

Discover Dance

Create-a-Dance

Items needed: Dice

1. Directions: Alternate between rolling 1 and 2 dice.
2. List the number rolled and action that matches the number in the spaces provided.
3. Put the movements together to create your own one-of-a-kind dance!

Key:

1 - Leap

4 - Jump

7 - Move Slow

10 - Roll

2 - Pose

5 - Freeze

8 - Shake

11 - Stretch

3 - Turn

6 - Move Fast

9 - Melt

12 - Rise

Number:

Action:

Anatomy

STUDENT ACTIVITY:

Discuss the skeleton and its importance to our bodies. Point out the different parts of the skeleton, using a skeleton picture, or one of the skeleton cut-outs that you have put together in advance.

Have the students color the skeleton on the Skeleton Cut-Out page according to the following color scheme (you may want to put together one of these in advance):

bones of the arm & hand..... blue;
backbone, pelvis, ribs green;
skull yellow;
bones of the leg & foot..... red.

After students have colored their skeletons, have them cut out their skeletons. Then assemble the skeletons by threading paper clips through the holes marked on the different parts.

TEACHER'S NOTES:

Be sure to include the following points in your discussion:

- The skeleton is the framework of the body;
- The skeleton allows our bodies to move;
- The skeleton protects the soft parts and the organs of our bodies.

Picture of a skeleton

Copies of Skeleton Cut-out (4/5 Art 1.3)

Paperclips

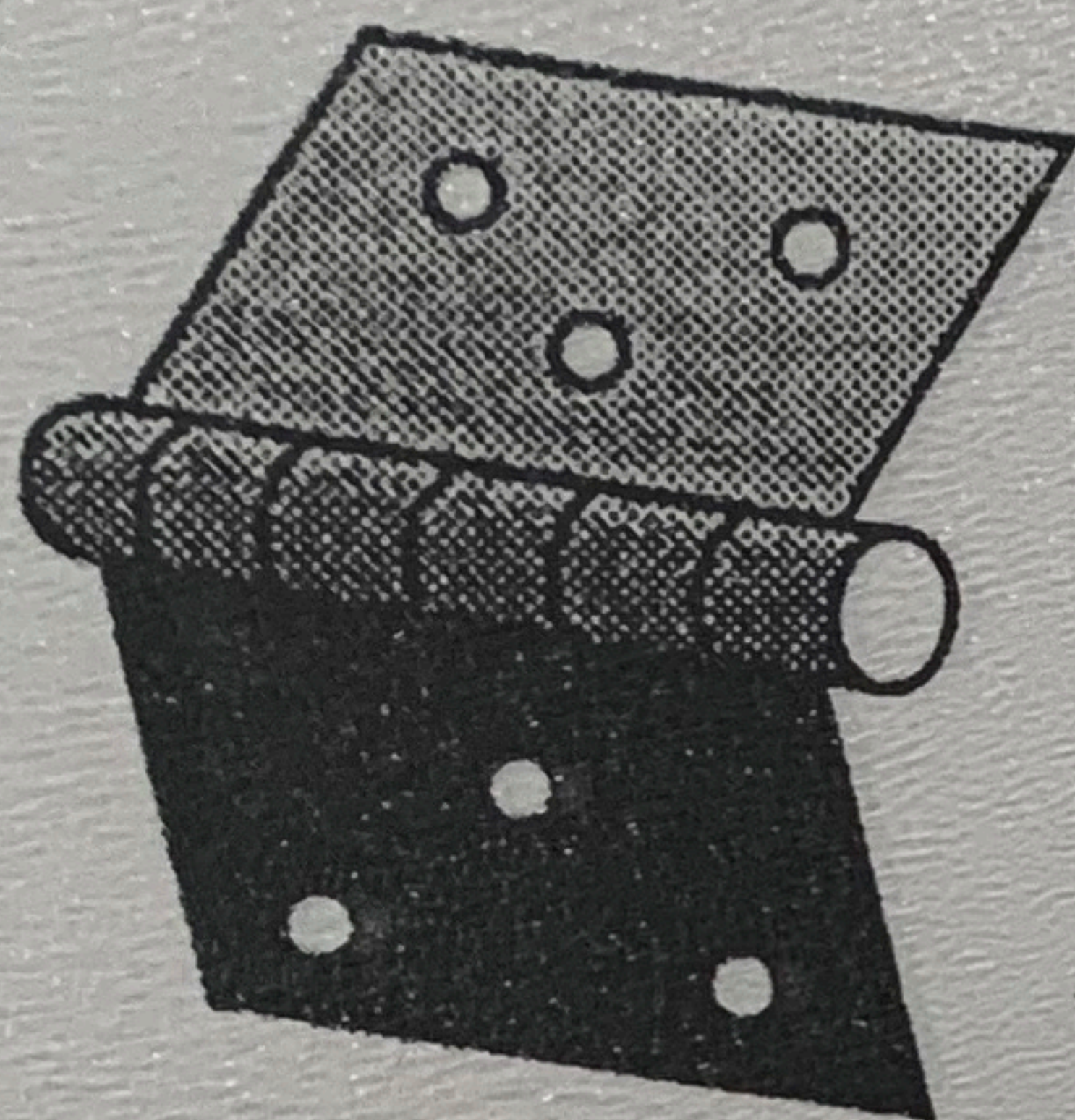
Scissors

Crayons or markers

The Joints That Help Me Dance!

Our bones can't bend - they are strong and stiff to provide a solid framework for our muscles and organs. So we have joints where the bones of our skeleton come together. These joints help our bodies bend, twist and turn when we dance.

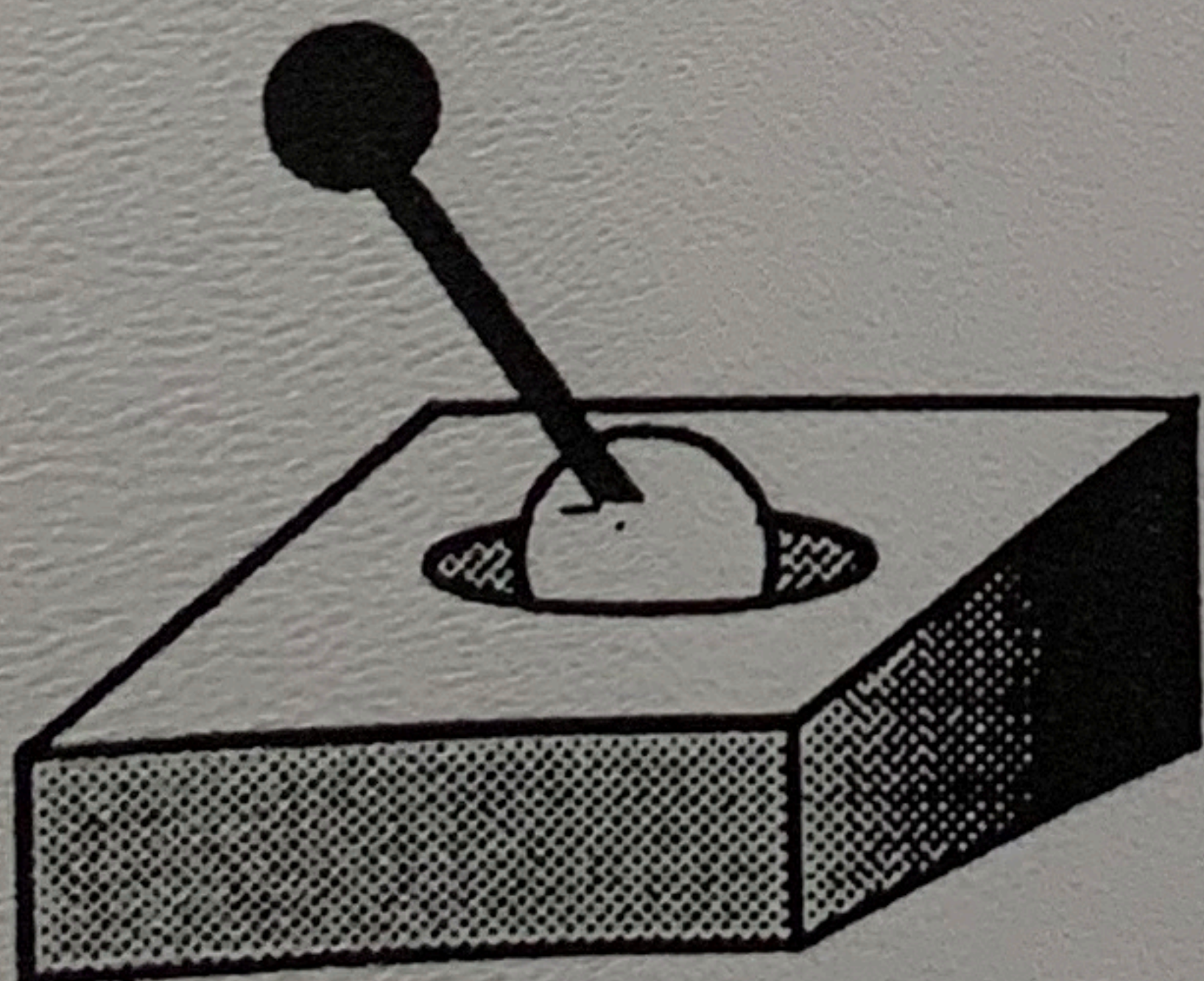
Can you draw lines below from the man-made everyday joints to the joints of your body that they most resemble?



Hinge



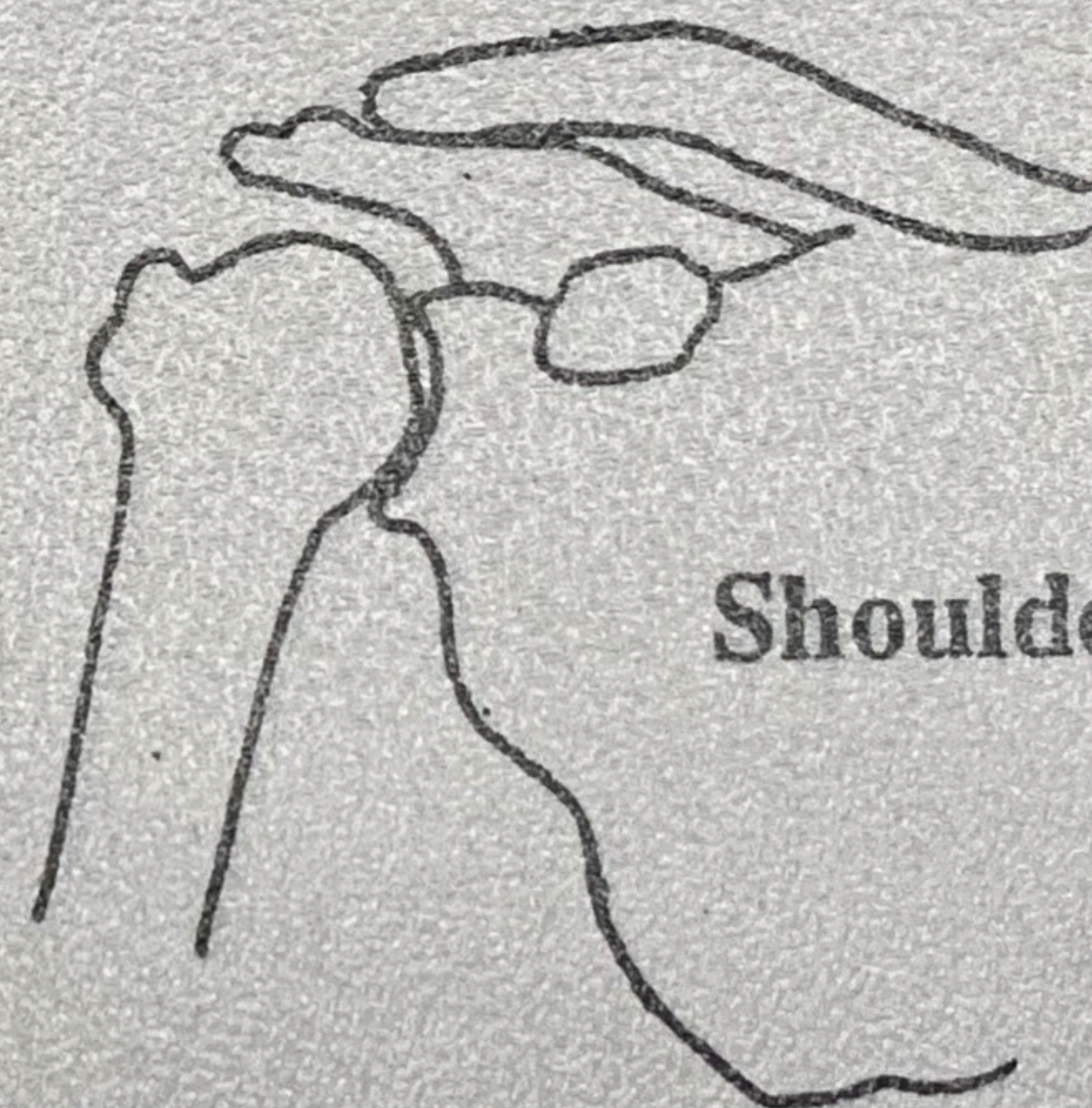
Stiff Spring



Joy Stick



Spine



Shoulder

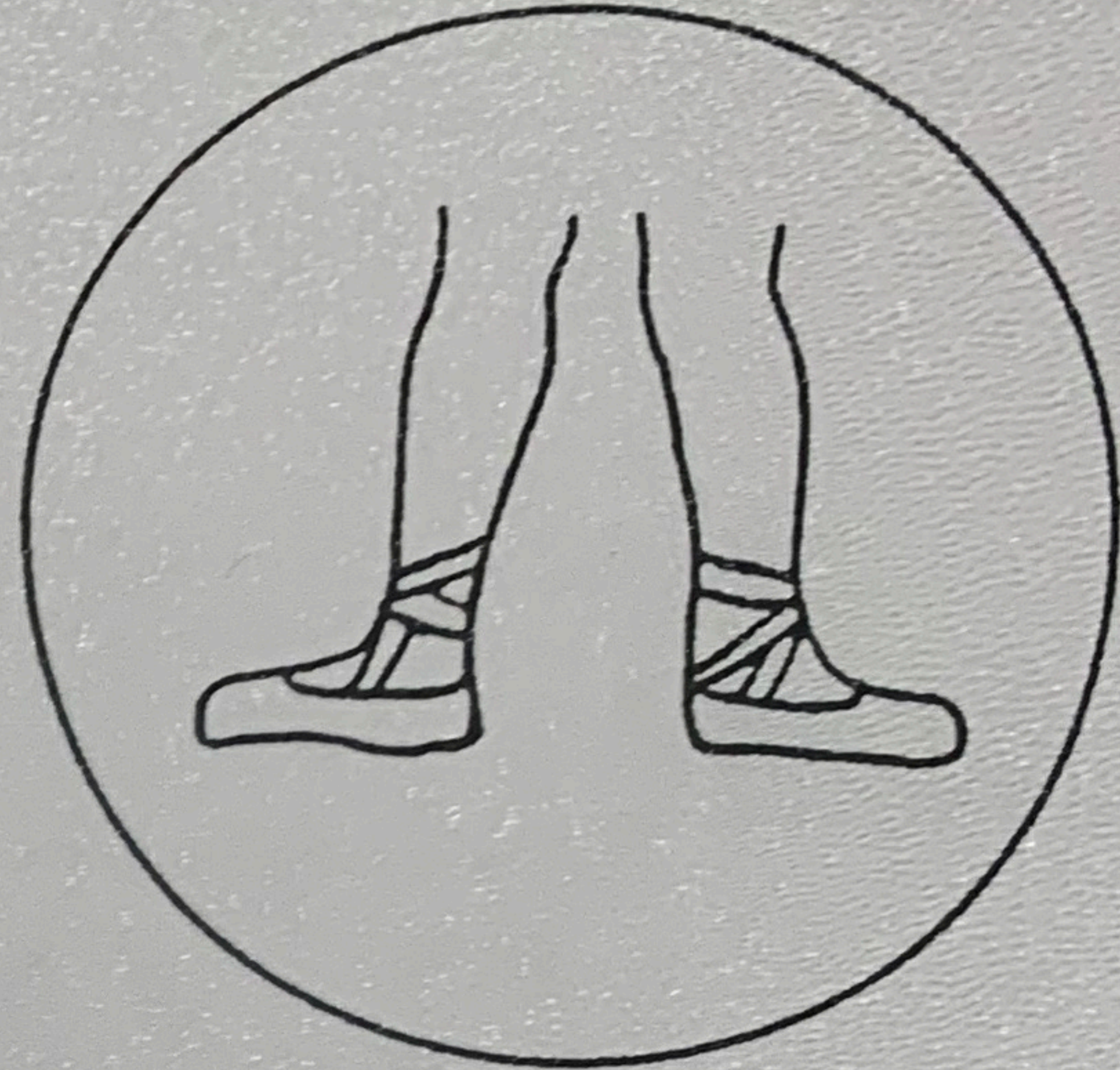


Knee

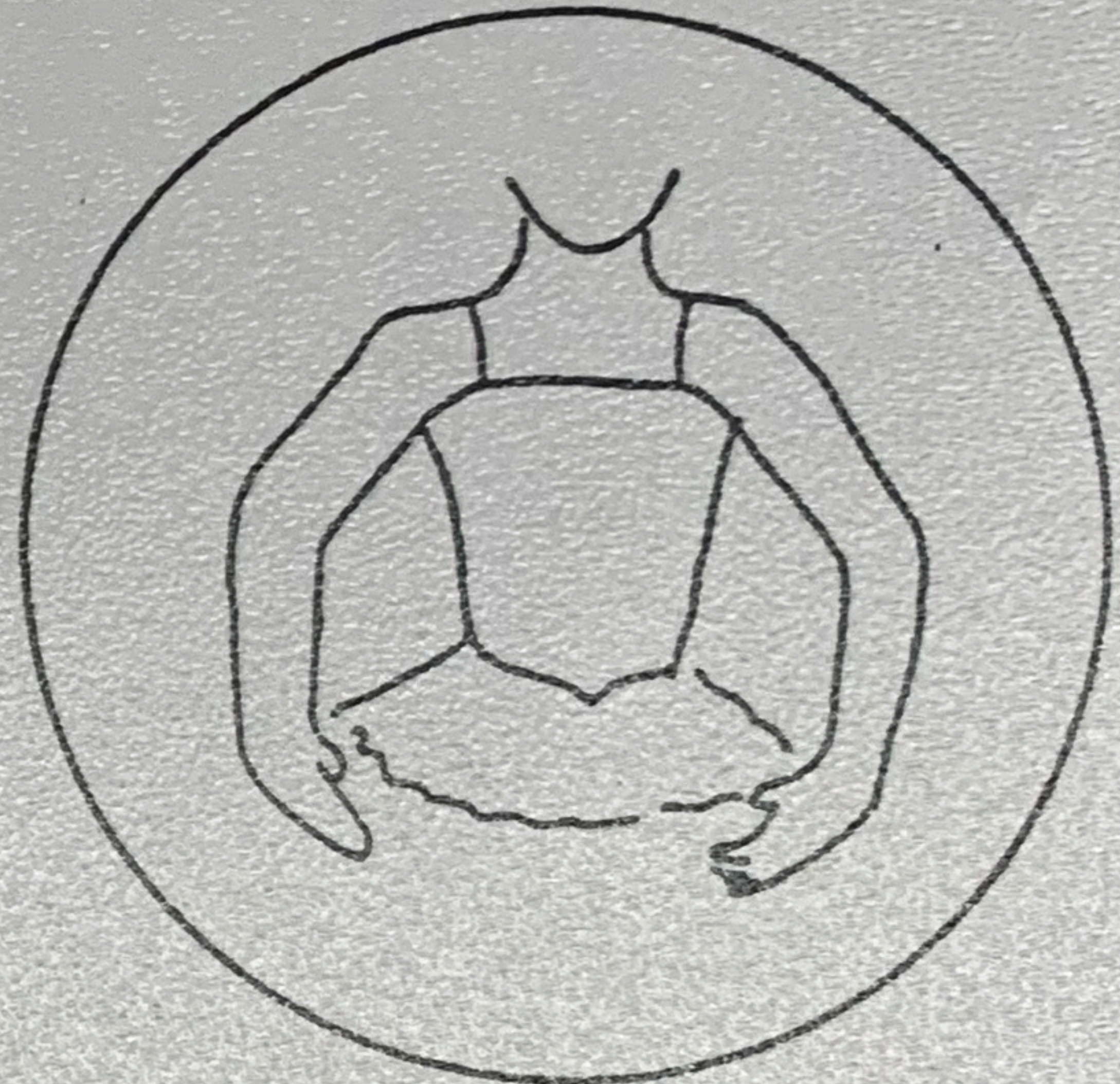
Ballet Match-Up!

Draw a line from the words on the left to the correct picture on the right!

Plié



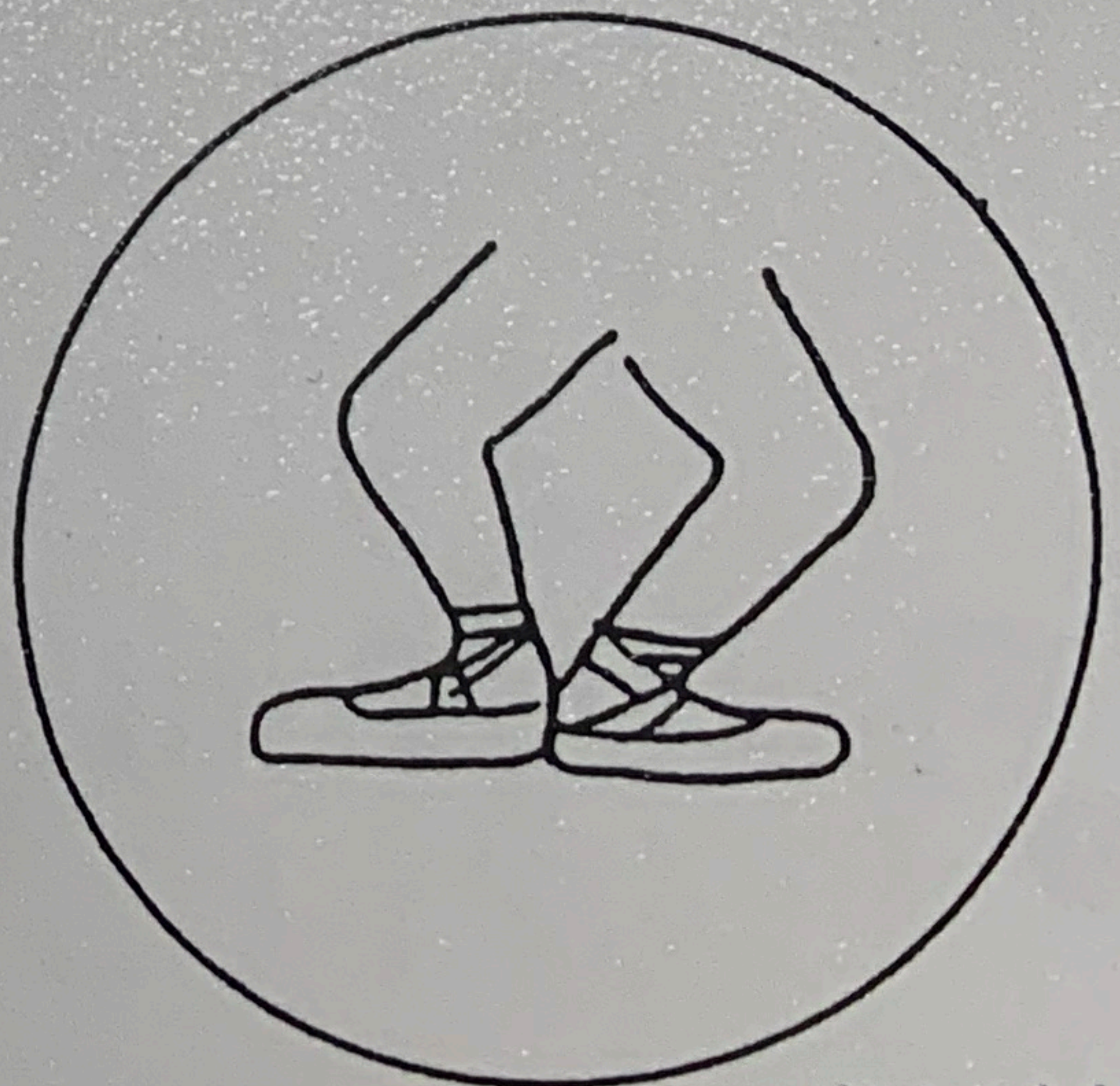
First position



Second position

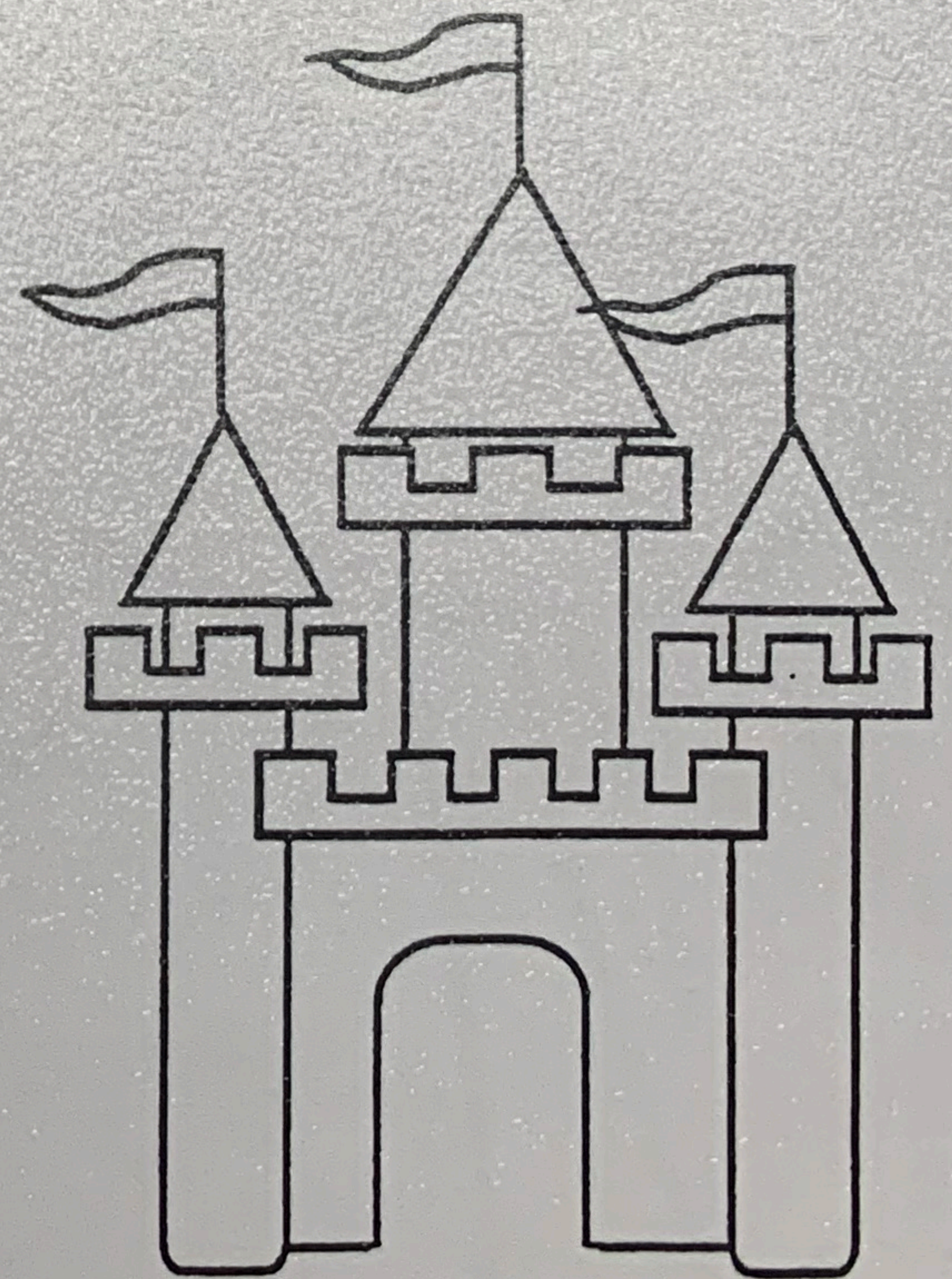
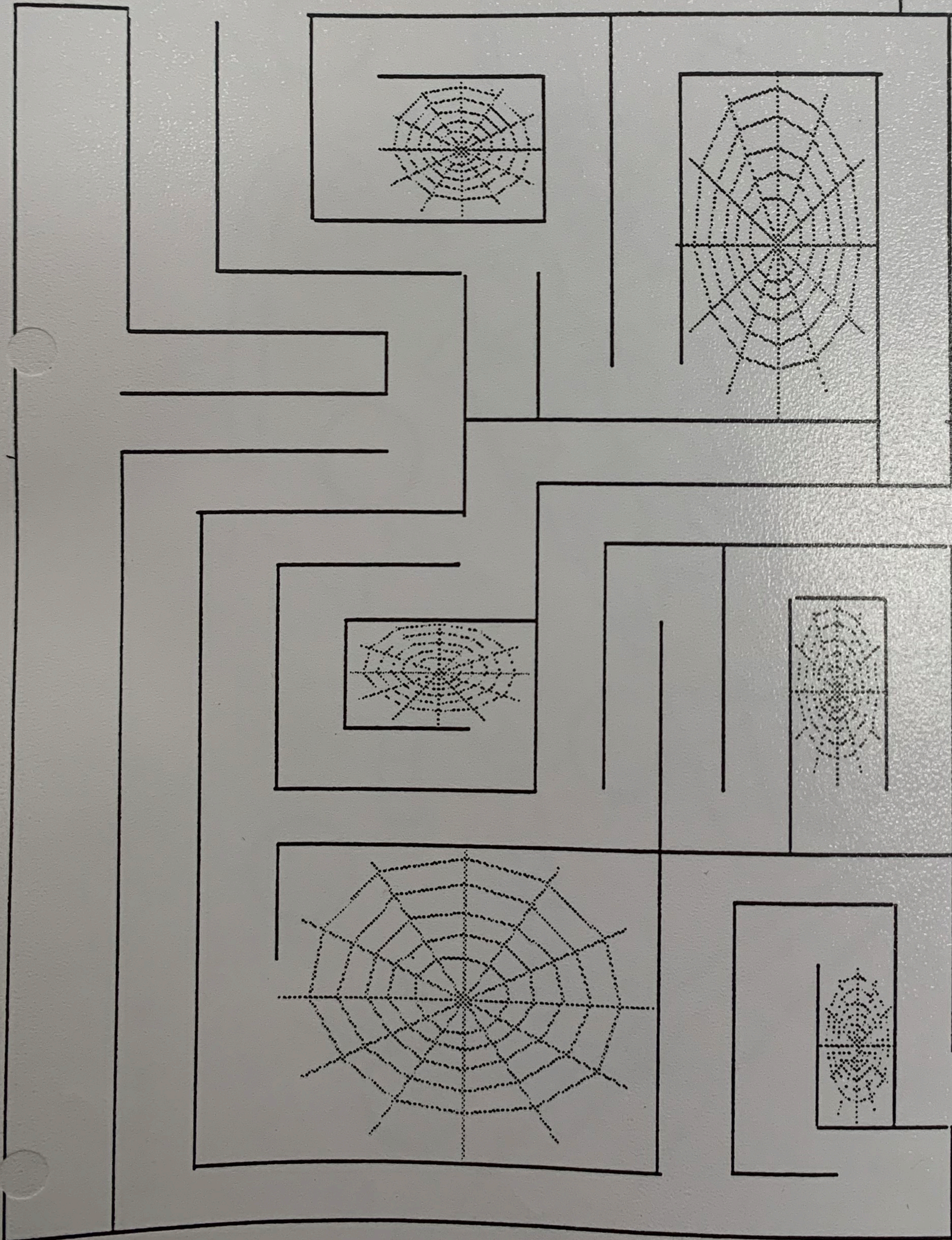
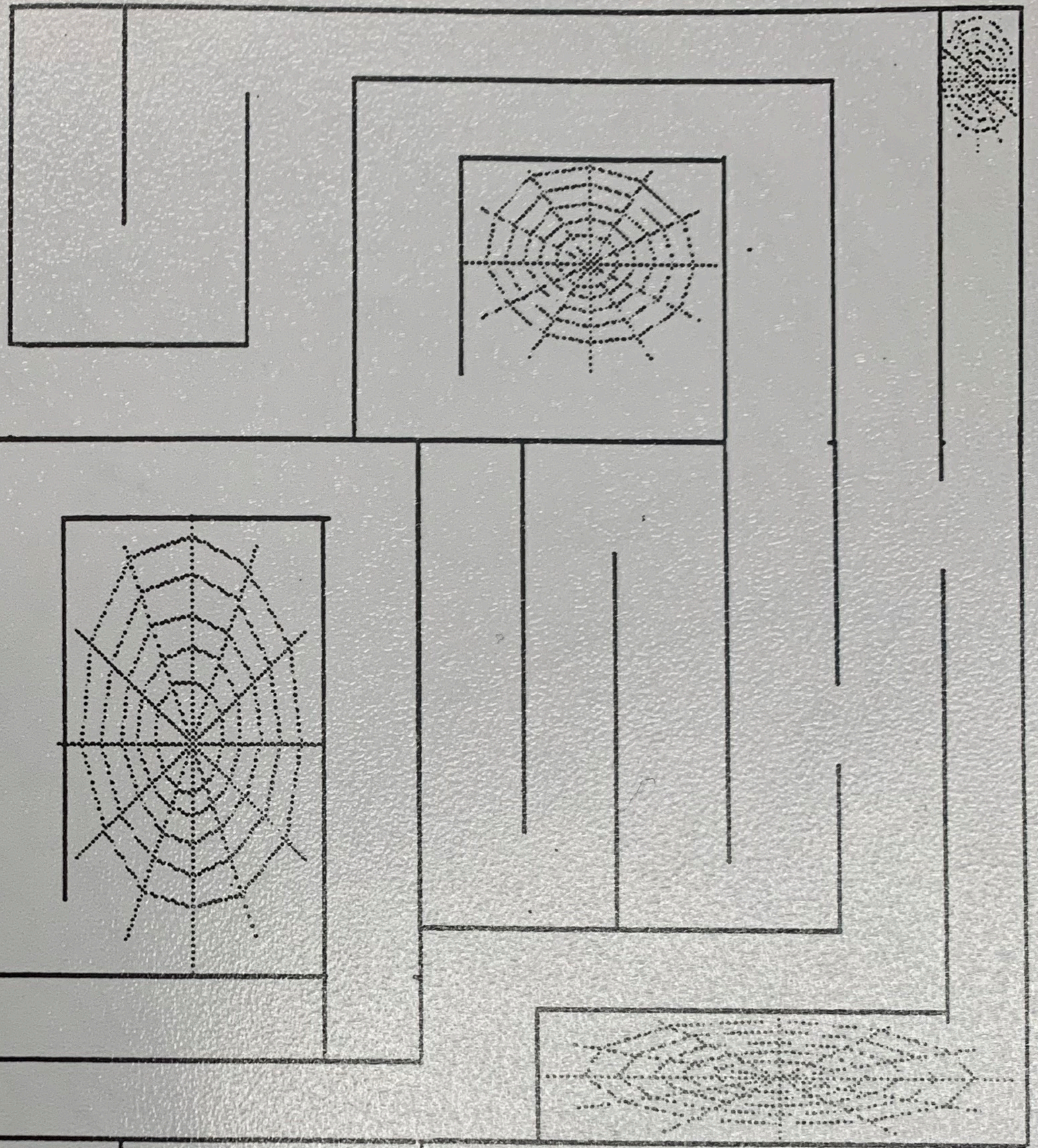
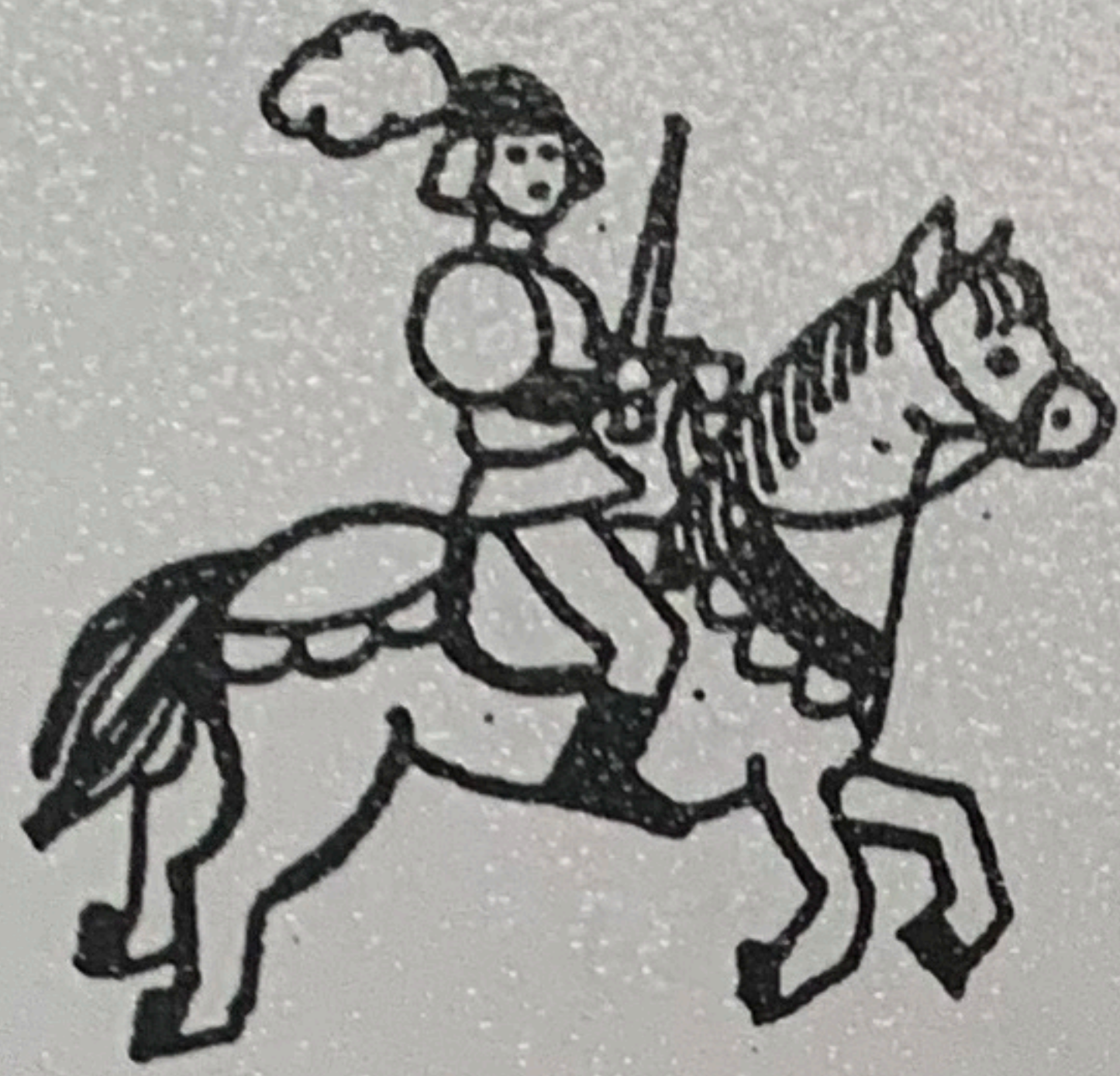


Port de bras



The Search For Sleeping Beauty

Help the Prince find his way to Princess Aurora by tracing a path for him through the forest to her castle. But don't let him get caught in one of Carabosse's spiderwebs!



About *The Nutcracker*

STUDENT ACTIVITY:

Talk with your students about the history of *The Nutcracker*, when the ballet was first done, and where. Talk about what a choreographer does (creates the dances) and what a composer does (creates the music). Read the story of the ballet.

While you read the story, have the students draw a picture of one or more of the following things:

- the drawing room during the party;
- the growing Christmas tree;
- the seven-headed mouse king.

TEACHER'S NOTES:

The Nutcracker is one of the most popular ballets in the world. It is performed at Christmas by ballet companies all over the United States. People love it so much they go back to see it year after year.

The story of the ballet is based on a fairy tale by the German writer E. T. A. Hoffman, entitled *The Nutcracker And The Mouse King*. The music for the ballet was composed by Peter Ilyich Tchaikovsky, a famous Russian composer. He also wrote the music for *Swan Lake* and *The Sleeping Beauty*.

The ballet was first performed in 1892 at the Maryinski Theatre in St. Petersburg (now called Leningrad) in Russia. The dances were created (choreographed) by Lev Ivanov, a famous Russian choreographer.

Story of *Nutcracker*
to read.

White drawing
paper

Crayons or markers

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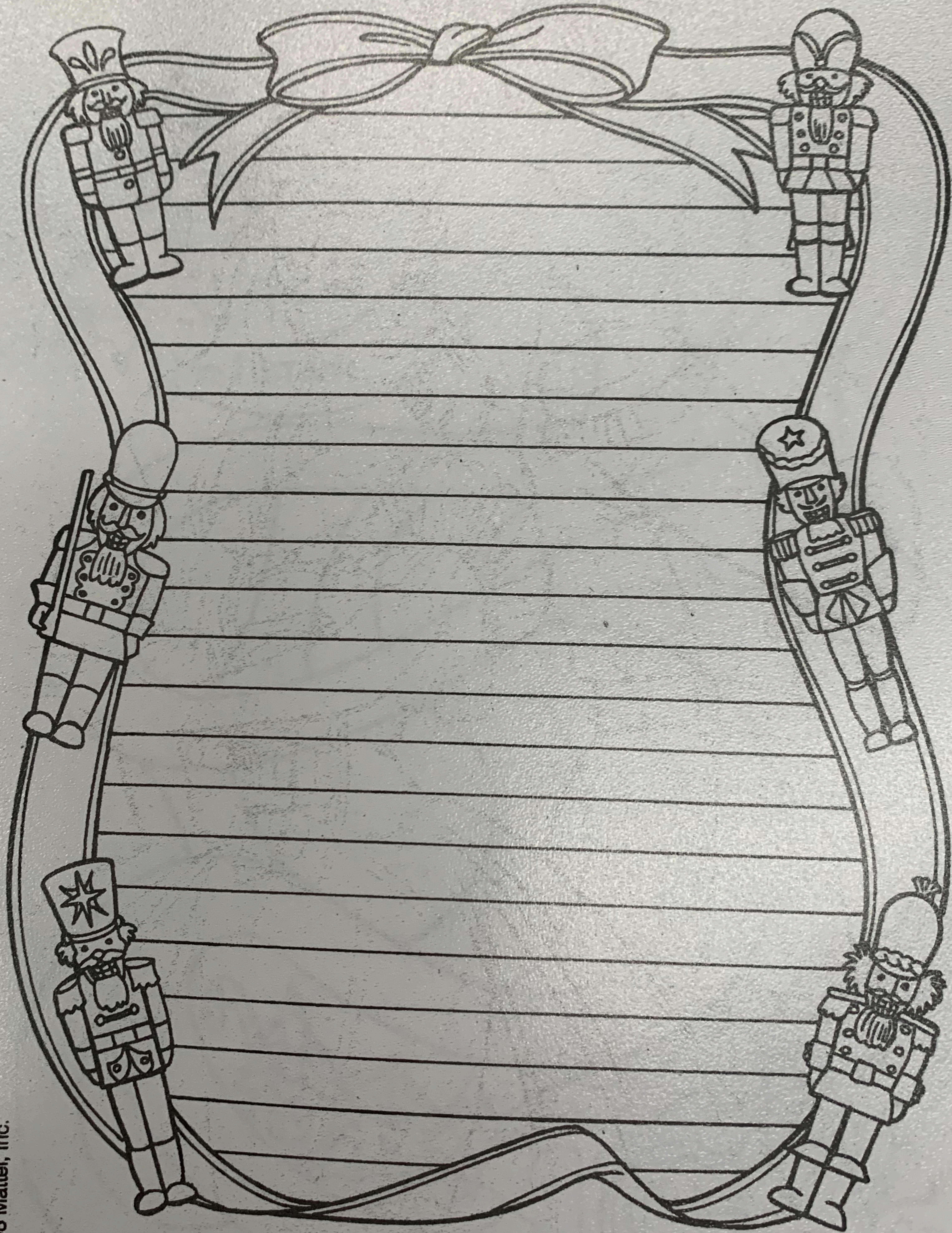
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How many words can you make using the letters in the word NUTCRACKER?



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Possible Answers: ACE, AN, ARE, ART, AT, ATE, CAKE, CAN, CANE, CAR, CARE, CAT, CRACK, CRACKER, CRANE, CRANK, CRATE, CREAK, CUT, EAR, EARN, NEAR, NECK, NET, NUT, RACE, RACK, RAKE, RAN, RANK, RARE, RAT, RATE, REAR, RIN, RUT, TACK, TAKE, TAN, TANK, TAR, TEAR, TEN, TRACE, TRACK, TREK, TRUCK, TRUNK, TUCK, TUNE

Name _____

Creative

- Animal Action
- Walking Through the Jungle
- Fairies & Goblins
- Story Ballets
 - Verduia
 - Magic Cape
 - Birthday Party
- Mermaids
- Enchanted Garden
- Toy Shop
- Freeze
- Walter the Walzing Worm
- Ponies
- Scarves, Ribbons, Tambourines, Maracas
- Show me How you Feel

Creative Dramatics

STUDENT ACTIVITY:

Explain to your students how important facial expressions are to dancers in creating a character.

1. Ask students to name some things that make them happy, sad, angry, depressed, frightened, and shy.
2. Ask them about Clara and Fritz in *The Nutcracker*. What would make them happy, sad, angry, depressed, frightened, and shy?
3. Have the students get up and show facial expressions for these emotions.
4. Have the students complete the "Facial Expressions" page. (Remember that most children of this age cannot read. You will have to actively help them to understand what they are supposed to do with this and other worksheets.)

TEACHERS NOTES:

What you do with your face helps your audience understand the story you are trying to tell them. Facial expressions also help to convey the feeling and the mood of the character you are playing.

Copies of Facial Expressions
(4/5 Art 1.1)

Crayons or markers

Creative Dramatics

This section can be skipped if time is short.

STUDENT ACTIVITY:

1. Wearing their tiaras and crowns, have students do a free dance to the variations for the Sugar Plum Fairy and the Cavalier from Act II of *Nutcracker*.
2. Have students act out parts of the ballet - Clara getting the Nutcracker from Drosselmeyer; Fritz & Clara fighting and Clara dropping the Nutcracker; Clara nursing the Nutcracker and falling asleep; battle of the mice, etc. You might want to show these places on the video tape after doing them to discuss how the dancers did it.

Recording of
Nutcracker, Act II

Creative Dramatics

STUDENT ACTIVITY:

Talk with your students about basic pantomimes involving everyday objects, including the proper way to begin and end a pantomime.

1. Try basic pantomimes together as a class. Use the ones listed below, as well as any others you may have time for.
 - A. Drinking from a glass. (Ask the following questions - what color is it; what size is the glass; how heavy is the glass; is the glass made of plastic or glass; what are you drinking.)
 - B. Opening a door
 - C. Putting on your tights for ballet
2. Have students make up simple pantomimes and let the rest of the class guess what the pantomime is.

Suggestions: rocking a baby reading a book getting dressed for ballet class; taking a shower; unlocking and opening a door; eating a drippy ice cream cone; cooking; getting a drink from the refrigerator and pouring it; playing a certain musical instrument (i. e., violin, piano, flute); a kitten drinking milk and licking its paw; driving a car; planting something in a garden; sweeping the floor; climbing a ladder.

Have students try some of their own ideas as well.

You can suggest ways to make the movement more specific. The students must go slowly for the audience in the beginning, making sure to include all the details of the action they are doing. Visually determining the size and weight of the objects they are handling is important as well.

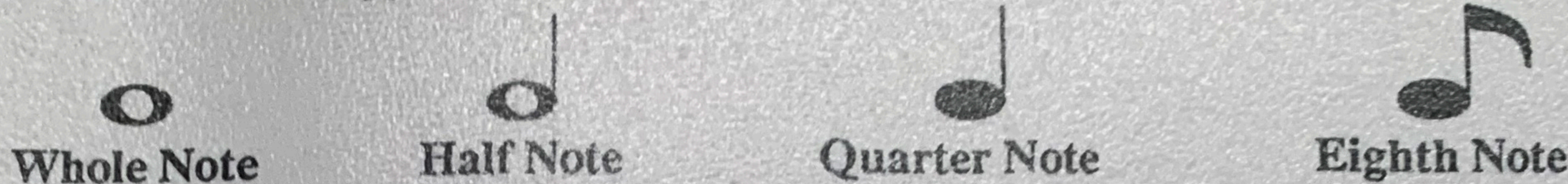
TEACHER'S NOTES:

Teach students that the beginning and end of a pantomime is very important. You start and end with the head bowed for a moment so that the audience knows you are changing activity.

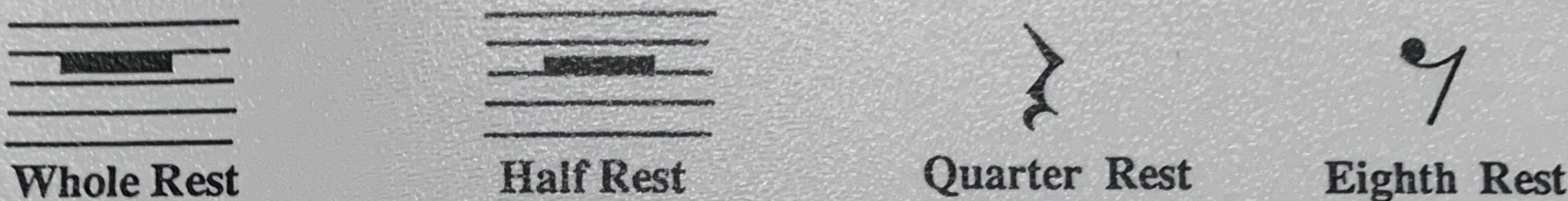
Discuss how they must first see in their minds what they are going to do. Then they need to truly imagine the object and see it in their minds. What color is it? What size is it? How heavy (or light) is it? Is it hard or soft? Does it smell good or bad? By seeing the object clearly in your mind, you make it more believable for the audience.

Learning About Notes

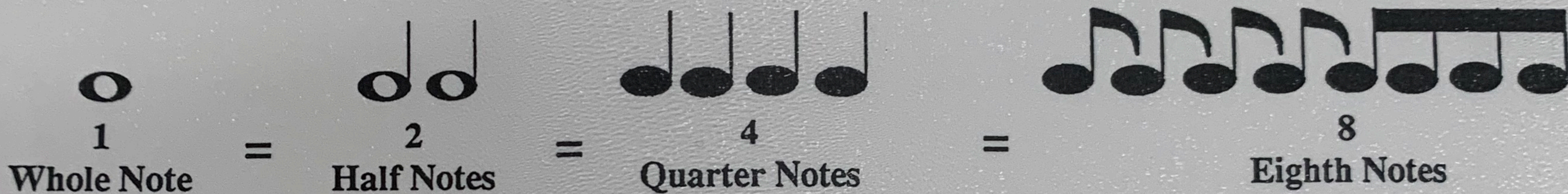
In music, notes tell you how long each individual tone or sound should last in relationship to the other tones in the piece. Look at the different types of notes below.



For every type of note, there is a rest that has the same value. Rests tell you when and how long you have to be silent.



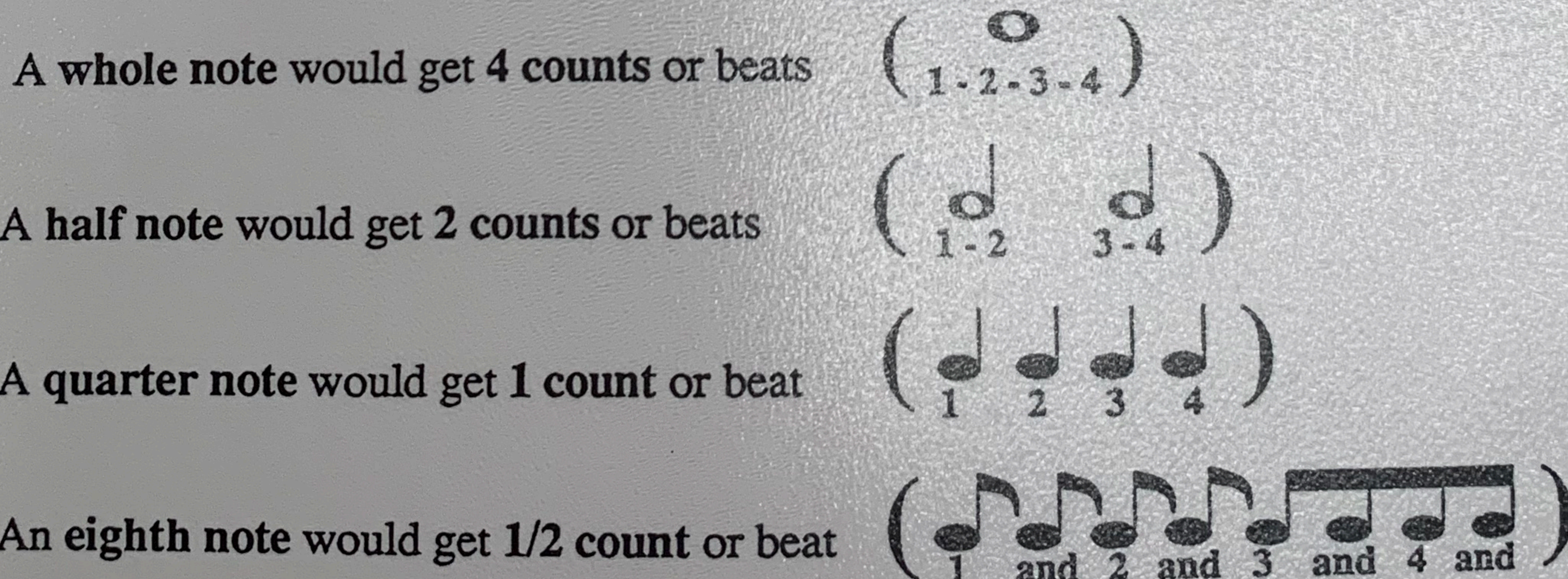
How long a single note of music lasts depends on what kind of note it is. A whole note lasts 2 times as long as a half note, 4 times as long as a quarter note, and 8 times as long as an eighth note. In other words...



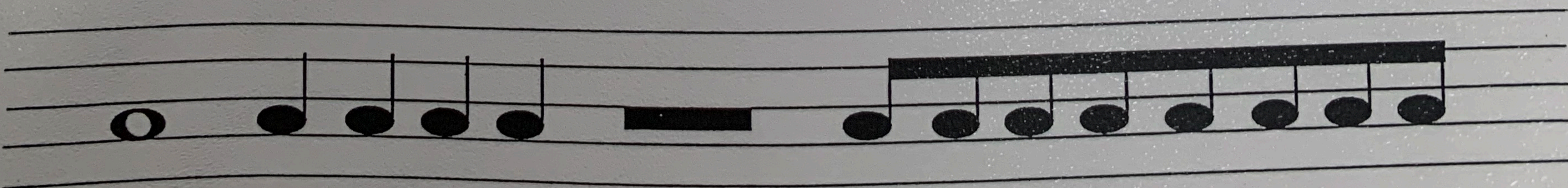
(By the way, did you notice that 4 of the eighth notes in the line above have little flags, while the other 4 are joined together with a bar? If there are a lot of eighth notes in a piece of music, they get joined together.)

Notes and rests have exactly the same value.

Here's another way of looking at it. Say you are counting a piece of music, and the whole notes in the piece get 4 counts each. Here's how you would count the values of the different types of notes:



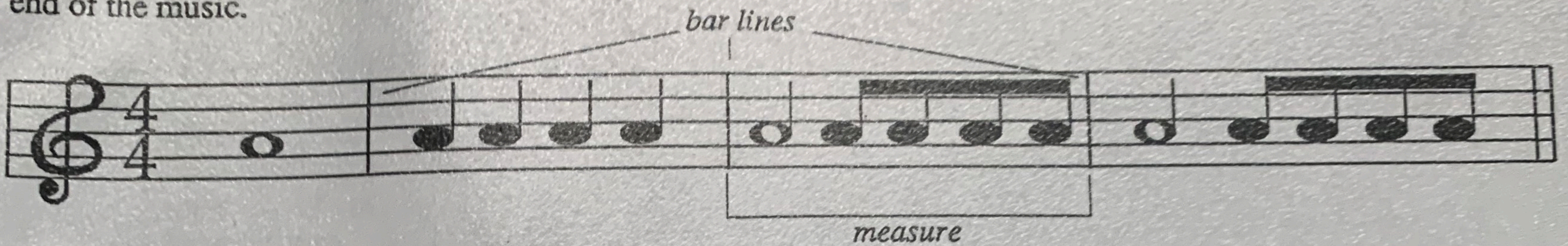
Now, if we say that whole notes and rests get 4 counts, can you clap the line of notes below? Don't make a sound on the rests! (Remember, rests get the same number of counts as notes.)



My name is _____

What Time Is It?

When you look at a piece of music, you'll notice that the notes are divided into groups by vertical lines. These lines are called **bar lines**. The space between the bar lines is called a **measure**. A **double bar line** marks the end of the music.

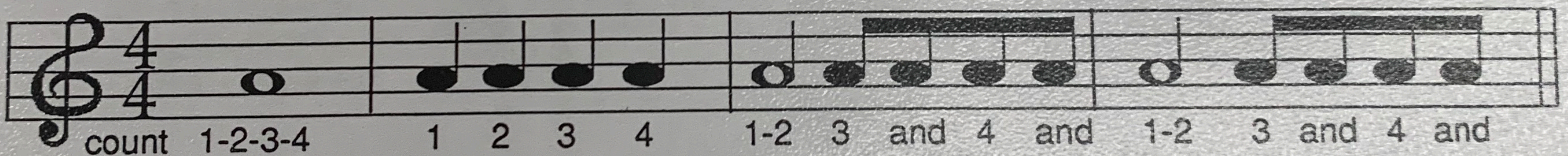


How many **measures** can you count in the line of music above? _____

The fraction at the beginning of a line of music is called a **time signature**. It tells the musician what rhythm to play. Can you find the time signature in the line of music above?

The **top number** tells us how many **beats** (counts) there are in a measure. The **bottom number** tells us what kind of note gets 1 beat (count). A 4 on the bottom stands for a **quarter note** (♩). An 8 stands for an **eighth note** (♪).

Find the time signature again. The top number tells us that there are 4 beats in each measure of music. The bottom number tells us that a quarter note gets 1 beat. If we wanted to count this piece of music, we would do it like this:



The most common time signature is the one we just learned. It's called **4/4 time**. Because it's used so much, it's called **common time**. Sometimes you see this symbol (C) instead. It means the same as 4/4.

Can you figure out what the time signatures below mean?

$\frac{2}{4}$ means there are _____ beats to each measure and a _____ note gets one beat.

$\frac{3}{4}$ means there are _____ beats to each measure and a _____ note gets one beat.

$\frac{6}{8}$ means there are _____ beats to each measure and a _____ note gets one beat.

C means there are _____ beats to each measure and a _____ note gets one beat.