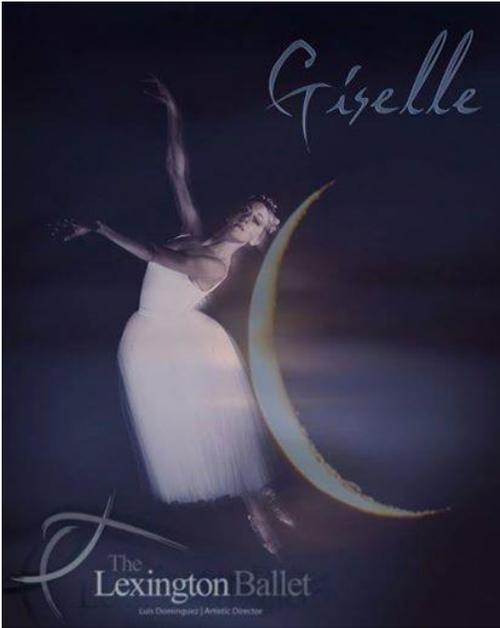


Giselle – Activities for the Classroom

October 2014 Lexington Ballet Company



Ghost Stories: Connecting reading, writing & dance

The story of Giselle is based on 2 ghost stories: Victor Hugo's poem *Phantoms* about young maidens dancing to their deaths, and a passage in Heinrich Heine's *On Germany*, about mystical spirits known as "Wilis" (pronounced Will-ees).

Many ballets are based on stories, books and poems. Literature is a wonderful source of inspiration to spark dance creation and performance.

Have your students write their own poem or ghost story about Wilis. Use these poems/stories as inspiration to create small group dances in your classroom.

After watching Giselle, compare with your student's, their ghost-story dances and the choreography and movements of the characters in Lexington Ballet's Giselle performance.

Lexington Ballet Company's school show performances provide evidence for Arts & Humanities Program Review Demonstrators:

ARTS AND HUMANITIES: CURRICULUM AND INSTRUCTION

Demonstrator 2. Aligned and Rigorous Curriculum

- a.) The arts **curriculum encompasses creating, performing and responding** and is **fully aligned** with the Kentucky Core Academic Standards
- b.) The arts curriculum provides for the **development of arts literacy** in all four arts discipline and also utilizes the Common Core Standards for English/Language Arts.
- c.) The **school curriculum provides opportunities for integration as natural cross-curricular connections** are made between the arts and other content areas.
- d.) The arts curriculum includes the **study of representative and exemplary works** of dance, music, theatre and visual arts from a variety of artists, cultural traditions and historical periods.

Demonstrator 3. Instructional Strategies

- b.) Teachers provide print, electronic media, virtual or live models of exemplary artistic performances and products to enhance students' understanding of each arts discipline and to develop their performance/production skill
- d.) Guest and community artists, artist residencies, field trips, etc., are integrated into the school arts culture for all students and provide experiences that are designed to promote learning of Kentucky Core Academic Standards within the arts and other content areas.

Demonstrator 4. Student Performance

- b.) Students **identify a purpose** and generate **original and varied art works or performances that are highly expressive** with teacher guidance.
- d.) Students use **written and verbal communication to objectively reflect** on exemplary exhibits and live or technologically provided performances as classroom assignments.

All activities in this study guide align with the Kentucky Core Academic Standards in Arts and Humanities – Elementary- High Schools Levels. See page XXXX for more information.



161 North Mill Street

Lexington, KY 40507

859-233-3925

www.lexingtonballet.org

Giselle – Activities for the Classroom

October 2014 Lexington Ballet Company

Moods and Emotions

Frightened
Anxious
Tired
Afraid
Lonely
Silly
Sad
Happy
Surprised
Angry
Jealous
Joyful
Annoyed
Excited
Proud
Confused
Worried
Scared
Bored
Grumpy
Loving
Curious

What moods and emotions does Giselle feel throughout the story?

How do the dancers express these movements on stage?

How can you express moods, emotions, and feelings through movement and facial expressions?

Nervous
Guilty
Embarrassed
Cheerful
Shy

Music and Emotions:

Composer Adolphe Adam created the score for Giselle. This was one of the first ballets to have music written especially for it. The music helps tell the story – creating melodies or themes for each character and helping express the moods and emotions throughout the story.

- Listen to the music from Giselle – try to match the music to the different parts of the ballet. What emotions and feelings do you hear in the music?
- If you could choose a theme song for yourself, what song would you choose? Why? What movements and feelings are communicated by your theme song? How does this song describe your personality?
- Use classroom instruments to create your own mood and emotions composition.



The Lexington Ballet

Your City, Your Ballet

Your 40th Anniversary
Lexington Ballet Company

Mood and Emotions in Dance

Dancers have to create feelings and emotions through their bodies and movements to communicate to their audience.

- Call out emotions and have students create movements and facial expression that express that emotion. Discuss what the emotion looks like – how your body can express that emotion.
- Have students choose an emotion and create a short movement phrase that expresses that emotion. Allow students to work with a partner or in a group. Perform for the class and ask audience to guess what emotion/feeling that students/group was expressing in their performance.
- Have students choose 3-5 emotions and create a dance using their chosen emotions. Dances need to have a beginning, middle and end and use a variety of movements and the elements of dance to express their emotions. Groups may choose to create a story with their emotions to perform, or sequence their emotions in a specific order for performance. Find music that matches emotions to accompany performances.
- Have groups perform their dance phrases for the class. Have other students watch and describe the emotions they see and the story or other ideas being communicated through movement.

Listen to the music of Giselle here:

<http://www.youtube.com/watch?v=z23wPiW0ogc&list=PLC9C73CBF5EEBB733>

Giselle – Activities for the Classroom

October 2014 Lexington Ballet Company

Basics of Dance – SPACE-TIME-FORCE



Put on some music and call out various elements of dance and movements and have students move around the room demonstrating these, such as:

- Walk at a high level, change to a low level, medium level.
- Walk with large steps, small steps
- Skip in different pathways: straight, curved, zigzag
- Gallop forward, backwards and sideways
- Stomp with heavy force, tiptoe with light force
- Slide fast at a quick tempo, slide slow
- Add your own or let your kids throw out some ideas.

Create mini-dances by combining movements and space time and force elements. Add music and perform for the class!

Basic Dance Vocabulary for the Classroom



Force: The use of energy while moving

Heavy/light, Smooth/Sharp, etc...

Space: The area covered by the dance movements

- Directions: Forward, backward, sideways, up, down, etc
- Level: The distance from the floor high, medium, low
- Pathways: Patterns that the body makes as it moves through space or on the floor
- Shape: The design of the body as it exists in space

Time: How fast or slow (tempo); even or uneven (beat); and long or short (duration) the movement is

Locomotor Movements: walk, run, tip-toe, slither, roll, crawl, jump, march, gallop, hop, skip, leap, slide

Non-Locomotor Movements: bend, twist, turn, open, close, swing, stretch

Principles of Movement: balance, initiation of movement, weight shift

Giselle – Activities for the Classroom

Kentucky Core Academic Standards in Arts and Humanities Addressed

Academic Expectations

1.15 Students make sense of and communicate ideas with movement.

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

Elementary:

Big Idea: Structure in the Arts: Skills and Concepts – Dance

Students will

- analyze and explain the use of elements of dance (space, time, force) and basic dance forms using dance terminology
- use the elements of dance in creating, copying and performing patterns of movement independently and with others
- observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements

Big Idea: Purposes for Creating the Arts:

Skills and Concepts – Dance

Students will

- describe and compare multiple purposes for which dance is created (ceremonial, recreational, artistic expression)
- create new, observe, choose and perform dance to fulfill a variety of specific purposes

Big Idea: Processes in the Arts: Skills and Concepts – Dance

Students will

- be actively involved in creating and performing dance (incorporating the elements of dance: space, time and force) alone and with others
- use knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others
- identify possible criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest)
- demonstrate behavior appropriate for observing the particular context and style of dance being performed; discuss opinions with peers in a supportive and constructive way

Middle Grades:

Big Idea: Structure in the Arts: Skills and Concepts – Dance

Students will

- use appropriate terminology to identify and analyze the use of elements in a variety of dance (space, time, force)
- observe, describe and demonstrate choreographic forms in dance
- apply elements of dance and principles of movement (e.g., balance, initiation of movement, weight shift) when observing, creating and performing patterns of movement independently and with others
- identify and describe themes and styles (including characteristics of styles) of dance

Big Idea: Purposes for Creating the Arts: Skills and Concepts – Dance

Students will

- compare and explain purposes for which dance is created (ceremonial, recreational, artistic expression)
- create new, observe, choose and perform dance to fulfill a variety of specific purposes

Big Idea: Processes in the Arts: Skills and Concepts – Dance

Students will

- be actively involved (individually and in small groups) in creating and performing dance (using the elements of dance: space, time and force) in a variety of compositional forms (AB, ABA, call and response, or narrative)
- create an improvisational dance with complex movements (beginning, middle and end)
- use knowledge of dance elements to create and perform dance in an expressive manner
- use knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others
- identify and apply criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest)
- demonstrate behavior appropriate for observing the particular context and style of dance being performed; discuss opinions with peers in a supportive and constructive way

Giselle – Activities for the Classroom

Kentucky Core Academic Standards in Arts and Humanities Addressed

High School

Big Idea: Structure in the Arts: Skills and Concepts – Dance

Students will

- use appropriate terminology to analyze and evaluate the use of elements in a variety of dance (space, time, force)
- apply elements of dance and principles of movement (e.g., balance, initiation of movement, weight shift) to:
 - expressively create and perform a range of patterns of movement
 - analyze and evaluate the use of choreographic forms in dance (theme and variation, rondo, narrative)
 - analyze and describe how themes in dances and styles of dance communicate ideas and feelings
 - identify and explain characteristics of dance styles (ballet, tap, jazz, modern)
 - describe and analyze the relationships between and among music, costumes, lighting, props/scenery and choreography

Big Idea: Purposes for Creating the Arts: Skills and Concepts – Dance

Students will

- compare, interpret and explain purposes for which dance is created (ceremonial, recreational, artistic expression)
- create new, observe, choose and perform dance to fulfill a variety of specific purposes

Big Idea: Processes in the Arts: Skills and Concepts – Dance

Students will

- be actively involved (individually and in groups) in creating and performing dance (using the elements of dance: space, time and force) in a variety of choreographic forms (theme and variation, rondo, narrative)
- demonstrate appropriate alignment, strength and flexibility while performing dance movement
- apply knowledge of dance elements and dance terminology to:
 - expressively create and perform dance to communicate thoughts, ideas and/or feelings
 - describe and critique their own performances and the performances of others
- identify and apply criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest)
- demonstrate behavior appropriate for observing the particular context and style of dance being performed; discuss opinions with peers in a supportive and constructive way
- explore skills and training necessary for a variety of careers related to dance