



# Young Audiences of Massachusetts

## *Educational Materials*

Please forward to teachers

10.24.05

### **ABOUT THE PERFORMANCE:**

**Boston Ballet: *Classical Moves***

**Grade levels: K-6**

**Classical Moves** introduces the crucial relationship between ballet and classical music in a rare opportunity for personal contact with a distinguished company of dancers. Interactive demonstrations look inside the creative process to help students understand ballet as a distinctive art form. The program features ten Boston Ballet dancers, a ballet master, a pianist, an emcee, and fully staged choreographed segments. The performance breaks down the barriers that hinder a full appreciation of classical art forms and culminates with costumed performances of a range of short ballet works.

### **LEARNING GOALS:**

1. To appreciate the physical skill necessary to become a dancer.
2. To understand the difference between athletic prowess and art.
3. To understand art as basic to human culture without language or nationalistic barriers.

### **PRE-ACTIVITY SUMMARY: *The Additional Dimension of Music***

Watch a video segment without music and describe. Listen to the theme of music that accompanies the video clip without the visual excerpt. What emotions does the music bring to mind? View the video with the music. Does the music enhance the visual effects? How?

### **POST-ACTIVITY SUMMARY: *Brainstorming Review***

Students will brainstorm words/phrases to describe the program, discuss their meanings, and then write their own review on some aspect of the program.

### **CURRICULUM LINKS:**

Dance, Foreign Languages, English Language Arts, Music, Health/Physical Education, Theater

## PRE-ACTIVITY: THE ADDITIONAL DIMENSION OF MUSIC

### LEARNING GOAL:

To explore the role music can play in shaping a dramatic piece.

### MATERIALS/PREPARATION:

Audio recording of recognizable musical themes (i.e., Star Wars opening scene, Rocky victory theme, etc.)

Video recording of the movie segments of the recognizable musical themes

TIME: 45 minutes

### TIPS FOR THE TEACHER:

\* Students can draw their responses to the video clip and/or music then describe what emotions they picked up on in their pictures.

### STEP 1:

**Watch** a video recording of a movie segment without sound.

### STEP 2:

**Ask** students what emotions are elicited from the video clip (happy, sad, scared, excited)?

### STEP 3:

**Play** the music that accompanies the movie segment without watching the visual excerpt.

### STEP 4:

**Ask** what emotions come to mind when listening to the music? Are they the same or different than when watching the video clip?

### STEP 5:

**Watch** the movie with the musical accompaniment. Does the music help to explain the story? If not, why not? If so, how does it do that?

**STEP 6: Discuss** with students the power and effect music contributes to a dramatic work.

### EXTENSIONS:

\* **Repeat** with other examples, and compare/contrast their similarities and differences.



## POST-ACTIVITY: BRAINSTORMING REVIEW

**LEARNING GOAL:**

To visualize music in terms of design, color, expression, and movement.

**TIME:**

45 minutes

**STEP 1:**

**Ask** students to brainstorm words and phrases that describe the program and list them all on the board (quick, soft, sad, powerful, or quick like a bird, soft like a feather, etc.)

**STEP 2:**

**Discuss** the meanings of the words and phrases on the board. What parts of the performance are they describing?

**STEP 3:**

**Ask** students to write about some aspect of the program using some of the words/phrases from the board. (overview of the entire program, what they liked/didn't like, dance, music, costumes, etc.) Invite students to include illustrations to augment their reviews.

**STEP 4:**

**Have** students share their reviews with the class.

**EXTENSIONS:**

\* **Choose** an excerpt from a story or fairytale the students are familiar with, not performed in *Classical Moves* and ask students to put the story or fairytale to movement. Provide music choices for the students to set their choreography to, and invite them to perform for one another.



## **Boston Ballet: *Classical Moves***

**Grade Levels: K-6**

### **SUPPLEMENTARY INFORMATION:**

[www.boston.com\bostonballet.org/](http://www.boston.com\bostonballet.org/)

[www.groverreference.com](http://www.groverreference.com)

**Boston Ballet** could make available information on group sales for young people to attend.

### **VOCABULARY:**

**ballet:** a theatrical art form using dancing, music and scenery to convey a story, theme or atmosphere

**ballet company:** organization of artists working together to learn, rehearse, and perform ballets

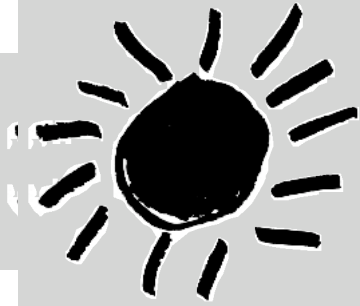
**ballet master/mistress:** the person in a ballet company whose duty is to give the daily company class and to rehearse the ballets in the company repertoire

### **ABOUT THE PERFORMERS:**

This touring ensemble, known as Boston Ballet 2, is composed of the younger professionals in the Company. They come from many parts of the United States and around the world. Bonnie Mathis is the Artistic Director, Elena Baliakhova is the Pianist, and facilitator Jonathan McPhee is the Music Director and Principal Conductor with The Boston Ballet. Jonathan has conducted many of the world's most distinguished dance companies, including American Ballet Theatre, The New York City Ballet, England's Royal Ballet, The Martha Graham Dance Company, The Royal Danish Ballet and The Australian Ballet. For more information, please consult their web site: [www.bostonballet.com](http://www.bostonballet.com).

### **ABOUT YOUNG AUDIENCES:**

Young Audiences of Massachusetts (YA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has distinguished itself as the vital link between Massachusetts schoolchildren (K-12) and more than 95 of the region's most accomplished actors, dancers, singers, musicians, and storytellers. Its 36 ensembles offer 57 interactive arts programs that represent a range of cultures, historical periods and artistic disciplines. YA is unique in its flexibility to offer interactive performances, tailor-made residencies, workshops, teacher-training, curriculum planning and multi-year projects. All programs include educational materials and satisfy local, state and/or federal arts education standards.



# Young Audiences of Massachusetts

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## MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

### **Boston Ballet: *Classical Moves***

*Arts-Dance 1*

Movement Elements and Dance Skills...identify and demonstrate movement and dance skills.

*Arts-Dance 3*

Dance as Expression...demonstrate an understanding of dance as a way to express and communicate meaning.

*Arts-Dance 10*

Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology / engineering

*Arts-Music 6*

Purpose and Meaning in the Arts...describe the purpose for which works of dance, music, theatre, visual arts, and architecture were and are created.

*English Language Arts 9*

Students will identify the basic facts and essential ideas in what they have read, heard, or viewed.

*English Language Arts 17*

Students will interpret the meaning of literary works, nonfiction, films, and media by using different critical lenses and analytic techniques.

