



Young
Audiences
Arts for
Learning

Maryland

Teacher Program Guide

Assembly Date: _____

Assembly Time: _____

For Students in: _____

An American Journey Through Dance

Ballet Theatre of Maryland



During its nearly 500 years of existence, the classical ballet has been influenced by the Italian, French, Russian, and American renaissance of dance. The American contribution to classical and contemporary ballet has been considerable since 1938. An American style has developed, rooted in the formal classicism of the Italian, French, and Russian schools but influenced strongly by America's ethnic “melting pot” of cultural diversity. This diversity has evolved classical ballet into an eclectic expression of the many subcultural voices of 20th and 21st century America. “An American Journey through Dance” takes students on a journey to experience, through movement, the impact that those voices have had on the evolution of American contemporary ballet. The dancers talk about their own cultural backgrounds and how those backgrounds influenced their choices to dance professionally.

Contact Young Audiences for more information on this and other programs at 410-837-7577 or yamd.org

Young Audiences/Arts for Learning | 2600 N. Howard St., Suite 1300 | Baltimore, MD 21218



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Please pass along the attached teacher program guide to all participating classrooms.

Setup Requirements

- A table and chair for a tape recorder
- A clean, well-swept floor, preferably wood
- A performance area available one hour prior to performance (multi-purpose room)
- Nearby dressing rooms for change of costumes
- A microphone (if available)

Artist Arrival Time

30 minutes prior to performance

Suggested Introduction

“Ladies and Gentleman, Boys and Girls please give a warm welcome to Ballet Theatre of Maryland, presenting... ‘*An American Journey through Dance!*’”

Inclement Weather

DON'T WORRY! Artists will follow school closings/delays, and will work with you to reschedule the performance if necessary.

Young Audiences Contact Number

410-837-7577

After Hours / Emergency Number

Call 410-837-7577 and follow the prompts to be connected with a staff member on call.

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Artist Bio

Inside this guide:

- Artist Bio
- Program Description
- Maryland State Curriculum Connectors
- Core Curriculum Connectors
- Vocabulary
- List of Resources
- Pre- and Post-Performance Activities
- Discussion Questions

Ballet Theatre of Maryland (BTM), founded in 1978, has been designated as Maryland's premier professional company by Governor O'Malley. It is Maryland's largest professional classical and contemporary ballet company with 32 professional dancers and six trainees. BTM performs two full seasons throughout the year at the Maryland Hall for the Creative Arts in Annapolis and the Bowie Center for the Performing Arts. Ballet Theatre of Maryland also performs in Baltimore, Easton, Pocomoke, and various areas throughout the state. BTM also provides classical ballet training at the company's school. The mission of BTM is to provide Maryland with a professional ballet company and fully comprehensive training academy that brings the language of dance and Maryland's unique voice to educators, students, and audiences throughout Maryland.



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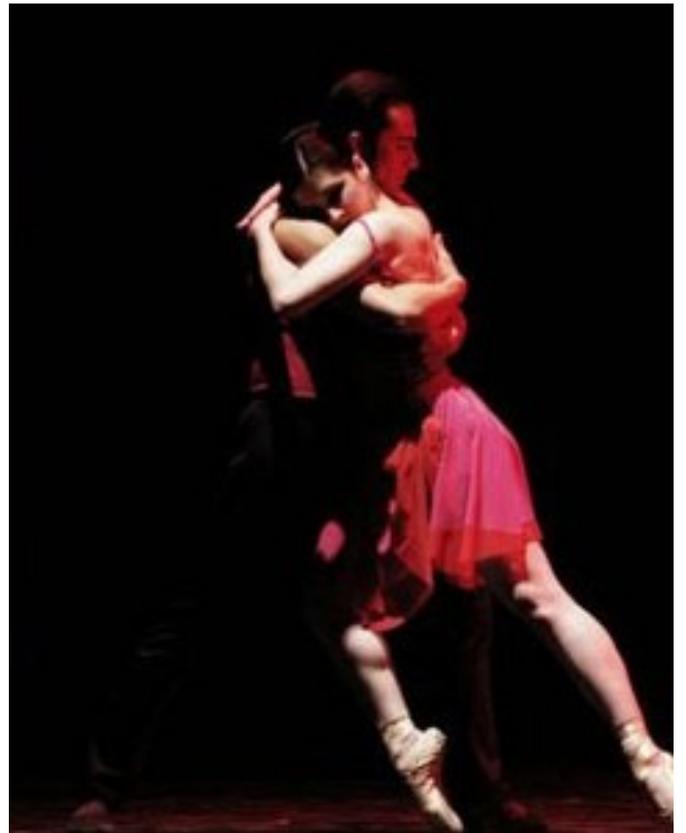
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"Wow, what a great performance and a great audience!! I love that the students had this opportunity. One boy in my class, who has a difficult time focusing and completing work, sat in rapt attention. I turned around to look at him and he had tears in his eyes. I said, 'Logan, what's wrong?' and he replied, 'I just really like this.' POWERFUL!"

Megan, Teacher, Nantucket Elementary

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Maryland State Curriculum Connectors

Fine Arts Content Standard in DANCE 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.

1. Compare the contexts of dances from a variety of cultures
 - a. Perform and compare dances of several cultures related to general classroom studies
 - b. Explain the influences of dance on the peoples of several cultures
 - c. Identify ways various cultures and peoples are connected through dance experiences
2. Explain how dance reflects and influences history, society, and personal experience
 - a. Explain historical events that influenced the development of dance forms, styles, and genres

Common Core Standard Connectors

CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.



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Vocabulary

- **Immigrant:** somebody who has come to a country and settled there
- **Immigration:** the act of people entering into a new country to settle permanently
- **Americana:** things from or about the United States, especially items that are valued by collectors
- **Native Americans:** the descendants of the original inhabitants of North America and South America before the arrival of white settlers from Europe
- **African-American:** an American of African descent
- **Hispanic:** a U.S. citizen or resident of Latin-American or Spanish descent
- **Latino:** a person of Latin-American or Spanish-speaking descent
- **Flamenco:** a dance originating in Spain that features hand clapping and stomping of the feet
- **Jazz:** popular music that originated among black people in New Orleans in the late 19th century and is characterized by syncopated rhythms and improvisation
- **Blues:** music that developed from African-American folk songs in the early 20th century, consisting mainly of slow sad songs often performed over a repeating harmonic pattern
- **Neo-classical Ballet:** a term describing the ballet style that uses traditional ballet vocabulary but is generally more expansive than the classical structure allowed
- **Character Dance:** a specific subdivision of Classical Dance based on national and folkloric traditions that have been stylized and included in classical ballet
- **Medicine Wheel:** a circle of cobble stones built by Native Americans, possibly having astronomical/calendrical, ceremonial, memorial, or spiritual significance
- **Rhythm:** the regular pattern of beats and emphasis in a piece of music
- **Syncopation:** a rhythmic technique in music in which the accent is shifted to a weak beat of the bar
- **Fandango:** a social event where Spanish, Mexican, and Native American Dances blend together and interact as a social dance event
- **Tarantella:** Italian dance set in high energy fast spinning spirals. This Italian dance helps extract the poison from a tarantula spider when someone gets bitten
- **World and Global Music in Dance:** The next renaissance in classical dance that is a fusion of different cultures, their music, and their dance to create new, forward-looking works

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List of Resources

BOOKS/MAGAZINES FOR GRADES K-3

- “Angelina Ballerina”
- “All American Girl” series
- “Barbie Swan Lake”
- “Barbie Nutcracker”

BOOKS/MAGAZINES FOR GRADES 3-8

- “All American Girl” series
- “Pointe Magazine”
- “Dance Spirit Magazine”

VIDEOS

- “Celtic Feet”
- “Riverdance”
- “Gold” (Michael Flatley)
- New York City Ballet: “The Balanchine Celebration Part 1 and 2”
- “Spirit Dance” (Native American and Jazz Ballet)

JAZZ ARTISTS

- Quincy Jones
- Chris Botti
- Diana Krall
- Duke Ellington
- Patsy Kline
- Grover Washington
- Ramsey Lewis

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Pre-Performance Activities

1. Review the elements of dance with students: Body, Action, Space, Time, and Energy
2. Review the attached Dance Elements Checklist so that students will know what to look for in the performance.

Post-Performance Activities

1. Use the Vocabulary Resource Sheet to define and discuss key concepts from the program.
2. Clap rhythms to key vocabulary words and use steps like running, jumping, or walking to match those rhythms.
3. Listen to music from different cultures that match colors, feelings, or kinds of energy. Free write, draw, or identify movements that might capture the energy or qualities of the colors chosen. What kinds of things does the music tell you about the culture?
4. Watch DVDs of different kinds of dances to see if students can imitate what they see.
5. Google info on different cultures. Have students make a flag for a chosen culture and create a dance inspired by what the colors remind them of (see attached lesson plan).

Classroom Discussion Questions

1. What is a Fandango and what types of dances might you learn there?
2. Describe the similarities and differences between Classical and Neo-classical dance.
3. What elements are used in Irish Step Dancing and what elements are used in ballet? (i.e. the use of the arms in ballet, athletic partnering, etc.)

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Ballet Theatre of Maryland's "An American Journey Through Dance"

Name: _____

Date: _____

**Dance Elements Checklist
For Dancers and Observers**

Group members:

_____	_____
_____	_____
_____	_____

Axial Movements	<input type="checkbox"/> Bend <input type="checkbox"/> Stretch <input type="checkbox"/> Twist	<input type="checkbox"/> Turn <input type="checkbox"/> Reach
Locomotor Movement	<input type="checkbox"/> Run <input type="checkbox"/> Leap <input type="checkbox"/> Skip <input type="checkbox"/> Hop <input type="checkbox"/> Leap	<input type="checkbox"/> Jump <input type="checkbox"/> Gallop <input type="checkbox"/> Walk <input type="checkbox"/> Slide
Qualities of Movement	<input type="checkbox"/> Heavy <input type="checkbox"/> Light <input type="checkbox"/> Smooth <input type="checkbox"/> Flowing	<input type="checkbox"/> Shaky <input type="checkbox"/> Sharp <input type="checkbox"/> Choppy
Time	<input type="checkbox"/> Fast <input type="checkbox"/> Moderate <input type="checkbox"/> Slow	
Levels	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
Pathway	<input type="checkbox"/> Curve <input type="checkbox"/> Straight	<input type="checkbox"/> Zigzag <input type="checkbox"/> Spiral
Shape	<input type="checkbox"/> Open <input type="checkbox"/> Closed <input type="checkbox"/> Narrow	<input type="checkbox"/> Wide <input type="checkbox"/> Curled



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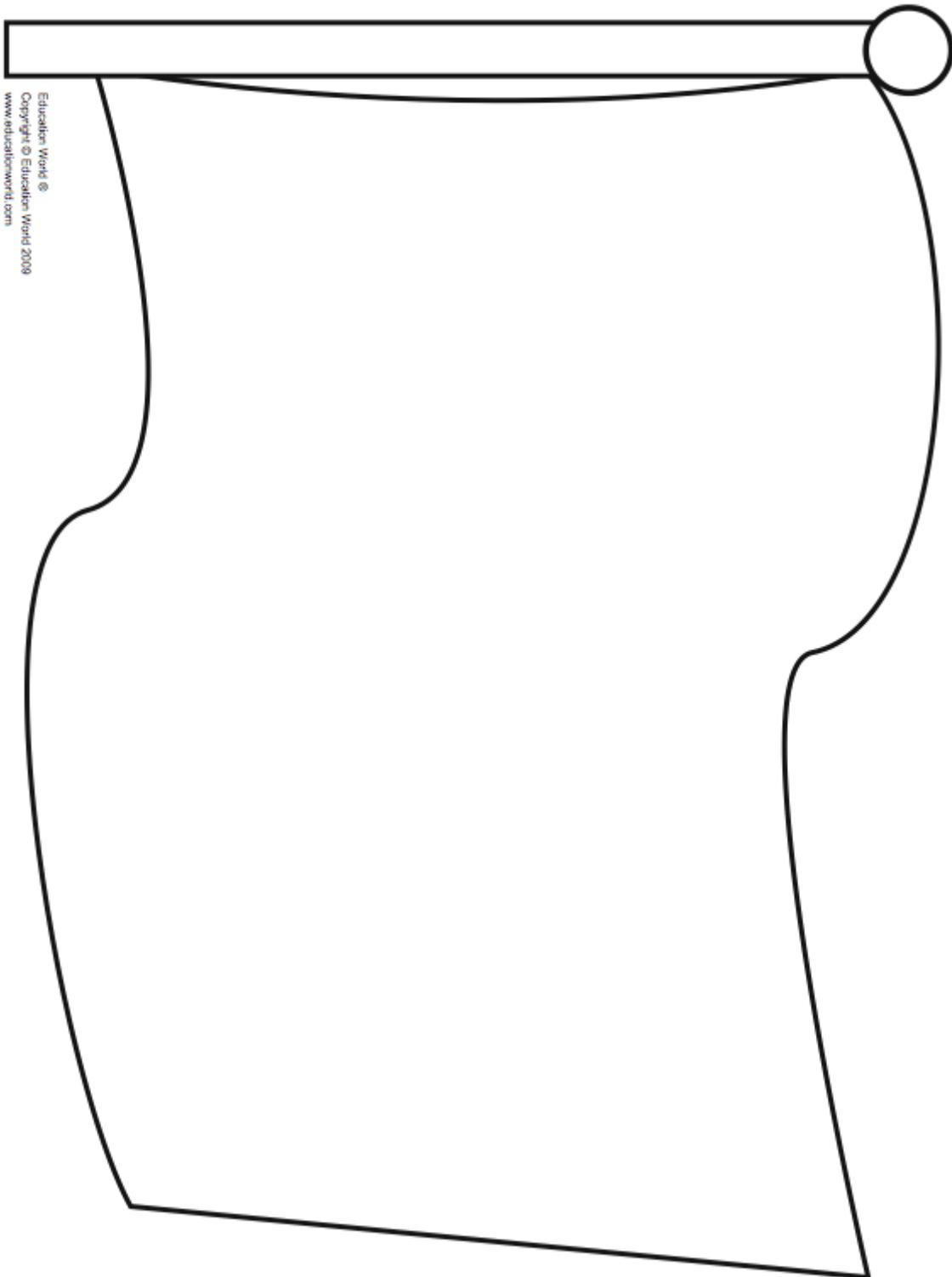
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Design Your Own Flag



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International Flag Reference Sheet

Sample Lesson Plan

YOUNG AUDIENCES OF MARYLAND

Lesson Title: Design A Dance Culture Flag

Artist's Name: Ballet Theatre of Maryland

Teacher's Name:

School:

Grade:

Fine Arts Standard (from **Maryland State Standards** – <http://www.mdk12.org>)

1.0 Perceiving and Responding: Aesthetic Education-Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

1.2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.

1.2.b. Use color, line, shape, texture, and form to represent ideas visually from observation, memory, and imagination.

Integrated Content Area:

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Lesson Objective:

1. Students will be exposed to different cultures and be able to observe and identify specific similarities and differences between them.
2. Use color, line, shape, texture, and form to represent ideas visually from observation, memory, and imagination.
3. Identify ways various cultures and peoples are connected through dance experiences.

Introduction/ Motivation (10 minutes)

The teacher will explain the goal of the project and the difference between a culture flag and a state or country flag. Cultural flags express the personality of the people who display them, unlike state or country flags which simply indicate a preference for a geographical locale.

Students will research different cultures that were covered in Ballet Theatre of Maryland's performance then design a flag to represent the culture of their choice. Use the elements of dance to inspire the colors, lines, shapes, and textures chosen for the flag design.

Modeling (10 min):

The teacher should hold a brainstorming session in which students practice using lines, shapes, colors and textures to represent the dance elements, feelings, and ideas.

Guided Practice (10 min):

Use colors, lines, shapes, and textures that represent the “melting pot” of cultural diversity that has influenced American dance culture to create a large class example of a cultural flag design.

Independent Practice (20 min):

Each student will choose an individual culture that has influenced American dance and create a cultural flag design for that culture using the same process and techniques covered in guided practice. Remember to use lines, shapes, colors, and textures that reflect the cultures dance experience.

Assessment/Closer :

Give each student a “Dance Elements Checklist,” divide the class into pairs, and have the students critique their partner’s flag using the “Dance Elements Checklist.” 1) Note which elements are represented in each flag. 2) Have students describe the mood or feelings that their partner’s flag evokes. 3) Have students compare and contrast the country’s actual flag to their designed cultural flag.

Display and have a gallery walk.

Vocabulary: Culture, The Dance Elements: Body, Action, Axial Movement, Locomotor Movement, Qualities of Movement, Time, Space, Levels, Pathway, Shape, Energy
(also reference vocabulary from “An American Journey Through Dance” performance. See teacher guide)

Materials: Handouts, pencils, cardboard or poster board, colored pencils, markers, crayons, scissors, glue sticks

Handouts: Dance Elements Checklist, Design Your Own Flag template, International Flag Reference Sheet

Resources:

Refer to Ballet Theatre of MD-An American Journey Through Dance Assembly Teacher Guide
A great International Flag Reference sheet can be found
at http://www.hkshipsupplies.com.hk/image/data/product/others/flags/INT_FLAG_FULL.jpg