**Movement:**

Pre-performance Discussion:

Describe ballet as a way to communicate stories, ideas, and feelings without

using words. The dancers must move and act in ways that let the audience know what their character is experiencing without talking. Ask students how they can tell if someone is angry, happy, sad, or frightened just by looking at the person.

Pre-performance Questions:

* What kinds of movements might match emotions such as love, anger,

happiness, or sadness?

* Would these movements be fast or slow? Sharp or smooth?
* What steps would you do, or expect to see, when a character is working?

Celebrating?

Post-performance Questions:

* How did the choreography tell the story?
* Were there any parts of the choreography that were confusing to you? Why?
* Were there any movements that repeated (creating a theme)?
* Can you create a short movement sequence inspired by what you saw?

**Music**

Pre-performance Discussion:

The music is also an important part in telling the story. Ballet relies heavily on musical cues, not only for the audience but also for the dancers to remember

the choreography and work together. You may choose to play excerpts from the

ballet, or any music, and have the students practice finding the beat—what dancers do in order to stay together!

Pre-performance Questions:

* Why do you think music is important for ballet?
* How do you know when something scary or exciting is about to happen in a

movie?

* What kind of music do you expect to hear at the ballet?
* Does anyone in your class play a musical instrument? Which ones?

Post-performance Questions:

* How was the music different in each scene? The same?
* If you were creating a ballet, would you prefer to pick music that was already

composed, or music that was created specifically for your choreography?

ACTIVITY : Write a Newspaper Review

Assign the class to write a newspaper or magazine review of the performance. Discuss elements of a good review. What did you like about the ballet? and why?

ACTIVITY : Make a Ballet

Learning Goal: Students will explore and understand the varied careers in the world of dance.

In this activity, students collaborate in small and large groups. As a group, decide what story you would like to tell as a ballet. Assign or elect 3-4 students to each of the jobs listed below. These are all jobs at Ballet Arts Inc. of Jackson! Give the groups of students a selected amount of time to complete their task. Students can share their work informally in-group presentations or can put on a final performance if time allows!

Artistic Director – Responsible for deciding the theme/story of the ballet; provides guidance and works in collaboration with all other groups. Must be a good listener, decision maker, and collaborator.

Choreographers – Creates the movements and teaches them to the dancers. Must be a patient and clear teacher.

Dancers – Responsible for rehearsing and performing the choreography. Must be good listeners, observers, and act as the “instrument” for the choreographers.

Set Designers – Creates the look for the stage including lights, backdrops, and set. Must make choices based on the story and work collaboratively with the costume

designer- should the same colors be used? What about the same time period?

Costume Designers – Creates the design for the costumes. Must collaborate with the set designers for overall look and choose costumes that are easy to move in.

Composer- Creates the music for performances.