



Young  
Audiences  
Arts for  
Learning

Maryland

## Teacher Program Guide

Assembly Date: \_\_\_\_\_

Assembly Time: \_\_\_\_\_

For Students in: \_\_\_\_\_

### Medieval Festival

#### *Ballet Theatre of Maryland*



Following a 35-40 minute presentation of *Excalibur* in a nutshell, students will explore the fundamentals of Medieval Combat with a hands on interactive lesson. Students will also learn about coats of arms, their symbolism, tinctures, and use during the Medieval Period and their evolution to the present time. Students will experience how the use of makeup, period dance costuming and hairstyling can transform them into a character from *Excalibur*.

Contact Young Audiences for more information on this and other programs at 410-837-7577 or [yamd.org](http://yamd.org)

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



Young  
Audiences  
Arts for  
Learning

Maryland

## Teacher Program Guide

Assembly Date: \_\_\_\_\_

Assembly Time: \_\_\_\_\_

For Students in: \_\_\_\_\_

**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... ‘*Medieval Festival!*’”

### 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.

Contact Young Audiences for more information on this and other programs at 410-837-7577 or [yamd.org](http://yamd.org)

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



# Young Audiences Arts for Learning

Maryland

## Teacher Program Guide

Assembly Date: \_\_\_\_\_

Assembly Time: \_\_\_\_\_

For Students in: \_\_\_\_\_

### Artist Bio

#### Inside this guide:

- Artist Bio
- Program Description
- Maryland State Curriculum Connectors
- Core Curriculum Connectors
- Background Information
- 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.



Contact Young Audiences for more information on this and other programs at 410-837-7577 or [yamd.org](http://yamd.org)

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



Young  
Audiences  
Arts for  
Learning

Maryland

## Teacher Program Guide

Assembly Date: \_\_\_\_\_

Assembly Time: \_\_\_\_\_

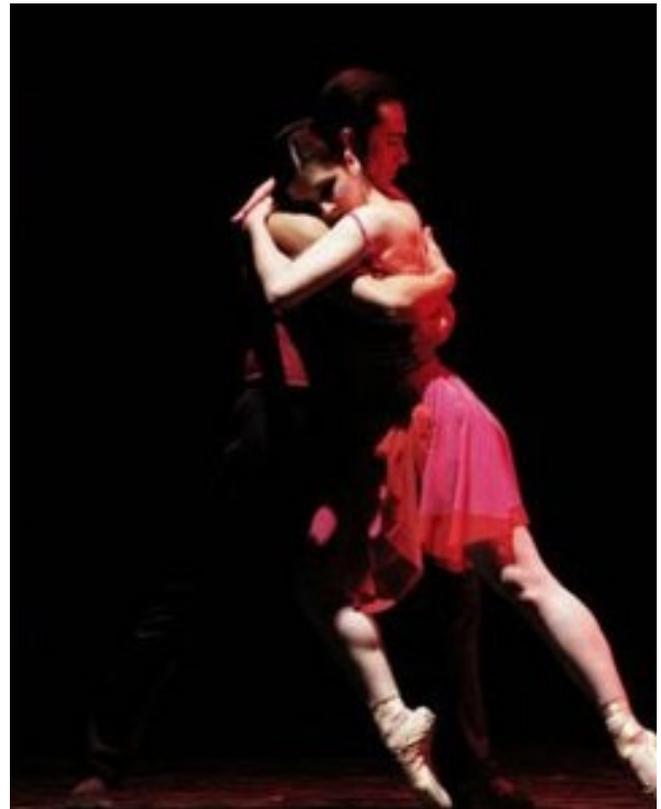
For Students in: \_\_\_\_\_

### Program Description

Following a 35-40 minute presentation of Excalibur in a Nutshell, students will explore the fundamentals of Medieval Combat with a hands on interactive lesson. Students will also learn about coats of arms, their symbolism, tinctures, and use during the Medieval Period and their evolution to the present time. Students will experience how the use of makeup, period dance costuming and hairstyling can transform them into a character from Excalibur.

“Saturday’s performance by the Ballet Theatre of Maryland was magnificent! It was perfect for the Medieval Family Festival! Children and adults enjoyed it. I saw some students from my daughter’s ballet classes in the audience, and they were mesmerized! Thanks also for bringing the examples of heraldry; it was a perfect tie-in to the art activities.”

*Peggy, Education Coordinator, The Walters Art Museum*



Contact Young Audiences for more information on this and other programs at 410-837-7577 or [yamd.org](http://yamd.org)

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



Young  
Audiences  
Arts for  
Learning

Maryland

## Teacher Program Guide

Assembly Date: \_\_\_\_\_

Assembly Time: \_\_\_\_\_

For Students in: \_\_\_\_\_

### 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.RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.



Contact Young Audiences for more information on this and other programs at 410-837-7577 or [yamd.org](http://yamd.org)

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



Young  
Audiences  
Arts for  
Learning

Maryland

## Teacher Program Guide

Assembly Date: \_\_\_\_\_

Assembly Time: \_\_\_\_\_

For Students in: \_\_\_\_\_

## Background Information

### Scenes covered:

- The Sword in the Stone
- Arthur's wedding with Guinevere where Mordred steals the Spear of the Celts for Morgana
- Morgan Le Fey casts a spell on Guinevere's Talisman—the Spear of Celts—to bring about Arthur's destruction
- Morgan Le Fey tricks Lancelot into taking and using the spear
- The Tournament: Mordred is revealed to be Arthur's heir, and Lancelot kills a knight with the spear
- Lancelot and Guinevere heal the knight together but are caught in the spear's spell and fall in love
- Arthur sends Guinevere to safety with Lancelot as her protector
- Arthur meets Mordred in a battle where they both die
- The Lady of the Lake comes to reclaim the sword, Excalibur, until Arthur returns again to rebuild a new Camelot

Contact Young Audiences for more information on this and other programs at 410-837-7577 or [yamd.org](http://yamd.org)

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



Young  
Audiences  
Arts for  
Learning

Maryland

## Teacher Program Guide

Assembly Date: \_\_\_\_\_

Assembly Time: \_\_\_\_\_

For Students in: \_\_\_\_\_

## Vocabulary

- **Celt:** One of ancient people of Western and Central Europe who migrated from Asia to become the “Fathers of Europe” and who established the 7 Celtic nations which we know today as England, Ireland, Scotland, Wales, Galicia, Spain, and Northern France. Also one who either speaks or is descended from one who speaks a Celtic language: Irish, Welsh, Scots, Gaelic, Breton, Manx, or Cornish.
- **Coat of Arms:** A tabard or surcoat, blazoned with heraldic bearings, with symbols of the power, medicine, or lineage of the wearer. It often depicts royal or noble lineage and shows the genealogy of the bearer, family, or clan.
- **Queen of Air or Darkness:** A synonym for the Celtic Goddess Morrigan or Morrigan, who was considered to have been a warrior goddess, born of the Faery people, who could transform herself into the form of the Raven.
- **Medieval:** Pertaining or belonging to the Middle Ages and its culture, roughly from about 800 AD to 1500 AD.
- **Medieval combat:** A form of European Martial Arts taught by the fight masters which reached its zenith of training and skill in the 1400s. An array of great-sword, two-handed sword techniques, dagger fighting, seizure and disarms, and grappling are learned and mastered.
- **Theatrical Combat:** A form of “theatricalized” combat techniques in which actual and exaggerated stage skills are learned and staged for the benefit of entertainment as opposed to warfare, actual combat, or dueling, to create the illusion that real combat is taking place.
- **Full-length Story Ballet:** A ballet in two or more acts, approximately 2 hours long, that tells a story through choreographed or danced movement, mime, and body language, generally without words.

Contact Young Audiences for more information on this and other programs at 410-837-7577 or [yamd.org](http://yamd.org)

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



Young  
Audiences  
Arts for  
Learning

Maryland

## Teacher Program Guide

Assembly Date: \_\_\_\_\_

Assembly Time: \_\_\_\_\_

For Students in: \_\_\_\_\_

## 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

### COMPANIES THAT VISIT WASHINGTON, D.C. AND MARYLAND

- Ballet Theatre of Maryland
- Hubbard Street
- Riverdance
- American Ballet Theatre
- Alvin Ailey
- Dance Theatre of Harlem
- New York City Ballet

Contact Young Audiences for more information on this and other programs at 410-837-7577 or [yamd.org](http://yamd.org)

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



Young  
Audiences  
Arts for  
Learning

Maryland

## Teacher Program Guide

Assembly Date: \_\_\_\_\_

Assembly Time: \_\_\_\_\_

For Students in: \_\_\_\_\_

### Pre-Performance Activities

- Research stories of Camelot, Merlin, and Excalibur. The stories come in many different forms—any are worth looking at.
- Review the Medieval time period and small kingdoms to give the students an idea about the era of Medieval times.
- Compare and contrast sorcery vs. goddess religions.
- Review the “Dance Elements Checklist.”

### Post-Performance Activities

- Use the Vocabulary Resource Sheet to define and discuss key concepts from the program.
- Ask students to choose a character from the Arthurian Legends (Arthur, Morgan, Lancelot, or Guinevere) and pick a symbol or symbols to represent them. They will draw the symbol or symbols and write an explanation as to what the symbol means and how it relates to the character. Or, have other students guess which character the symbol represents.
- Ask students to take the above symbol or symbols and design a coat of arms for their chosen character (Arthur, Morgan, Lancelot, or Guinevere). (See attached Heraldry worksheet.)
- Have students listen to music from Camelot and draw a coat of arms based on what the music makes them feel and think.
- Divide the class into groups and have each group reenact a scene from Excalibur. Have each participant complete a character analysis for the role they have been assigned. Suggested scenes include:

*The Sword in the Stone; Arthur’s wedding with Guinevere where Mordred steals the Spear of the Celts for Morgana; Morgan Le Fey casts a spell on Guinevere’s Talisman—the Spear of Celts—to bring about Arthur’s destruction; Morgan Le Fey tricks Lancelot into taking and using the spear; The Tournament: Mordred is revealed to be Arthur’s heir, and Lancelot kills a knight with the spear; Lancelot and Guinevere heal the knight together but are caught in the spear’s spell and fall in love; Arthur sends Guinevere to safety with Lancelot as her protector; Arthur meets Mordred in a battle where they both die; the Lady of the Lake comes to reclaim the sword, Excalibur, until Arthur returns again to rebuild a new Camelot.*

Contact Young Audiences for more information on this and other programs at 410-837-7577 or [yamd.org](http://yamd.org)

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



Young  
Audiences  
Arts for  
Learning

Maryland

## Teacher Program Guide

Assembly Date: \_\_\_\_\_

Assembly Time: \_\_\_\_\_

For Students in: \_\_\_\_\_

### Classroom Discussion Questions

- What are symbols? What symbols best represent the four main characters in the performance?
- What is the modern day version of sword fighting? What do rapping contests, dancing contests, or popular reality shows have in common with medieval sword fighting? What is the difference in how the winner of these is determined compared to how the winner is determined in sword fighting? What props or steps would you use for a modern duel?
- Compare and contrast the carnival during Medieval times and carnivals today. What are the similarities and differences? Ask students to elaborate on what elements from Medieval carnivals they would incorporate into modern carnivals and vice versa.

Contact Young Audiences for more information on this and other programs at 410-837-7577 or [yamd.org](http://yamd.org)

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



Young  
Audiences  
Arts for  
Learning  
Maryland

Ballet Theatre of Maryland's "Medieval Festival"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Dance Elements Checklist  
For Dancers and Observers**

Group members:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Axial Movements</b>	<input type="checkbox"/> Bend <input type="checkbox"/> Stretch <input type="checkbox"/> Twist	<input type="checkbox"/> Turn <input type="checkbox"/> Reach
<b>Locomotor Movement</b>	<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
<b>Qualities of Movement</b>	<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
<b>Time</b>	<input type="checkbox"/> Fast <input type="checkbox"/> Moderate <input type="checkbox"/> Slow	
<b>Levels</b>	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
<b>Pathway</b>	<input type="checkbox"/> Curve <input type="checkbox"/> Straight	<input type="checkbox"/> Zigzag <input type="checkbox"/> Spiral
<b>Shape</b>	<input type="checkbox"/> Open <input type="checkbox"/> Closed <input type="checkbox"/> Narrow	<input type="checkbox"/> Wide <input type="checkbox"/> Curled



Young  
Audiences  
Arts for  
Learning

Maryland

Ballet Theatre of Maryland's "Medieval Festival"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Medieval Heraldry Worksheet

Use the traditional elements and colors of a medieval coat of arms to create a unique shield and motto to represent yourself or your family. Review the key elements and terminology below to help you create your project.

**Blazon:** to describe a shield in words using heraldic terms.

**Emblazon:** to draw or paint a shield from a blazon.

**Field:** The background of the shield. The field can be divided in to different sections and colors. The field can be divided into various ways, including in half, diagonally, and in quarters. Both straight and wavy lines can be used.

**Tinctures:** The colors used to emblazon a coat of arms.

**Colors:** **Gules** - bright red

**Azure** - royal blue or sky blue

**Vert** - emerald green

**Purple** - royal purple

**Sable** - black

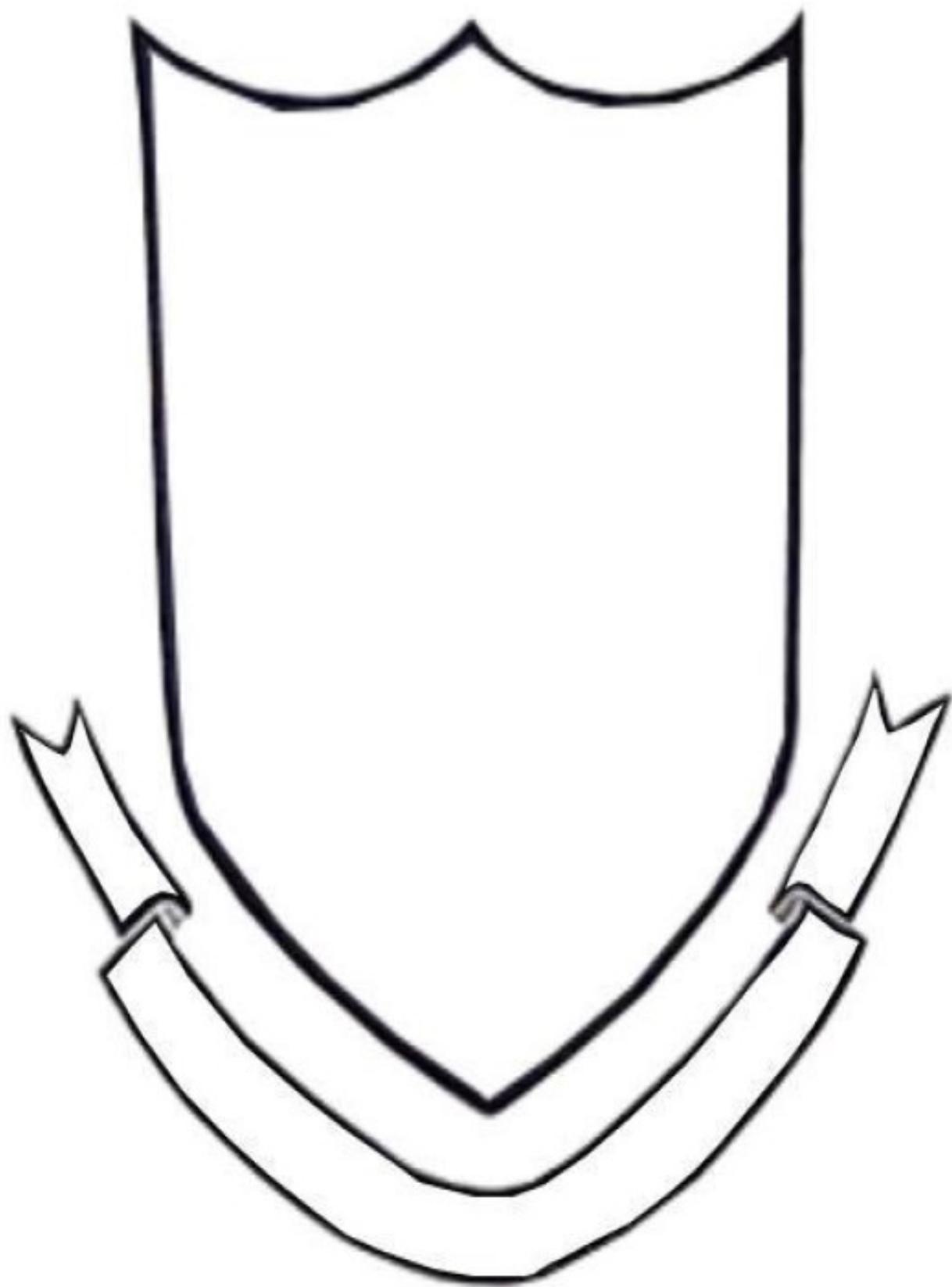
**Metals:** **Or** - gold (yellow)

**Argent**- silver (white)

The basic rule is that you can put a metal (silver or gold) on color, or color on metal, but not metal on metal or color on color. This means that the field (the background) on your shield can be either a metal or a color. The main object or objects should be a color if the field is a metal, or it should be a metal if the field is a color.

**Charge:** Any object or figure that is placed on your shield. Charges are placed on top of the background. Any object found in nature or technology can be used as a charge. Charges can be anything from simple geometric shapes to complex designs. Animals are frequently used as charges, and are often symbolically used to portray a virtue the bearer wishes to display. Other common charges can include religious or national symbols.

**Motto:** A phrase meant to represent the intention of a group or individual or a rule or slogan someone follows, or lives their life by. Mottoes can typically be found on a scroll under the shield.



# Sample Lesson Plan

## YOUNG AUDIENCES OF MARYLAND

Lesson Title: Excalibur Episodes

Artist's Name: Ballet Theatre of Maryland

Teacher's Name:

School:

Grade:

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

### **Standard**

3.0 Creative Expression and Production: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

### **Indicator**

1. Use a variety of theatrical elements to communicate ideas and feelings

### **Objective**

C. Identify formal elements of performance to use in creating improvisational scenes that illustrate character, setting, and action based on original or given ideas

### **Integrated Content Area:**

[CCSS.ELA-Literacy.RL.6.3](#) Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**Lesson Objective:** 1) Students will be able to identify formal elements of performance to use in creating improvisational scenes that illustrate character, setting, and action based on original or given ideas.

2) Students will be able to describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3) Students will be able to explain how a series of scenes fit together to provide the overall structure of the story.

**Introduction/ Motivation (10 minutes)**

**Teacher:** Explain the “**Formal Elements of Performance**”

Discuss character, environment, language, action, and the use of time and space to communicate ideas, intentions, and meaning. The given circumstances of a play or scene — who is involved, what is happening, where the action occurring, when the action occurring (chronological time and historical period), how the characters and actions are revealed, and why do characters make certain choices, take action.

**Modeling (10 min):** Create a character analysis for King Arthur with the class.

**Guided Practice (10 min):** Define Improvisation. The teacher should reenact the moment when Arthur pulls the sword out of the stone. Have a few students show how they would reenact the same scene. Discuss how the formal elements of performance were used in the reenactments and what could have improved the performance.

**Independent Practice (30 min):**

Divide the class into groups and have each group create an improvisational scene from Excalibur. Have each participant complete a character analysis for the role they choose to take on before his or her performance.

**Assessment/Closer (30 min):**

Have students improvise the series of episodes in Excalibur, showing how the characters respond or change as the plot moves toward a resolution.

After each scene performance, the teacher should call out the formal elements of performance and have the critics (the audience) give a thumbs up or down if each of the formal elements of performance were well presented in the previous performance.

**Vocabulary:** improvisation, character, environment, language, action, time, space, scene, plot, resolution, setting, episode

Reference the vocabulary from the teacher guide

**Materials:** paper, pencils, courage

**Handouts:** Character analysis activity sheet

**Resources:** Ballet Theatre of Maryland- Medieval Festival teacher guide and performance.

Ballet Theatre of Maryland's *Medieval Festival*  
CHARACTER ANALYSIS ACTIVITY SHEET

Fill out the following character analysis for your improvised scene. Hand it to your instructor before performing.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Type of activity: \_\_\_\_\_

Purpose of assignment: \_\_\_\_\_

Scene Situation: \_\_\_\_\_

Your Character's Name: \_\_\_\_\_

Internal Aspects:

A. Background (family, education, environment, etc.) \_\_\_\_\_

\_\_\_\_\_

B. Mental (intelligent, average, slow, etc.) \_\_\_\_\_

\_\_\_\_\_

C. Spiritual (ethics, belief, ideas, etc.) \_\_\_\_\_

\_\_\_\_\_

D. Emotional (happy, sullen, confident, confused, etc.) \_\_\_\_\_

\_\_\_\_\_

E. How is he/she similar to you \_\_\_\_\_

\_\_\_\_\_

F. How is he/she unlike you \_\_\_\_\_

\_\_\_\_\_

G. Basic motivation desire in terms of action \_\_\_\_\_

\_\_\_\_\_

External aspects:

A. Posture \_\_\_\_\_

\_\_\_\_\_

B. Movement and gesture \_\_\_\_\_

\_\_\_\_\_

C. Mannerisms \_\_\_\_\_

\_\_\_\_\_

D. Voice \_\_\_\_\_

\_\_\_\_\_

E. Dress \_\_\_\_\_

\_\_\_\_\_