

## SERENADE/ALICE Classroom Activities

There are many opportunities to integrate ballet or dance, into all subjects in your classroom. The following is a list of activities that can be used to help strengthen your students' understanding of dance and the aspects that go into it. These activities, although dance centered, will also help the students learn new concepts in other subjects such as math and science. All activities meet curriculum expectations, which are listed beneath them and the level of difficulty or complexity of each activity can be altered to suit your own class.

### How To Read The Expectations

The expectations of the curriculum guidelines have been shortened into symbols. Grade 4-8 have their grade and expectations represented in numbers (i.e. 5e3- grade 5 English Language, expectation number three) and the subject represented by a letter (a= music, visual arts, dance and drama, s= science, m= math, p= physical education). For Grade 9 and 10, the first 2 letters in the symbol represent the strand (Grade 9 - TT= theory, TC= creation, TA= analysis) (Grade 10 - TH= theory, CR= creation, AN= analysis). The second number or letter represents the section (V= overall expectations, 1= health and safety, 2= history and culture, 3= technique). The decimal number represents the expectation within that section. The strand has been identified for all grade levels (i.e. Critical Thinking, or Patterning and Algebra).

### DRAMA AND DANCE GRADE 4-10

- a) **Learn about symbolism in language (literature) as well as in dance and drama. Do symbols vary from culture to culture or are they the same? What symbols were portrayed in the ballet Alice? Even though Serenade does not have a story can you see any symbols?**

Knowledge Of The Elements: Identify and explain the use and significance of symbols or objects (e.g., gestures to represent grief, letters in an old trunk) in drama and dance; (4a56, 5a54, 6a54, 7a62)

- b) **Make a list of words that can be symbolized and practice acting them out. Students can be divided into groups and given a series of words to make a composition out of. The class may guess what the words were that were portrayed.**

Knowledge Of The Elements: Identify and explain the use and significance of symbols or objects (e.g., gestures to represent grief, letters in an old trunk) in drama and dance; (4a56, 5a54, 6a54, 7a62)

- c) **Write a response to the ballet that you have seen, commenting on the elements that made it up such as the dancers, music, costumes, special effects, miming etc. How did the dancers or choreographer use the elements of dance to aid the performance or to create the effects and staging you saw presented? What did you like and not like about the performance? How was it different or similar to other ballets or shows you have seen?**

Overall Expectations: Describe and evaluate, orally and in writing, their response to their own and others' work in drama and dance, gather others' responses (e.g., through interviews, research), and compare the responses. (4a51, 5a48, 6a47, 7a56)

Writing Overall Expectations: Communicate ideas and information for a variety of purposes and to specific audiences. (5e1, 6e1, 7e1, 8e1)

Knowledge of the Elements: Use drama and dance vocabulary in describing and interpreting their own and others' work (4a55, 5a52, 7a61, 8a50)

Analysis: Using a defined criteria for analysing dance, describe and reflect on the works of others. (Grade 9- TT2.01, TAV.02, TAV.03) (Grade 10- ANV.01, ANV.03, AN1.01, AN1.03)

- d) **Have the students experience what it is like to be different characters in Alice. Talk about each character in the story as a class, and then have the students move as a specific character you call out. Allow them to think, move, feel and interact with each other as they imagine that character would.**

Creative Work: Represent and interpret main characters by speaking, moving, and writing in role. (4a62, 5a59, 7a59)

- e) **Act or dance out the different scenes in Serenade. The class may be divided into small groups who each have a scene to portray. The final performance is the play in order of scenes.**

Creative Work: Rehearse and perform small-group drama and dance presentations drawn from novels, poems, stories, plays, and other source materials (4a61, 4a65, 5a60, 6a63, 6a48, 8a56)

Overall Expectations- Creation: Prepare and perform a work using the elements of dance (Grade 9- TCV.01, TC1.01, TC3.04) (Grade 10- CRV.01, CRV.04, CR1.01, CR2.02, CR2.04, CR3.02, TH3.02)

- f) **Interpret the story of Alice using different techniques such as mime, tableau, puppets, reader's theatre, shadow play etc.**

Overall Expectations: Interpret and communicate the meaning of stories, poems, plays, and other material drawn from a variety of sources and cultures, using a variety of drama and dance techniques. (4a50, 5a46, 6a46, 7a55, 8a42)

Creation- Composition: Compose original dance pieces using various stimuli and different forms and structures. (Grade 9- TC2.02, TC2.03) (Grade 10- CRV.01, CRV.04, CR1.01, CR2.02, CR2.04, CR3.02, TH3.02)

- g) ***The National Ballet of Canada provides many jobs in the community not only for dancers, but also for musicians, costume designers, marketing people, etc. As a class, make a list of as many jobs that can be related to the National Ballet.***  
Critical Thinking: Describe the economic and social impact of drama and dance in our society (6a71, 7a75)  
Theory- History and Culture: Describe ways in which dance is part of the culture within their local community. (Grade 9- TAV.04) (Grade 10- TH2.03)
- h) ***Discuss in small groups or a class, all the professions that dancers can do or are dance related (i.e. choreographer, dance therapist, teacher) as well as the social significance of dance in our community.***  
Critical Thinking: Identify the function of dance and drama in their community and the contribution that dance and drama make to the economy. (6a71, 7a74)  
Overall Expectations- Analysis: Investigate and report on various dance careers and other related career opportunities (Grade 9- TAV.04) (Grade 10- TH2.03, ANV.05)
- i) ***After viewing the ballet, talk as a class about different dance forms (i.e. types of dance (Swing, hip-hop ballet) and elements unique to each (the different clothing and shoes for males and female dancers of that genre, and the types of actions each does))***  
Knowledge Of Elements: Distinguish and describe different dance forms and different theatrical genres. (5a58, 6a59)  
Theory- History and Culture: Observe and describe a broad spectrum of dance (Grade 9- TT3.02) (Grade 10- THV.03, TH2.01, TH3.01, ANV.02)
- j) ***Dancers and actors need to keep their focus and concentration when they are in role. Practice this by having several students sit at the front while volunteers come up and try to make someone from the group laugh without touching them. The challenge is to see who can last longest without laughing. What techniques worked to keep focus, and what didn't?***  
Knowledge of Elements: Demonstrate an ability to, and identify ways to sustain concentration in drama and dance. (4a64, 5a55, a55, 7a63, 8a51)
- k) ***After learning about the elements or techniques of dance or ballet have the students demonstrate them. Play music and allow the students to move around the room to it, and when the music stops, they must freeze and say one sentence about the dance element they are using.***  
Knowledge of Elements: Explain drama and dance techniques and use them to convey information and feelings. (5a53)  
Theory- Technique: Demonstrate basic body positions, movement skills, simple movement patterns, and combinations in a dance form studied (Grade 9- TTV.05, TT3.01, TT3.03, TC1.01) (Grade 10- THV.05, CRV.01, TH3.02)
- l) ***Learn about the cultural and historical significance, as well as the development of ballet. How is this different from other dance forms?***  
Theory- History and Culture: identify and explain the historical and cultural significance of one or more world dance forms. (Grade 9- TTV.04, TT2.03, TT2.02) (Grade 10- TH2.02, THV.02, TH3.03)
- m) ***Learn about the different muscles dancers use to perform and the warm-ups they do to prevent injury. Design a warm up program that could be used by dancers or athletes to stretch their muscles and keep them from being strained.***  
Theory- Health and Safety: Demonstrate an understanding of the science of movement and how dance contributes to physical well being. (Grade 9- TT1.02, TT1.03, TTV.02) (Grade 10- THV.01, TH1.02)

## LANGUAGE ACTIVITIES GRADE 4-8

- a) ***Make a class newspaper that contains articles based on the events in Alice. All the sections in the paper can be included (sports, comics, classifieds).***  
Writing Expectations: Create a media work using a variety of writing forms. (4e5, 5e5, 6e1, 7e5, 7e53, 7e70, 8e5, 8e52)
- b) ***Conduct interview of the different characters in Alice in a talk show format.***  
Oral and Visual Communication: Ask questions on a variety of topics and respond appropriately to the questions of others. (4e53, 5e46, 8e64)
- c) ***Make a character sketch of different characters in Alice and identify what motivates them to do certain actions.***  
Reading Overall Expectations: State and explain their own interpretation of a written work, using evidence from the work and from their own knowledge and experience. (4e30, 5e25, 5e32, 6e34)
- d) ***Research the history of the National Ballet or the biography of a dancer/ choreographer (ie. George Balanchine), and write a report or present an oral report.***  
Reading: Overall Expectations: Read a variety of fiction and non-fiction for different purposes. (4e27, 5e1, 5e22, 6e1, 7e1, 8e1)

## MATH GRADE 4-7

- a) *Using pictures of dancers, explore the concept of symmetry in dance. Which of the pictures are symmetrical, and how many lines of symmetry do they each have? Can you draw a dancer in a position with more than one line of symmetry? How is symmetry used or not used in Serenade?*

Geometry and Spatial Sense- Draw lines of symmetry on two-dimensional figures, and construct your own. (4m84, 5m89)

- b) *Many of the positions dancers are positioned in are transformations of one original pose. Using pictures of dancers, find the translation (slide), reflection (flip), and rotation (turn) of one pose. You may also be able to see a dilatation (reduction or enlargement) of a pose between two dancers of different sizes. Make up your own dance with one pose or a few poses working with transformations to produce a performance.*

Geometry and Spatial Sense- Understand and apply transformational geometry to concrete material and drawings (4m65, 5m86, 6m67, 6m86, 6m87)

- c) *The steps making up the dance (or choreography) often follow a pattern, or are a series of actions. They can be done in sequence all at once, or stagnated (one person or group starts, then another begins the pattern after a short period). Patterns can be done individually or in large or small groups and many patterns can happen at the same time using different levels, weights, and energies. In small groups, make patterns with your bodies and with actions to present to the class.*

Patterning and Algebra: Identify, extend, and create patterns in a variety of contexts. Discuss and defend the choice of a pattern rule. (4m98, 5m92, 5m98, 6m91, 6m98, 6m102)

## MUSIC GRADE 4-8

- a) *Listen to the music for either Alice or Serenade and learn about the instruments that play in the orchestra and the specific tone colour they produce. For example Alice has many unusual instruments to listen for and also includes sung text. How does the text enhance the movement on the stage?*

Knowledge of Elements: Identify tones in familiar music, and recognizes and classify various instruments. (4a13, 4a14, 5a15, 6a13, 7a22)

- b) *Use the music from Alice or Serenade to understand beat and conducting. Start with the students walking the beat accenting the first beat of  $\frac{3}{4}$  and  $\frac{4}{4}$  time. Now have the students move this to a conducting pattern.*

Creative Work: Conduct pieces in  $\frac{4}{4}$ ,  $\frac{2}{4}$ , and  $\frac{3}{4}$  time, using standard conducting patterns and identify simple duple and triple metres and the corresponding time signatures. (4a17, 5a8, 6a20, 7a15, 7a17, 8a12)

- c) *Discuss the mood a composer makes with the music. How does he/she create this? Is it through the instruments? The rhythm? The tempo (speed)? The melody?*

Critical Thinking: Describe how a composer can manipulate the elements of music to create a specific mood. (4a29, 6a21, 7a29)

- d) *After viewing the ballets, have some of the class act out scenes while the other half of the class makes a musical accompaniment to go with the performance.*

Creative Work: Create and perform a song based on a scene from a story, poem, or play. (4a19, 5a18, 5a21, 6a18, 6a19, 7a28, 8a19)

## PHYSICAL EDUCATION GRADE 4-8

- a) *Learn about the different muscles dancers use to perform and the warm-ups they do to prevent injury. Design a warm up program that could be used by dancers or athletes to stretch their muscles and keep them from being strained.*

Drama & Dance- Knowledge of Elements: Demonstrate awareness of the need to do warm-up exercises before engaging in activities in dance. (4a60, 7a69, 8a57)

Healthy Living: Identify and describe appropriate methods for preventing and treating ailments. (4p10, 4p3, 6p10)

- b) *Given a piece of music, have the students work in a small group to interpret it. Provide the option of props to use for exploration such as hula-hoops, balls, ribbons, material, and obstacles.*

Fundamental Movement Skills: Perform a combination of locomotion/ travelling movements, incorporating a variety of speeds, in relationship to objects or others (4p15, 4p17, 5p20, 5p21, 5p26, 5p28, 5p32, 6p16, 6p17, 7p20, 7p22, 7p23, 7p28, 8p20)

## SCIENCE GRADE 4-7

### GRADE 4

- a) **Investigate the use of light to produce specific effects on stage. What kind of effect do different types of material have when they are placed in front of a light source? (I.e. an opaque object, objects of different colours and with different surfaces (rough, smooth, scratched) etc.)**  
Matter and Materials: Identify transparent, translucent, and opaque materials used in objects in the immediate environment, and evaluate whether the ability of these materials to transmit, reflect, or absorb light enhances the objects'. (4s38, 4s36, 4s37, 4s39)

### GRADE 4 AND 6

- b) **Design a mechanical device that will open and close the curtains of the stage and move different backdrops for the stage. You can also extend this by also finding ways to move different props onto and off of stage. Incorporate this with a language activity by having the students try to "sell" their models to the teacher by giving reasons why their system is superior.**  
Grade 4 Structures and Mechanisms: Design and make pulley systems and gear systems, and investigate how motion is transferred from one system to another. (4s77, 4s78, 4s94, 4s95, 4s100)  
Grade 6 Structures and Mechanisms: Design and make mechanical devices, and investigate how mechanisms change one type of motion into another and transfer energy from one form to another. (6s97, 6s87, 6s79)

### GRADE 5

- c) **Investigate the use of changes in matter to create special effects for the ballet as well as theater (i.e. the use of dry ice to create fog).**  
Matter and Materials: Describe chemical changes that can be caused in a substance, and explain how the changes affect the use and function of the substance. (5s28, 5s32, 5s51)

### GRADE 7

- d) **Research the shoes that ballet dancers wear and investigate how they have changed over time. What needs were the old products not meeting? Are there any needs that still need to be met with the existing products? How are they made, and what do they do for the dancer?**  
Structures and Mechanisms: Investigate ways in which research is done on existing products to generate new ideas for the products. (7s96, 7s95)

## VISUAL ART GRADE 4-8

- a) **Build a model of the Hummingbird Stage or design your own. Experiment with different shapes and determine the best design is for the audience to see as much as they can. This activity can also include designing the sets and props that were seen in the performance. Students can also make puppets of the dancers and costumes for them. Discuss the relationship between the size of the stage and how large the sets and puppets should be.**  
Creative Work: Produce two- and three-dimensional works of that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences. (4a43, 4a31, 5a39, 6a25, 6a38, 7a46, 8a35)  
Mathematics- Measurement: Estimate, measure, and record the perimeter and the area of two-dimensional shapes, and compare the perimeters and areas. (4m37, 4m50, 5m55, 6m59)
- b) **Create a poster or a brochure to advertise the performance you saw.**  
Creative Work: Produce two- and three-dimensional works of that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences. (4a43, 4a31, 5a39, 6a25, 6a30, 6a38, 7a46, 8a34, 8a35)  
Overall Expectations: Define the principles of design, and use them in ways appropriate for this grade when producing and responding to works of art. (6a26, 7a36, 8a26)  
English Language- Writing: Produce media texts using writing and materials from other media. (7e6, 8e6)
- c) **When a dancer's body is framed by a backdrop, they shape of their body creates positive and negative space. Explore the positive and negative space created by a dancer's body in photos. You can produce your own positive and negative spaces by making prints of dancers in poses.**  
Knowledge of Elements: Identify negative and positive shapes in works of art and the (5a33)
- d) **Make a collage of pictures that are related to dance. The pictures should revolve around a theme.**  
Creative Work: Produce two- and three-dimensional works of that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences. (4a43, 4a31, 5a39, 6a25, 6a38, 7a46, 8a35)  
Overall Expectations: Define the principles of design, and use them in ways appropriate for this grade when producing and responding to works of art. (6a26, 7a36, 8a26)