Practical Inclusion of Ballet in Third Grade Curriculum

An Honors Thesis (Honors 499)

By

Jessica Albrecht

Thesis Advisor
Dr. Laurie Lindberg

Ball State University
Muncie, Indiana

December, 2006

Graduation: December, 2006
Due to the push to raise standardized test scores in elementary schools through the use of state standards, schools are no longer taking their students to see educational ballet performances. This is causing students to miss a part of a well-rounded education. However, through dance directors gaining an understanding of state standards and educators learning how a ballet performance fills state standard requirements, dance can once again be accepted as a valid part of school curriculum. To meet these needs, I have provided a brochure to explain state standards to dance directors with ideas on how to use state standards in an educational performance. In addition to the brochure I have also included lesson plans for a seven day unit on the fundamentals of a ballet performance. The theme of the unit is the ballet of Cinderella and it is for educators to use as a resource before taking students to a performance.
Acknowledgements

I want to thank Dr. Laurie Lindberg for advising me throughout this project and for her assistance in editing the work. I would also like to thank her for providing the original inspiration for the project through her colloquium on fairy tales.
"It is as if ballet is a dying art. The only time people talk about it is to make fun of it because they have never seen a ballet and do not understand it." 
-Michelle Albrecht

Introduction

It was 1992 when I took my first ballet class, and I have been dancing ever since. I was fortunate to be in a dance school that provided opportunities to perform in ballet productions. Dancing in the Nutcracker every Christmas season for eleven years was always accompanied by great excitement. However, the most memorable performances were the spring educational performances. At these productions, second and third graders came to the theater to watch ballets of stories such as Peter and the Wolf, Peter Pan, Alice in Wonderland, Aladdin, and the Twelve Dancing Princesses. Following the shows, we, the dancers, had the opportunity to interact with the students and answer questions. It was satisfying to see the joy and excitement in the students' faces as they walked back to the busses. I knew that most of these students had just seen their first ballet, and that for many it would be their last. It was gratifying to know that these students left with a positive attitude and greater appreciation for dance performances. Sadly, school attendance at educational performances began to dwindle to the point that the productions had to be cancelled. As a dancer this left me asking the question, “Why? Why would schools drop such an important part of a child's education from the curriculum?”

Upon majoring in elementary education I quickly found the answer to my question. The national government, state government, and school districts are demanding an increase in standardized test scores. School districts that fail to meet this requirement face loss of funding and other serious consequences. Thus, every lesson, activity, or field trip must meet specified state standards. If something does not have any state standards to support it, it is considered invalid and is eliminated from the program. For many schools, a field trip to the ballet did not seem to meet state standards.

As both an educator and a dancer, I believe that experiencing true dance is an important aspect of receiving a well-rounded education,
developing not only the mind, but also fostering the creative spirit. Although it may seem as if there is no longer room for dance in the curriculum, there are many state standards that can be met in the preparation for and attendance of a ballet performance. I chose to do this thesis in an effort to educate both the teacher and the dance director on ways that educational performances meet state requirements.

For students to once again to be able to attend ballet performances, both the directors of the dance company and the teachers need information on ways to incorporate a ballet performance with the state standards. However, dance directors know little of state standards and educators do not know enough about ballet to correlate performances to state standards. To bridge this gap, I created my thesis in two parts. The first is a brochure for dance directors. This brochure contains basic information on state standards to provide the directors with an understanding of why schools no longer attend educational performances. It also includes ideas on how to use the state standards in creating a ballet. The second part is a packet of lesson plans for a seven day unit on ballet. This was created as a resource dance directors can send to schools that will attend an educational performance. It allows teachers and administrators to quickly connect going to a ballet performance to state standards, thus showing the validity of the field trip.

When beginning my thesis, I brainstormed for elements of ballet that are most important to a performance. I narrowed my focus to four: the time and effort spent in rehearsing a ballet, the music used, the costumes, and the story of the ballet. The first day of my unit was to be a basic introduction to ballet making the four elements the topics of the second, third, fourth, and fifth days of the unit. It was vital that they all came before the field trip in order for students to have greater knowledge of and appreciation for the ballet. This put the field trip on the sixth day of the unit. For a unit to be complete there also needs to be a day to wrap up everything the students have learned. From this I had the outline for a seven day unit.

Once I had an outline for the unit, it was time for me to decide on the grade level to write the ballet for and what ballet would be my theme. In the ballet company I performed with, educational performances were for second and third graders. I also knew of other companies that performed
for third and fourth grades. Since third grade was the middle grade included in the range for educational performances I decided to write my unit for that level. For the unit’s theme, I selected Cinderella. The purpose of having a specific ballet for a theme was to unify the seven lessons. Since not all companies perform this particular ballet, the lessons were written in a way that a different ballet could be substituted for Cinderella. I chose this particular ballet because it had a set musical score and a history which could be included in a unit. However, it is not as famous as ballets such as Sleeping Beauty or Swan Lake. Therefore information on the ballet is limited, requiring more creativity in the design of the lesson plans. Although the ballet of Cinderella may not be well-known, Cinderella is a popular fairy tale. Many authors have published books of both traditional and non-traditional Cinderella stories. The large number of Cinderella books available provide a larger set of resources for teachers to use when implementing the unit.

After choosing the ballet that was to be the theme of my unit, I created the actual lesson plans. These lessons were my own work. I took my knowledge of the foundations of ballet performances and designed activities that would appropriately teach these foundational principles to third graders. Each lesson was written according to the Ball State format and requirements for lesson plans. Due to the fact that in the world of education lessons are considered valid only if they connect to a state standard, I then went back and found state standards to support the lessons I designed.

When creating the brochure, I began with the knowledge that dance company directors need to know that state standards affect performance attendance. I felt that directors needed to understand why schools are no longer willing to come to performances, what the state standards are, why schools are held so tightly to them, and ways that they can use the state standards in creating an educational performance. In order to accomplish this, I created a note to dance company directors and a short list of how state standards can be used for a dance performance. For clarity, I directly quoted the Indiana State Department of Education web-site on the definition and purpose of state standards. I also included the web address for the Indiana State Department of Education in case a director wants or needs more information.
I aim to include both teachers and dance company directors in an effort to keep the visual art of dance alive for students. It is my hope that this thesis will educate teachers and dance company directors about practical ways to include ballet in the school curriculum so that students will once again be able to attend educational ballet performances. If students can experience and understand ballet, maybe it will no longer seem like a dying art.
Table of Contents

Abstract 1
Acknowledgements 2
Introduction 3
Table of Contents 7
Brochure 8
Unit 9
   Letter to teachers 10
   About the standards 11
   Vocabulary 12
   Suggested books 13
   Day 1- Introduction 17
   Day 2- Ballet preparation 23
   Day 3- Music 31
   Day 4- Costumes 36
   Day 5- Cinderella 42
   Day 6- Field trip 48
   Day 7- Reflection 51
Bibliography 56
Ballet Magic

A Seven Day Unit
For Third Grade

Jessica Albrecht
BA in Elementary Education
Minor in Dance
Ball State University
To Teachers:

Once upon a time there were third grade students who waited with great expectation for the yearly field trip to the ballet. The students knew that moving music, dazzling costumes, and thrilling dancers would carry them to a land where their favorite stories would come to life. However, one sad day, the students awoke to discover that ballet performances had vanished from their life. In great distress the students began asking, "Where has the ballet gone? Will we ever see Cinderella, Peter Pan, Aladdin, Sleeping Beauty, Dorothy, or Little Red Riding Hood again? Who will bring them back to us?"

In today's world of education, the pressure of standardized testing in language arts and mathematics is the driving force behind school curriculum. While students need to be challenged to succeed in these areas, the focus on language arts and mathematics is beginning to push education in other areas out of the curriculum. These neglected areas include social studies, science, physical education, and the fine arts. While it is true that language arts and mathematics are the foundation of a solid education and help develop the mind, education in fine arts also develops the mind and nurtures the creative spirit. If today's students are to be well-rounded, they must receive a balanced education which cultivates the growth of creative expression and the mind.

Ballet is one area of fine arts that benefits young students. The visual aspect of ballet captures and stimulates the imagination and enhances the appreciation for beauty, symbolism, and art. Those who never have a chance to attend a ballet performance as children may not have another opportunity or even a desire to see a performance later in life. Thus, it is important to expose children to fine arts while they are in elementary school. This unit has been compiled as a way to integrate ballet into all areas of the curriculum with the hope that children will see their favorite stories come to life in another medium.
About the Standards

All lessons are based on third grade standards for the state of Indiana.
Ballet: A type of dance that uses a foundation of set movements for the legs, arms and body. Usually it is performed on a stage, using music and costumes to tell a story.

Pointe shoes: The official name of the satin shoes used by dancers in order to dance on their toes.

Rehearsal: Practice for a performance. This can be the practice of a specific dance or of an entire show.

Tutu: A skirt made of tulle or netting, that a dancer wears during performance. The tutu can be a short, round skirt to make the flat tutu or a long, flowing skirt to make the romantic tutu.
Suggested Books

About Ballet:


Traditional Cinderella:


Non-Traditional Cinderella:


Cinderella Around the World:


Day 1

What is Ballet?

Indiana State Standards:

Language Arts

Reading: Students read and respond to a wide variety of significant works of children's literature.

3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

3.3.7 Compare and contrast versions of the same stories from different cultures.

Writing Processes and Features: Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

3.4.1 Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet.

Writing Applications: At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4.

3.5.7 Write responses to literature that:

• demonstrate an understanding of what is read.
• support statements with evidence from the text.

**Writing English Language Conventions:** Students write using Standard English conventions appropriate to this grade level.

3.6.1 Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.

3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.

**Listening and Speaking:** Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.

3.7.1 Retell, paraphrase, and explain what a speaker has said.

3.7.13 Plan and present dramatic interpretations of experiences, stories, poems, or plays.

**Physical Education**

Demonstrate competency in many movement forms and proficiency in a few forms.

3.1.1 Demonstrate movement skills with many variations.

Understands that Physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.
3.7.1 Demonstrate feelings through a pattern of locomotor and non-locomotor movements.

3.7.3 Participate in cooperative problem solving activities.

Teacher Objective:
Upon completion of this lesson students will:
1. Be able to define what ballet is.
2. Have experienced telling the story of Cinderella through movements.

Student Objective:
During this lesson students will:
1. Develop a greater understanding of the meaning of ballet.
2. Tell the story of Cinderella through movements.

Materials:
1 KWL chart per student
Pencils
Dry erase/chalk board
1 Informational book about ballet (see list of suggested books)
1 Traditional Cinderella book (see list of suggested books)
1 blank paper book per student

Lesson:
Motivation:
Pass out the ballet KWL page to each student (see attached page). Instruct students to fill out the "What I know about ballet" section of the KWL chart. Once students are finished ask them to put their pencils away. Create a class KWL chart on the board. Call on one student to share his/her answers. Then call on the other students to contribute answers that have not yet been shared. Record these responses.

Next ask students to fill out "What I want to know about ballet" section of the KWL chart. Once students are finished ask them to put their pencils away. Call on one student to share his/her answers. Then call on the other students to contribute answers that have not yet been shared. Record these responses on the whole class KWL chart.
Collect students’ KWL charts for future use.

Goal for learner:
Inform students that in several days they will be taking a field trip to see a ballet performance of Cinderella. In the days leading up to the performance the class will be learning about the story of Cinderella as well as the work that is involved in creating a ballet performance. Today they will discover what ballet is.

Procedure:
New Information: Provide students with the definition of ballet from the vocabulary list. Ballet is a kind of dance that is performed on a stage, usually by a group of dancers in costumes. It often tells a story by means of its systems of graceful moves. Read an informational book about ballet to the class. The Young Dancer by Darcey Bussell and My Ballet Book by Kate Castle are two from the suggested book list.

Checking for understanding: Ask the class to share what ballet is. Lead a class discussion about things from the book that interested the students.

New Information: Reiterate the fact that ballet often tells a story through graceful movement. Ask students what story they will see when they go on a field trip to the ballet. Students will answer, “Cinderella.” Read a traditional Cinderella story to the class (see list of suggested books).

Checking for understanding: Pass out blank paper books to each student. On this book students will re-tell and illustrate the story of Cinderella.

Practice/Application: Without speaking, students will re-tell the story of Cinderella. Call a group of students to act out ONLY through movement the relationship between Cinderella and her stepmother and sisters. Call another group of students to act out Cinderella being left behind while the stepmother and sisters leave for the ball. The next group will act out the fairy godmother helping Cinderella. Another group of students will act out Cinderella entering the ball and meeting the prince. Next a group will act out Cinderella fleeing from the ball. Finally a group of
students will act out the valet trying the shoe on the foot of the stepsisters and Cinderella.

Closure: Perform the Cinderella story activity for someone else in the school.
<table>
<thead>
<tr>
<th>What I know about ballet.</th>
<th>What I want to know about ballet.</th>
<th>What I learned about ballet.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Indiana State Standards:

Language Arts

Reading: Students read and respond to a wide variety of significant works of children's literature.

3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

3.3.7 Compare and contrast versions of the same stories from different cultures.

Mathematics

Computation: Students solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division.

3.2.2 Represent the concept of multiplication as repeated addition.

Algebra and Functions: Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and functional relationships.

3.3.1 Represent relationships of quantities in the form of a numeric expression or equation.

3.3.2 Solve problems involving numeric equations.
Problem Solving: Students make decisions about how to approach problems and communicate their ideas.

3.6.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

3.6.2 Decide when and how to break a problem into simpler parts.

3.6.3 Apply strategies and results from simpler problems to solve more complex problems.

3.6.4 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.

3.6.7 Make precise calculations and check the validity of the results in the context of the problem.

3.6.8 Decide whether a solution is reasonable in the context of the original situation.

3.6.9 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

Physical Education

Demonstrate competency in many movement forms and proficiency in a few forms.

3.1.1 Demonstrate movement skills with many variations.
Applies movement concepts and principles to the learning and development of motor skills.

3.2.1 Describe various balance forms utilizing base and support concepts.

Teacher Objective:
Upon completion of this lesson students will:
1. Have experienced how dancers train in class.
2. Have discovered the amount of time needed to prepare a ballet.

Student Objective:
During this lesson students will:
1. Practice some basic steps dancers use in class to train for a performance.
2. Discover the amount of time needed to prepare a ballet.

Materials:
1 Overhead projector
1 Blank transparency
Overhead markers
1 page of ballet math problems per student
2 Cinderella story books (at least one non-traditional)

Lesson:
Motivation: Review with students what ballet is and the information they remember from the day before. Ask students to share what they think dancers do to prepare for a performance. Inform students that each week dancers take ballet class and go to rehearsals to prepare for a ballet performance. Bring out an overhead and a blank transparency. Ask students how many hours they think dancers spend in ballet class each week, how many months dancers rehearse for a show, how many weeks dancers rehearse for a show, and how many hours dancers rehearse for a show. Have the class reach an agreement for the answer to each question. Record the class predictions on the overhead and transparency.

Goal for learner: Inform students that they are going to discover how much time is involved in preparing for a ballet performance.
Procedure:

New Information: Instruct students that each ballet company varies in the amount of time dancers spend in class and rehearsal. In many companies dancers take ballet class five or six days a week, Monday through Friday or Saturday. Class is where dancers learn and practice basic ballet steps that will help them dance bigger, more impressive ballet steps during a performance. It is also where a dancer becomes better at ballet. Ask students to spread out around the classroom so they have room to practice some basic ballet steps. Most informational ballet books have simple illustrations and instructions on how to do basic ballet steps (see list of suggested books). Some ideas for steps to practice include:

1. **Pointing feet:** Have students sit on the floor with their legs out in front. Ask students to make their toes go up towards the ceiling. This is called flexing your feet. Now ask students to make their toes go as close to the floor as they can with their heels still flat on the ground. This is called pointing your feet. It is what a dancer's feet must do every time they are not flat on the floor.

2. **Arms:** Standing up have students hold their arms out in front of their bellybutton in a circle. These are called first position arms. Next have students hold their arms over their heads in a circle. These are called third or fifth position arms. Finally have students hold their arms out to the side like airplane wings. These are called second position arms.

3. **Plié:** Plié is French for "to bend." Have students stand so their heels are together and their toes point out to the side to create an angle with their feet. If students are falling over, they are pointing their toes out to the side too much and need to make a smaller angle with their feet. Now students will bend their knees and leave their heels on the floor. This is a plié.

4. **Tendue:** Tendue is French for "to pointe." Have students stand so their heels are together and their toes point out to the side to create an angle with their feet. If students are falling over, they are pointing their toes out to the side too much and need to make a smaller angle with their
feet. Next students will slide one foot out to the side until only their toes are touching the ground.

5. Dégagé: Dégagé is French for "disengaged." Begin with students doing a tendue (see instructions above). From there students will lift their foot that is to the side off the ground, keeping it pointed in the air. This is a dégagé.

6. Arabesque: Have students stand so their heels are together and their toes point out to the side to create an angle with their feet. If students are falling over, they are pointing their toes out to the side too much and need to make a smaller angle with their feet. Lift one foot to the back, keeping both legs straight. The foot that comes off the ground in back should be pointed. This is an arabesque.

On top of taking class five or six days a week, most dancers then rehearse at least two days a week. Rehearsal is when a dancer learns and practices the dance or dances he or she will perform during the show. Usually, these rehearsals are on Saturday and Sunday. This means that dancers dance seven days a week. Each day a dancer spends about two and a half hours in ballet class and in one day a dancer spends about three hours in rehearsal. Rehearsals for a performance begin about four months before the show.

Checking for understanding: Ask students to share how they would feel about going to school seven days a week. Discuss how long a two and a half hour ballet class is by telling the students what will be occurring two and a half hours from now. Continue the discussion by telling students what will be occurring in three hours to help them understand how long a day of rehearsals is. Finally help students understand how long four months is by asking students what month is four months from now. Also discuss the fact that if they began rehearsing for a ballet when school first began, they would not perform it until around Thanksgiving or Christmas.

Practice/Application: Give students the math problems to be solved. These can be found on the attached page. Students can do this individually, with a small group, or as a whole class activity.
Closure: Place the transparency with the class’ guesses for how many hours they think dancers spend in ballet class each week, how many months dancers rehearse for a show, how many weeks dancers rehearse for a show, and how many hours dancers rehearse for a show. Call on students or small groups to share the answers they found for each of these questions. Record the actual answer next to the original guess and compare the two numbers.

In continuation of the Cinderella theme of the ballet, read two Cinderella stories during the day. At least one of the Cinderella stories will be a non-traditional or non-European Cinderella story (see list of suggested books).
1. A dancer takes ballet class five days a week. Each class is two hours and thirty minutes long. How many hours does a dancer spend in ballet class each week?

2. A dancer spends four months rehearsing for a performance. How many weeks does a dancer spend rehearsing for a performance?
3. A dancer spends three hours on Saturday and three hours on Sunday rehearsing for a show. How many hours each week does a dancer spend rehearsing?

4. How many hours does a dancer spend rehearsing for a show each month?

5. How many hours does a dancer spend rehearsing for a show over four months?
Day 3
The Music of Ballet

Indiana State Standards:
Language Arts
Reading: Students read and respond to a wide variety of significant works of children's literature.

3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

3.3.7 Compare and contrast versions of the same stories from different cultures.

Social Studies
Individuals, Society, and Culture: Students will explain how communities are made up of individuals and groups of people, explore local connections with communities in other places, examine the contributions of people from various cultures to the development of the community, and use a variety of resources to collect information about the culture of the community.

3.5.3 Examine the contributions of individual artists (painters, sculptors, writers, musicians, and traditional artists) in enriching the culture of the community.

3.5.4 Identify factors that make the local community unique, including how the community is enriched through foods, crafts, customs, languages, music, visual arts, architecture, dance, and drama representing various cultures.
Music

Listening to, analyzing, and describing music: Students identify simple musical forms when they are heard. They discuss and describe aural examples of music of many cultures, using proper terms as they are learned. They also identify the sounds of instruments. Students in third grade respond through movement to musical events while listening to music.

3.6.2 Use movement to indicate changes in the form of the music, and talk about those changes.

3.6.5 Use movements to demonstrate understanding of the musical events being heard.

Understanding relationships between music, the other arts and disciplines outside the arts: Students identify similarities and differences between the meaning of common terms used in all of the arts. They describe ways that the arts involve ideas that can apply to many situations.

3.7.2 Relate ideas learned or discussed in music to other situations in life.

Understanding music in relation to history and culture: Students identify familiar examples of music or of another historical period or culture. They identify the uses of music and the roles of musicians in daily life.

3.8.1 Identify familiar pieces of music from other eras.

3.8.2 Identify a piece of music from a cultural background in addition to those represented in the class.
Physical Education

Demonstrate competency in many movement forms and proficiency in a few forms

3.1.1 Demonstrate movement skills with many variations.

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction. Students develop a greater attitude towards the importance of health-related fitness. They can describe activities that enhance fitness and which are enjoyable to do with friends. They accept challenges in activities that involve new or recently attained skills.

3.7.1 Demonstrate feelings through a pattern of locomoter and non-locomoter movements.

Teacher Objective:
Upon completion of this lesson students will:
1. Know who wrote the music for the ballet Cinderella.
2. Have experienced how music helps add emotion and tells a story.

Student Objective:
During this lesson students will:
1. Learn who wrote the music for the ballet Cinderella.
2. Create short dances depicting emotion and compare the emotion to the music used.
3. Draw a picture interpreting a scene from the story of Cinderella based solely on a musical selection.

Materials:
A globe or map
CD of the music for the ballet of Cinderella
A CD player
1 strip of paper per student
1 pencil per student
1 container to hold the strips of paper
1 piece of paper per student
Crayons, markers, or colored pencils
2 Cinderella story books (at least one non-traditional)

Lesson:
Motivation: Present this question to students: "Why do you like listening to music?" Next ask students, "Do you listen to different music when you are feeling happy than you do when you are upset? Why or why not?"

Goal for learner: Inform students that during today's lesson they will be learning about the man who wrote the music for the ballet of Cinderella and why music is important for a ballet performance.

Procedure:
New Information: The music for the ballet Cinderella was composed, or written, by a man named Sergei Prokofiev. Prokofiev lived in a country called Russia. On a globe or map locate the country of Russia. Compare the location of Russia to that of the United States. Russia is a country that is famous for ballet. He began to write the music for Cinderella in 1941, which is sixty-five years ago. This was also the same year that America began fighting in World War II. It took Prokofiev three years to finish creating the music for the ballet. If he started in 1941 and worked for three years, in what year did Prokofiev finish the music for Cinderella? Prokofiev wrote the ballet music for a Russian ballet company, and the first performance of Cinderella was at a theater in a city in Russia called Moscow. Moscow is the capital of Russia just as Washington D.C. is the capital of the United States.

The music Prokofiev wrote for Cinderella is an important part of the ballet. It is important for the dancers because the music tells them when to move. For those watching the ballet it is important because it helps the audience understand what is happening during the performance. Like music in movies, on television, or on the radio, ballet music helps tell the audience what a character is feeling or if something good or bad is about to happen.

Checking for understanding: Using a recording of Prokofiev's music for Cinderella, have students listen to the music for either The Shawl Dance or Duet of Sisters with the Oranges. In both of these selections, Cinderella's step-sisters are fighting over either a shawl or an orange. Ask students to listen for what emotion they think of or feel when they hear the
music. After students have finished listening to the selection they will record their answers on a piece of paper and place the pieces in a container. Call a group of four students up. Have one of the students in the group draw one of the slips of paper out of the container. Read the emotion to the class. Using the same selection of music from Cinderella, the small group of students will perform a short, spontaneous dance demonstrating that emotion. The following groups will use the same emotion but different musical selections from Cinderella. After each group performs, discuss how well the music fit the emotion.

**Practice/Application:** Pass out a blank sheet of paper to each student. Play the selection Midnight from the score of the ballet Cinderella. Ask students to draw a picture of what they think is happening in the story based on the music. Students will share their drawings and explanations with the class.

**Closure:** Ask students to share what information they recall about the man who wrote the music for the ballet Cinderella. Students will then share their opinions about why music is important for a ballet performance.

In continuation of the Cinderella theme of the ballet, read two Cinderella stories during the day. At least one of the Cinderella stories will be a non-traditional or non-European Cinderella story (see list of suggested books).
Day 4
Costumes

Indiana State Standards:

Language Arts

Reading: Students read and respond to a wide variety of significant works of children's literature.

3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

3.3.7 Compare and contrast versions of the same stories from different cultures.

Mathematics

Computation: Students solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division.

3.2.2 Represent the concept of multiplication as repeated addition.

Algebra and Functions: Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and functional relationships.

3.3.1 Represent relationships of quantities in the form of a numeric expression or equation.

3.3.2 Solve problems involving numeric equations.
Problem Solving: Students make decisions about how to approach problems and communicate their ideas.

3.6.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

3.6.2 Decide when and how to break a problem into simpler parts.

3.6.3 Apply strategies and results from simpler problems to solve more complex problems.

3.6.4 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.

3.6.7 Make precise calculations and check the validity of the results in the context of the problem.

3.6.8 Decide whether a solution is reasonable in the context of the original situation.

Measurement: Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money.

3.5.2 Add units of length that may require regrouping of inches to feet or centimeters to meters.

Teacher Objective:
Upon completion of this lesson students will:
1. Know what costumes are used in ballet performances and why they are important.
2. Have created and labeled their own costumes.
3. Have discovered how much netting is needed to make a ballet tutu.
Student Objective:
During this lesson students will:
1. Learn what costumes are used in ballet performances and why they are important
2. Create and label their own costumes
3. Discover how much netting is needed to make a ballet tutu.

Materials:
Informational ballet book (see list of suggested books)
1 picture of a male dancer and 1 picture of a female dancer per student
Coloring supplies
Art supplies such as glitter, ribbon, sequins, beads, etc.
Glue
Dry erase board
Dry erase markers
1 yard stick per small group of 3-5 students
1 journal or place to record results per student
2 Cinderella story books (at least one non-traditional)

Lesson:
Motivation: Ask students to share what they have learned about ballet over the past three days. Assist students’ recall with questions such as, "What is ballet?", "How do dancers get ready for a ballet?", "How much time is needed to prepare for a ballet?", and "Who wrote the music for Cinderella?". Next, present the following problem to students: "In ballet there is no talking. How will you tell who each character is?". Allow students to respond with their ideas.

Goal for learner: Inform students that during today’s lesson on ballet they will be learning about traditional costumes worn in ballet and why these costumes are important to telling the story.

Procedure:
New Information: Due to the fact that there is no speaking in ballet, dancers must use other methods to tell the story. One way they do this is through their movements. Dance steps, gestures, and facial expressions can tell the audience a lot about what character a dancer is portraying and what
Another important aspect of representing a character is the costume the dancer wears. The costume can provide a way for the audience to instantly identify what character a dancer is portraying.

Costumes for men are usually jackets or shirts and tights. Costumes for women can include tights and leotards, which are similar to one piece swimming suits, short or long dresses, or the traditional ballet tutus. A tutu is what most people think about when they hear the word ballet. Although dancers do not wear a tutu during classes, it is a costume that is always worn during a traditional ballet performance. There are two types of tutus. One is called a romantic tutu. The romantic tutu looks like a skirt made from layers of netting. It reaches below a dancer's knee. The more famous tutu is the flat tutu. It is the tutu that forms a circle around a dancer's waist. Dancers also call the flat tutu a "pancake tutu" because its shape resembles a pancake. Like the romantic tutu, the flat tutu is made out of layers of netting which are attached to hoops to hold it up. It takes about 64 yards of fabric to make one flat tutu. Use informational ballet books to share pictures of various types of costumes with students (see list of suggested books).

Shoes are also part of the costume dancers wear. Men dance wearing soft, black ballet shoes called ballet slippers. Sometimes for performances they also wear special dance boots. Although women also wear pink ballet slippers, during most performances women wear shoes that help them dance on their toes. These shoes are called pointe shoes. At the bottom of the pointe shoes, where a dancer's toes are, is a box. This box is covered with glue, plaster, and several layers of fabric. The outside layer of the shoe is then covered with pink satin. It is very difficult to make pointe shoes correctly. Because of this, pointe shoes are very expensive. One pair of shoes costs about sixty dollars and a professional dancer can need a new pair of pointe shoes every week! Use informational ballet books to share pictures of different ballet shoes with students (see list of suggested books).

Checking for understanding: Allow students to choose whether they want a picture of a male or female dancer (see attached page). Pass pictures out according to students' choice. Write the various costume words on the board. These include: tutu, tights, jacket, ballet slippers, pointe shoes. Students will design their own costume by coloring the picture. Other
details may be added to the picture by gluing on glitter, bows, sequins, or beads. Once students are finished creating their costumes, they will label the parts of the costumes using the words from the board.

**Practice/Application:** As a class, solve the following problem on the dry erase board: About 64 yards of netting are needed to make one flat tutu. If netting costs about 80 cents per yard, how much money does it cost to make one flat tutu?

Once the problem has been solved, divide students into small groups. Demonstrate how to use a yard stick to measure the distance of several yards. Provide each group with a yard. In the hallway, students will use the yard stick to discover how far the netting used in a tutu would stretch down the hallway. When students complete the activity they will record their findings in a journal.

**Closure:** Review why costumes are important to a ballet and what some common costumes are for male and female dancers. Allow several students to share the reflections written in their journal from the previous activity.

In continuation of the Cinderella theme of the ballet, read two Cinderella stories during the day. At least one of the Cinderella stories will be a non-traditional or non-European Cinderella story (see list of suggested books).
Day 5
Cinderella

Indiana State Standards:
Language Arts
Reading: Students read and respond to a wide variety of significant works of children's literature.

3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

3.3.7 Compare and contrast versions of the same stories from different cultures.

3.3.8 Identify the problem and solutions in a story.

Writing Processes and Features: Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

3.4.1 Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet.

Writing Applications: At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters.
Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4.

3.5.7 Write responses to literature that:
- demonstrate an understanding of what is read.
- support statements with evidence from the text.

**Writing English Language Conventions:** Students write using Standard English conventions appropriate to this grade level.

3.6.1 Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.

3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.

**Listening and Speaking:** Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.

3.7.1 Retell, paraphrase, and explain what a speaker has said.

**Teacher Objective:**
Upon completion of this lesson students will:
1. Have compared different versions of Cinderella from around the world.
2. Developed their own non-traditional story of Cinderella.
3. Presented their Cinderella story to the class.
Student Objective:
During this lesson students will:

1. Compare different versions of Cinderella from around the world.
2. Develop their own non-traditional Cinderella story.
3. Present their Cinderella story to the class.

Materials:
All Cinderella books read throughout the unit
1 chart for comparing Cinderella stories per student
Enough paper for creating a book per student
Pencils
Drawing materials

Lesson:
Motivation: Show students the cover of a Cinderella book read during the unit. Call on a student to re-tell the story from that book. Continue with this until all Cinderella books used in the unit have been re-told by students.

Goal for learner: Inform students that today they will be involved in comparing different Cinderella books from around the world.

Procedure:
New Information: Many dance companies around the world perform ballets such as Cinderella. The ballet of Cinderella always contains a girl named Cinderella who is treated poorly by her step-mother and sisters. Her godmother assists Cinderella in going to the ball where she meets Prince Charming. At the strike of the hours Cinderella flees, leaving behind only her slipper. The Prince then finds Cinderella when her slipper fits only her foot and a large wedding follows. While the basic story line remains the same in each ballet, other details change, making no two productions of Cinderella the same. These differences can be in steps, costumes, gestures, expressions, and even in the events which occur during the story.

Similarly, the written story of Cinderella varies in many different ways depending on who wrote the story and what country the story is from. In every Cinderella story there is a girl who is treated badly. Someone or something magical helps her life improve when she meets and falls in love
with a man of wealth and prestige. The other details of the story may greatly vary from the traditional story.

Read several non-traditional Cinderella stories to students.

Checking for understanding: Using the included chart, compare the different Cinderella stories read throughout the unit as a class by recording the following information: name of the book, the name of the Cinderella character, where the story takes place, who the Cinderella character lives with, why the Cinderella character is treated poorly, what the Cinderella character wants, who helps her get what she wants, why she has to leave or lose what she wants, how she gets back what she wants, what happens to the people who mistreated her. Begin with a traditional version of Cinderella and move on to the other versions read.

Practice/Application: Each student will create a book in which they can write and illustrate their own non-traditional version of Cinderella.

Closure: Students will share their Cinderella book with the class, highlighting some aspects that are the same and some aspects that are different from other Cinderella stories.
<table>
<thead>
<tr>
<th>What is the name of the book?</th>
<th>Where does the story take place?</th>
<th>What is Cinderella’s name?</th>
<th>Who does she live with?</th>
<th>Why is she treated poorly?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is the man she falls in love with?</td>
<td>Who or what helps her meet the man she falls in love with?</td>
<td>Why does she have to leave or run away?</td>
<td>How is she found by the man who falls in love with her?</td>
<td>What happens to those who mistreated her?</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 6

Going to the Ballet

Indiana State Standards:

Language Arts

Reading: Students read and respond to a wide variety of significant works of children's literature.

3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

3.3.7 Compare and contrast versions of the same stories from different cultures.

Social Studies

Individuals, Society, and Culture: Students will explain how communities are made up of individuals and groups of people, explore local connections with communities in other places, examine the contributions of people from various cultures to the development of the community, and use a variety of resources to collect information about the culture of the community.

3.5.3 Examine the contributions of individual artists in enriching the culture of the community.

3.5.4 Identify factors that make the local community unique, including how the community is enriched through foods, crafts, customs, languages, music, visual arts, architecture, dance, and drama representing various cultures.
3.5.5 Use community resources to gather cultural information about the community.

**Teacher Objective:**
Upon completion of this lesson students will:
1. Know appropriate behavior for attending a dance performance.
2. Have attended a ballet performance.
3. Have experienced dance as part of the community.

**Student Objective:**
During this lesson students will:
1. Learn appropriate behavior for attending a dance performance.
2. Attend a ballet performance.
3. Experience dance as part of the community.

**Materials:**
Field trip- no materials needed

**Lesson:**
**Motivation:** Ask students to share with the class an interesting fact they have learned about ballet. Remind students that today they get to see a real ballet performance.

**Goal for learner:** Inform students they are going to learn and practice how to act at a ballet performance.

**Procedure:**
**New Information:** Ask students to recall how hard the dancers have worked in order to share this special performance with others. Due to the dancers’ hard work, it is important to be respectful to them when at the theater. Talking during the performance does not show respect. If everyone in the theater talked during the performance, it would make it difficult to watch the dancing and distract the dancers. Save all questions for after the show. It is ok to laugh at funny parts and clap after a dancer is done dancing. This lets the dancers know you like their performance. Clapping is also appropriate after a dancer has done a difficult step such as turning many times in a row or being lifted into the air by a partner.
Since there is no talking in ballet, it is important to know the story before the dancing begins. The story is written in the program. It is important to read this before the performance begins in order to not be confused about what happens in the story.

**Checking for understanding:** Have students repeat back what is important to remember about going to the ballet. Ask them if they have any other questions about seeing a ballet.

**Practice/Application:** Take students on a field trip to the ballet performance.

**Closure:** After returning to school, ask students to share their experience at the ballet. Direct the sharing with questions such as what was your favorite part? What was your least favorite part? What did you notice about the music? What did you notice about the costumes? How did the Cinderella story compare to the ones that have been read in class?

Finally have students write several sentences answering the question, "Why is dance important to the community?"
Day 7

Ballet Reflections

Indiana State Standards:
Language Arts:

Writing Processes and Features: Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet.

3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.

3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.

3.4.5 Use a computer to draft, revise, and publish writing.

3.4.6 Review, evaluate, and revise writing for meaning and clarity.

3.4.7 Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.

3.4.8 Revise writing for others to read, improving the focus and progression of ideas.
3.4.9 Organize related ideas together within a paragraph to maintain a consistent focus.

Writing Applications: At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4.

3.5.2 Write descriptive pieces about people, places, things, or experiences that:
   • develop a unified main idea.
   • use details to support the main idea.

3.5.3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that:
   • show awareness of the knowledge and interests of the audience.
   • establish a purpose and context.
   • include the date, proper salutation, body, closing, and signature.

3.5.5 Write for different purposes and to a specific audience or person.

3.5.7 Write responses to literature that:
   • demonstrate an understanding of what is read.
   • support statements with evidence from the text.

Writing English Language Conventions: Students write using Standard English conventions appropriate to this grade level.
3.6.1 Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.

3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.

3.6.6 Use commas in dates, locations, and addresses, and for items in a series.

Teacher Objective:
Upon completion of this lesson students will:
1. Complete a thank you note to the ballet company including all of the necessary elements of a letter.
2. Compose a descriptive paragraph about the ballet

Student Objective:
During this lesson students will:
1. Complete a thank you note to the ballet company including all of the necessary elements of a letter.
2. Use the writing process to compose a descriptive paragraph about the ballet.

Materials:
1 KWL chart from lesson one per student
Pencils
Dry erase board
2 pieces of blank paper per student
Crayons, colored pencils, or markers
1 page blank writing paper per student
Computers

Lesson:
Motivation: Pass out the KWL chart that students began filling out on the first day of the unit. Ask students to fill out the "What I learned" section of the chart. Call on students to share with the class what they learned.
Goal for learner: Inform students that they are going to write about the ballet in two different ways. The first will be a thank you note to the dancers and the second will be the beginnings of a descriptive paper about the ballet performance.

Procedure:

New Information: On the board draw a square that represents a piece of paper. Inform students that this square is a thank you note to the dancers. Ask students what the date is and instruct them to always write the date in the right hand corner of a letter. Write the date in that section of the square. Next discuss with students the fact that they need a greeting. The greeting should begin with "Dear." Next write the name of the ballet company followed by a comma. Now it is time to write the body of the letter. Skip a line and indent the paragraph. Start the first sentence by thanking the dancers for the performance. Ask students to brainstorm other things they might include in the letter such as their favorite part of the performance, what they learned, or any questions they may have for the dancers. Once several sentences have been written in the body of the letter, it is time to write the closing. Write "Sincerely," in the appropriate spot on the board. Point out that sincerely begins with a capital letter and is followed by a comma. Finally sign your name.

Checking for understanding: Point out the various parts of the letter in order and have the class tell you what each one is.

Practice/Application: Students will write and illustrate a thank you note to the ballet company.

New Information: Ask students what they think descriptive writing is. Inform students that descriptive writing is writing about a person, place, or thing by using details such as appearance, sound, smell, taste, and feel to describe it. With the class, brainstorm a web for a descriptive writing of the classroom. Draw an oval in the middle of the board and in it write "Our classroom." Draw lines connecting to five other ovals with appearance, sound, smell, taste, and feel written in the centers. Ask students to provide descriptive words for each of the senses for the classroom. Record their responses to complete the diagram. Use the responses to create a paragraph describing the classroom.
Checking for understanding: Ask students to create their own web for describing the ballet. Ideas for main ideas include the theater, the performance, a specific dance, a specific dancer, the music, or the costumes. Check all students' webs.

Practice/Application: Students will use the webs they have created to write a rough drafts of a descriptive paragraph about the ballet. At a later time students will proofread their own papery, have a peer edit the work, allow a teacher to edit the paper, and finally revise their work. Once students' work has been revised, students will type the final paragraph on the computer and add an illustration. All descriptive paragraphs will be collected to be hung up for display.

Closure: Students will share the final versions of their descriptive paragraphs with peers.


Peticolas, Sandra. E-mail interview. 24 Nov. 2006.
