of dance (costumes, shoes, training, movement terms, classical music).
- Demonstrate one of the basic foot or arm positions for classical ballet.
- Play instruments or perform movement that shows their understanding of what they hear in the ballet music.
- Describe a character from the ballet performance *Peter and the Wolf* that was most interesting to them, and compare



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it to how that character was represented in the book, video or audio CD versions of the story.

- Draw a picture or write a paragraph to describe their experience at the ballet.
- Demonstrate appropriate audience behavior and appropriate methods for showing appreciation in a classical performance theatre and explain why good manners are important for the audience at a ballet.
- Discuss, compare, and contrast experiences, listening to their classmates respectfully.
- Describe what they like most/least about the performance and explain why.

Reflection/follow-up activities

WRITING EXPERIENCE: Music teachers (and classroom teachers) should model or guide students in how to write a thank-you note or other reflection on their ballet experience. Discussion may begin with, “What was your favorite part of the ballet?” but teachers should also ask questions that **help students use analytical thinking and describing words**. Examples: what was the most . . . *interesting, surprising, unusual, exciting, beautiful, shocking, funny, sad, inspiring* . . . thing that you saw or heard? If you could go to the ballet again, what would you like to see or hear next time? If you could change something about the ballet, what would it be?

VISUAL ART EXPERIENCE: Invite the students to participate in the art contest to win free tickets to a future Orlando Ballet performance. The coloring sheet for the contest is included in the resource packet.

MUSIC & MOVEMENT EXPERIENCE: Have the students further explore movement as it relates to music by playing selections from *Carnival of the Animals* composed by Camille Saint-Saëns. Like *Peter and the Wolf*, *Carnival of the Animals* uses different instruments to represent various animals. Show a video clip of *The Dying Swan*, a famous ballet choreographed by Mikhail Fokine in 1905 to Saint-Saëns's *Le cygne* (The Swan) from *Carnival of the Animals*. Encourage the students to think about how the dancers in *Peter in the Wolf* embodied their animal characters with both literal and symbolic movements. Have students stand with plenty of space around them and play portions of the music. Identify each animal and have the students move to the music as they think that animal would move. Movements may begin as very literal interpretations of the characters. Guide their movements by having them consider the tempo and dynamics of the music, encouraging them to be less literal.

THE NUTCRACKER: In November and December, the music and story of *The Nutcracker Ballet* by Peter Tchaikovsky are heard and seen on television, radio, in shopping malls, and at holiday events. This is an excellent time to continue second grade students' experiences with ballet and its music by reading a book, listening to a recording, or watching a video of this holiday classic.

Additional information for teachers

More detailed learning experiences and additional resources are found in the Teacher Resource Guide which can be found on Orlando Ballet School's website: www.orlandoballet.org/school/outreach.html.

Connections to other learning

LANGUAGE ARTS CONNECTIONS: LA.2.1.6.1 - use new vocabulary

LA.2.1.6.5 - relate new vocabulary to familiar words

LA.2.2.1.2 - identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction

LA.2.2.1.5 - respond to literary folk tales, connecting text to self, world, and other text

Teachers should add these to the **classroom word wall**, review them after the ballet field trip, and refer to them as appropriate later in the school year. The following words are included in the OCPS 2nd grade MUSIC Vocabulary list:

applause, audience, ballet, bravo, duet, pas de deux, posture. Other important vocabulary would include: theme, string, woodwind, brass, percussion, violin, viola, cello, bass, flute, oboe, clarinet, bassoon, French horn, timpani, composer.

Additional Connections: Have students identify the elements of the story: setting, main idea, sequence of events, conflict, climax, and resolution. *Peter and the Wolf* is based on a Russian folk tale—discuss folktales and how they differ from other literary forms such as nonfiction, fables, legends, and poetry. Have the students rewrite the story from the wolf's point of view.

SOCIAL STUDIES – World Culture Connections:

Learn about RUSSIAN composer Sergei Prokofiev – discuss how this Russian folk tale became a musical story – compare and contrast with other RUSSIAN BALLETS – Nutcracker, Cinderella, Swan Lake, etc. by Peter Tchaikovsky

MATH: Tally the class reactions to their favorite character and have the students chart or graph the results.

HEALTH EDUCATION: HE.2.B.3.2: Name healthy options to health-related issues or problems.

HE.2.P.1.1: Demonstrate health behaviors to maintain or improve personal health

Have the students discuss how healthy living practices such as proper nutrition, adequate sleep and daily exercise contribute to enhanced movement and abilities demonstrated by ballet dancers and other athletes.