

A horizontal banner with a dark red background on the left containing the text 'BALLET VICTORIA' in white. In the center is a silhouette of a ballerina in a classical pose. On the right is a black background with a white decorative flourish and the text 'Classical dance – a physical life' in white.

BALLET
VICTORIA



Classical dance – a physical life

Overview

The dancers and staff will demonstrate different techniques related to the art of ballet. They will explain its history, artistic language and physical demands. Our staff will provide a general comprehensive look all aspects of a dance performance, costumes, & footwear. The program will examine subjects such as basic anatomy, strength training, flexibility and agility, with comparative thought to other physical activities like sports. The program content is adjusted to the age group of the audience.

A demonstration of ballet techniques and its terminology with display of pointe work, partnering and lifting will be followed by a performance of choreographed works.

Demonstration of men lifting women over their heads, dancers jumping, legs kicking, exploring the incredible range of motion of the human body, will help the students to understand the physicality and anatomy of Ballet.

The workshop will be interactive addressing questions of the students. Creative movement and simple dance steps will be taught to the students according to their age group. It is all done in a safe, fun and challenging environment.

Structure of the Presentation

Welcome, introduction

Lecture, question/answer classical ballet technique and history

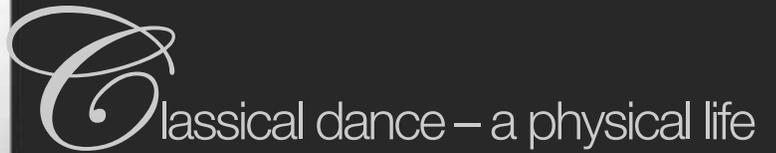
Demonstration of classical dance technique warm-up

Explanations / demonstration for structure and flow of a ballet barre

Lecture, question answer about physicality of dance compared with sport

Presentation of excerpts from various classical ballets

Questions from students for dancers, crew, are guided to explain a day in the life of a performing artist.

The logo for Ballet Victoria, featuring the words 'BALLET VICTORIA' in a large, white, sans-serif font on a dark red background.The text 'Classical dance – a physical life' in a white, serif font, with a large, decorative initial 'C' that loops around the word 'Classical'.

Learning Goals/Outcomes

Students will learn how performing artists train for their profession similar to that of athlete.

Students will be introduced to the artistic elements of classical ballet; learning about basic vocabulary, choreography, costumes, sets and make-up.

Students will be shown how the training relates to performance.

Students will be introduced to basic anatomy, physiology of dance related to sport.

Students will be able to ask questions of the performers and artistic staff.

To increase student's enjoyment and understanding of ballet

To help build a future audience for ballet in Victoria.

To develop working relationships with teachers and schools so that Ballet Victoria can assist in meeting the liberal arts education objectives the curriculum.

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Reference Books and Websites

Grades K-12

Ballet Vocabulary/Terminology

<http://www.abt.org/education/dictionary/index.html>

American Ballet Theatre Dictionary

QuickTime videos with definitions of various ballet steps and terms.

First Lessons in Ballet; Friedman, Lise New York: Workman Publishing, 1999.

PBS – Great Performances

<http://www.pbs.org/wnet/gperf/genre/dance.html>

www.youtube.com - offers many videos of ballet by some of the most famous dancers

Grades 7-12

Video - Fonteyn & Nureyev: The Perfect Partnership; Kultur. 195 Highway 36, West Long Branch, NJ 07764.

Tutus, Tights and Tiptoes: Ballet History As it Ought to Be Taught; David W. Barber, Sound And Vision (2000)

The Muscle Book; Paul Blakey. Himalayan Institute Press; Spi edition (2007)

Human Anatomy from the perspective of dance

<http://www.artsalive.ca/en/dan/dance101/anatomy.asp#general>

Intelligences Theory

http://www.pbs.org/wnet/gperf/education/ed_mi_overview.html



Classroom Activities

1. Spin around quickly many times, do you feel dizzy? Next time pick a spot on the wall to focus on, try to keep your eyes looking at the same spot for as long as possible bring your head around to the same spot each time. This is one way that dancers keep from getting dizzy. Older students could be asked to research how the eyes and ears work to maintain the body's balance.
2. Prepare a Venn Diagram, one circle should be labeled "Dance"; the other should be labeled "Sports." Ask each student to write at least one physical benefit and one social benefit of studying dance. Then have them list one physical and one social benefit of playing sports. Discuss the results. Pay special attention to the benefits that overlap into both areas of the Venn Diagram.
3. Interview a Dancer. Dance is a physical and social activity that many people participate in. Ask students to find a dancer in their community, e.g. Grandfather who attends social dances, neighbor who takes child to dance class, athlete that took dance classes to improve coordination. Once students decide who they will interview, they should design a questionnaire to ask these dancers. Students may work in their groups or as a class to develop a list of questions. After the teacher and class have accepted the questionnaire, the students should conduct their interviews and present the results.
4. Put together a survey to find out what people think about dance. Have each student survey at least three people from varying age groups and genders. Create a class chart to tally the results. The following is a list of possible questions:
 - What is your favorite form of dance?
 - What role does dance play in your life?
 - What do you like or dislike about dancing?
 - Do you attend dance performances?
 - What kinds of experiences do you remember from your childhood about dance?
5. Have students view videos of noted dance partners, such as Fred Astaire and Ginger Rogers or the Nicholas Brothers in *That's Entertainment*, or Rudolf Nureyev and Margot Fonteyn in *Fonteyn & Nureyev: The Perfect Partnership*. Each student should select a pair of professional partners to research. They will need to deliver a report on their research subject. (Suggestions: Fred Astaire and Ginger Rogers; The Nicholas Brothers; Marge and Gower Champion; Ruth St. Denis and Ted Shawn; Rudolf Nureyev and Margot Fonteyn) *YouTube is a great source of dance video

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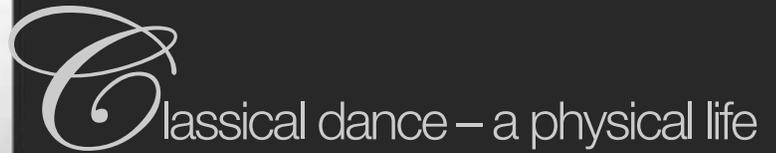


Classical dance – a physical life

6. Partnership dance training helps build body strength, muscle tone, balance, coordination, and cooperation. Ask students to brainstorm a list of the elements that they consider to be the most significant aspects of partnering. Some of the aspects might include: focus, projection, energy, timing, and simultaneous and syncopated rhythms. They may also include affective areas such as persistence, cooperative spirit, risk-taking, and willingness to practice.
 - Execute a teacher-choreographed dance sequence for pairs, involving concepts of balance, spacing, variations in rhythm, and focus.
 - Articulate the manner in which significant areas for partnering are adjusted when partners change. Changes may include:
 - i. Partners must find the exact point of balance to support each other. The point of balance may change because of different weight distribution.
 - ii. Turns must be simultaneous. Partners may need to readjust their speed to synchronize with a new partner.
 - iii. At times, the eye focus is simultaneous, and other times it is not—the partners may be looking toward each other, another place, or the audience. They may have to adjust their points of focus if the new partner is of a different height.
 - iv. The point of contact, as well as the timing, may vary for a catch.
 - v. The movements involving level changes may need to be adjusted if the new partner is of a different height.
 - vi. Dancers may also have to adjust the length of their strides and their gait.
 - vii. The partners may need to adjust their body placement, due to different lengths of appendages.

7. Nutrition of a dancer. Dancers require a balanced diet that allows them to maintain their strength and endurance. Research/discuss what a dancer's diet may look like. May be linked into research energy content of various foods.

8. Compare / contrast body types in various sports & dance. How does the training and diet affect how the body appears in terms of physique, muscle development and muscle function. Examine the types of movement the body undergoes in each activity.

The Ballet Victoria logo, consisting of the words 'BALLET VICTORIA' in white, uppercase letters on a dark red rectangular background.A graphic element with a white, stylized 'C' logo on a black background, followed by the text 'lassical dance – a physical life' in white, lowercase letters.

Facility Requirements

- Ballet Victoria requires a suitable performance space, gymnasium floor, of generous size, clear of furniture and equipment. Linoleum or hardwood floors are preferable
- Ballet Victoria will bring sound equipment please ensure there are a couple of electrical outlets/extension cords for the performance to use.

Set up time

- Artists plan to arrive 45 minutes prior to performance start time to set-up equipment and warm-up the performance space should be ready for them at that time.

Ratios

- The program is intended to accommodate an entire school.

Teacher/Facilitators

- We request teachers remain present during the performance to assist with translations, classroom dynamics, encouragement and curriculum linkages.
- Written feedback of the program from school staff and students is requested to improve and expand this program each year



Evaluation Form – Classical Dance – A Physical Life

School:

Grade level of students:

Have your students participated in other arts events in the past year? Yes No
If yes, what were they?

Did you spend classroom time discussing the performance after your students attended the ballet program? Yes No

What did your students enjoy most about the ballet program?

Were there areas of curriculum that connected to the ballet program?
If so please elaborate.

What changes would you make to the program?

Would you like to receive information on our future school programs?
Yes No

How would you like to receive information? Fax Email Letters Other

Please return this form to:

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info@balletvictoria.ca