

Orange County Public Schools IntoArts – Journeys
2007-08 Lesson Plan (Page 1 of 4, 3 pgs max.)

Name of your organization: Orlando Ballet

Event title: Introduction to Ballet: Rumpelstiltskin

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: *Rumpelstiltskin* Teacher Resource Packet and Music CD – background information, lesson plans for 2nd grade music classes, CD recording of music for ballet by Francois Couperin

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.)*

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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. The program will conclude with the story ballet "Rumpelstiltskin," a classic fairy tale. This story will be told through dance using mime (acting with the body and gestures as opposed to the voice). The music for this ballet is by composer Francois Couperin, who lived in the court of Louis XIV, often cited as the creator of classical ballet because of his love of performing the role of “Sun King” and creating a national school for ballet. 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;

Danceur – male dancer;

Tu-tu – ballerina’s dress

Pirouette – French word for turn

Saute – French word for jump

Suggested Resources for preparing to teach: the book Rumpelstiltskin, by Paul Zelinsky; 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 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 the story book *Rumpelstiltskin* (illustrated by Paul Zelinsky) which is one of the fairy tales by The Brothers Grimm. Read the book aloud, or summarize the story briefly while looking at the illustrations in the book.
- Play Ballet track 1 from the music CD, titled *The Spinning Wheel* and ask students to imagine what they might see happening on stage as this music is heard. Explain that this is the music for the famous event in the story when straw is turned into gold on a spinning wheel. 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 Ballet track 2 from the music CD, titled *The Sad Miller's Daughter*. Ask students to describe what part of the story this might represent, and think about how a ballerina might dance to this music. Play track 3, *Dancing In The Forest* and look at a picture from the Zelinsky book, then discuss with the students how a ballet dancer might perform Rumpelstiltskin's dance around the fire. Play the music tracks again, and let students experiment by moving to the music.
- Review the Ballet Story synopsis from the teacher packet. Ask students to imagine how the character of the King will be portrayed by a ballet dancer. The opening scene will include many dancers who represent the villagers bringing gifts to the King. 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 reasons 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: Rumpelstiltskin, Mary/Queen, the King, the villagers. Ask students to describe how the music changed to represent different events in the story: Mary feeling sad and alone, the spinning of straw into gold, the opening and closing scenes of the ballet. 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 other fairy tales by the Brothers Grimm. **Science:** Discuss minerals and plants to answer the question, “Can you really spin straw into gold?” **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*.