



# DANCE ALIVE

## NATIONAL BALLET

Artistic Director.....Kim Tuttle  
Choreography.....Kim Tuttle  
Music .....P.I. Tchaikovsky  
Set Design ..... Bob Moody  
Front Border .....Carlos Asse  
Costume Design.....Soili Arvola  
Mother Goose costume & props  
Carlos Asse  
Light Design .....Todd Bedell

**Dance Alive National Ballet is a professional ballet company touring the Southeastern United States and Latin America representing the State of Florida.**

**Dance Alive National Ballet lives up to its name. Movement is at the heart of everything it does. With an extraordinary group of dancers from all over the world, and dynamic leader and Artistic Director, Kim Tuttle, Dance Alive National Ballet has developed into one of the most distinguished and creative ballet companies in the Southeast.**

**Dance Alive National Ballet continues to develop innovative arts education programming and is involved in artist residencies, developing dance curriculum and outreach performances for public schools.**

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## Dance Alive National Ballet Presents NUTCRACKER

"Simply a Magical  
Performance!"

"It Wouldn't Be The Holiday Season  
Without Nutcracker!"

"The Best Holiday Gift To You And  
Your Students Is Nutcracker!"

The story of the *NUTCRACKER*, based on a tale by E.T.A. Hoffman, begins with a gala Christmas Eve party. Uncle Drosselmeyer, the children's favorite, arrives and presents Clara, the heroine of the story, with an amazing Nutcracker in the shape of a soldier. To her brother Franz, he gives a toy sword!

That night, Clara is too excited to sleep. On the stroke of midnight, she creeps downstairs to retrieve her Nutcracker and witnesses a fierce battle between her brother's toy soldiers and hundreds of mice, led by a fierce Mouse King. At the height of the battle, when her Nutcracker is about to be felled by the Mouse King, Clara saves him by throwing her slipper smack into the Mouse King! Lo and behold, her Nutcracker becomes a Prince, and strangely enough, looks just like her Uncle Drosselmeyer's nephew!

To show his gratitude, the Nutcracker Prince whisks Clara away to many dream countries. First, they travel through the forest of the Land of Snow where they are greeted affectionately by the beautiful Snow Queen and her Snowflake Fairies. Next they voyage to the Land of Sweets where the Sugar Plum Fairy puts on a glittering spectacle. Clara finds wings on her feet as she dances the Final Waltz with her Nutcracker Prince.

As the Sugar Plum Fairy and her court wave good-bye, Clara's Uncle Drosselmeyer mysteriously reappears and hands her the magical Nutcracker. Alas, it was all a dream! But was it!

*"Permission is granted for material included in this Resource Guide to be copied for use in the classroom.*



There are LOTS of materials in this guide!  
Some GREAT ways to use this arts education field trip to enhance your curriculum. Please use our suggestions as springboards and ENJOY!

**FIRST** ..... Read aloud or provide a copy of NUTCRACKER to your students. **SECOND** .... Use whatever format you'd like.

Focus on FCAT or SSS activities. NOTE: FCAT friendly words, "25 of the words students need to understand to be successful on the Science FCAT, are in bold.

#### FCAT Cognitive Level I:

1. Read the story your field trip performance is based on. **Summarize**
2. Name and describe the main character. **Describe, analyze, identify**
3. What was the difference in Act I and Act II? **Summarize, identify**
4. What different ways did the mice and soldiers move? **Analyze, characteristics, describe, properties**
5. Identify the setting **Analyze, characteristics, describe, properties, identify**
6. List the story/ballet events in the order they happened. **Analyze, identify, summarize**
7. Contrast and compare the costumes in the ballet. **Analyze, conclude, determine, explain, support**
8. Explain the problem or conflict in the ballet/story. **Analyze, conclude, determine, explain, support**
9. Explain how the dancers used movement to tell the story or develop the characters. **Analyze, conclude, determine, explain, support**
10. Discuss how technical elements were used in the performance. **Analyze, describe, conclude**
11. Draw a picture of a character. **Describe, illustrate**
12. Illustrate or make a diorama of a scene from the ballet. **Describe, illustrate, identify**
13. Draw a poster to advertise the performance. **Illustrate, describe, analyze, determine, support**
14. Work with other students to act out a scene. **Describe, identify, illustrate, analyze**
15. Write a narrative story to summarize the plot of the ballet. **Describe, illustrate, conclude, explain**
16. Make a mobile showing events in the story. **Identify, illustrate, describe**

#### FCAT Cognitive Level II:

1. Would the main character make a good friend? Write an expository essay explaining why or why not. **Analyze, determine, explain, support**
2. Create a graph that records performance data such as: female characters and male characters. **Analyze, compare, explain, identify, illustrate**
3. Compare/contrast a character to someone you know or compare/contrast the setting to a different location or time. **Analyze, compare, conclude, determine, illustrate, support**
4. Imagine the story in a different time or place. Design sets or costumes for the new setting. **Analyze, determine, illustrate, conclude, compare, contrast**
5. As director, plan the performance or a scene in your classroom. Include cast, set, costumes, scenery, props, etc. **Analyze, determine, explain, illustrate**
6. Create a new ending to the story. **Analyze, conclude, determine, explain, illustrate**
7. Write a letter convincing a friend to go see this ballet. **Explain, support, describe, infer, illustrate**
8. Write a letter to Dance Alive National Ballet nominating a performer for "Best Dancer Award". Explain why. **Compare, contrast, describe, explain, support, determine, identify**
9. Rate the performance. Decide on criteria for judging—sets, costumes, dancing, lighting, etc. **Analyze, conclude, compare, contrast, explain, support**
10. Discuss the feelings of the various characters. **Analyze, describe, explain, infer, support**
11. How do the dancer characters differ from real life people? **Analyze, compare, contrast, explain, identify, illustrate, support**

Teacher Resources Follow .... Along with LOTS of activities!

## ***Nutcracker Synopsis***

The family favorite for the holidays! The *Nutcracker* story is based on the tale "Nutcracker and the King of the Mice" by the German writer E. T. A. Hoffman, written in 1817 and revised in 1860 by the French writer Alexandre Dumas (author of *The Three Musketeers*), and was created as a ballet in 1892 by a group of Russians, the librettist Ivan A. Vsevolozhsky, the choreographers Lev Ivanov and Marius Petipa and the composer Peter Tchaikovsky. The ballet has been performed in America for more than 50 years.

*(Note: this corresponds to the slightly shorter version for the school performances. Mainstage performances include a few more scenes in Act II)*

### **Act I**

#### ***Scene 1: The Christmas Party***

The Silberhaus family is preparing to welcome their neighbors to a Christmas Eve party. Clara's Nanny helps her get ready in her new dress. Her brother Franz is excited. The great Christmas tree is lit up, and the guests arrive. Of special interest is Uncle Drosselmeyer, Clara's godfather, a peculiar gentleman who always has something on hand to entertain the children. This Christmas he has three wonderful mechanical dolls to show off, a lovely ballerina, a little dancing doll that blows kisses, and a fine marching soldier. But these are fragile and must be taken away. He gives Nanny a bouquet of flowers, Franz a toy sword and Clara a nutcracker doll. She loves this funny-looking fellow but--Franz breaks the nutcracker almost right away. Drosselmeyer introduces the children to his nephew, a young officer in the army, who repairs the doll for Clara. After a final round of dancing, the guests depart and the Silberhauses prepare for bed.

#### ***Scene 2: The Magic Scene***

Clara can't quite get to sleep because she is thinking about her nutcracker. She goes to check on him, but then strange things begin to happen: the tall clock turns into Uncle Drosselmeyer, and mice start creeping in all over the room, and either the mice are very big or she is very small all of a sudden. The mice are coming to attack the Nutcracker, who is very much alive, and leads Franz's toy soldiers in a spirited defense. But the mice are very large and fierce, and their king appears to duel with the Nutcracker. It looks like the mice will win, until Clara throws her slipper at the Mouse King. This surprises him just enough to give the Nutcracker the advantage, and he kills the Mouse King. Now the funny looking Nutcracker turns into a very handsome young man, a prince in fact ...

### **Act II**

#### ***The Kingdom of Sweets***

The Nutcracker Prince and Clara travel through a truly magical winter landscape. They arrive at the Kingdom of Sweets, where the Sugar Plum Fairy rules. She invites them to enjoy a parade of good things to eat from around the world. There is chocolate from Spain, coffee from Arabia, tea from China, and so many other delightful goodies. Then Sugar Plum herself dances with her cavalier in Clara's honor. Finally everyone is dancing, and it is all so beautiful you thought it was a dream. But Clara, back home under the Christmas tree with her Nutcracker, knows it was no dream.



## **THE NUTCRACKER HISTORY**

THE NUTCRACKER is a classical ballet in two acts. Marius Petipa, one of the most famous choreographers of his day, was originally scheduled to choreograph THE NUTCRACKER and presented strict details of what he required musically to the composer, Peter Ilyich Tchaikovsky. Upon becoming ill, Petipa was replaced by Lev Ivanov as choreographer.

The ballet was first presented at the Maryinsky Theatre in St. Petersburg, Russia, December 17, 1892. The ballet was a failure. The ballerina was considered ugly and the music somewhat boring. It was presented in the United States in complete form by the San Francisco Ballet in 1944, but it was the George Balanchine version in 1954 that really gave THE NUTCRACKER new life. THE NUTCRACKER today is a staple of the ballet repertoire and a holiday tradition. It is probably one of the most beloved ballets of our time. THE NUTCRACKER plays to large houses worldwide with an audience of millions. It speaks to the child in everyone. Based on the E.T.A. Hoffman tale "The Nutcracker and the Mouse King," it speaks to all of us who believe in the fantasy and the magic of Christmas.

There are hundreds of NUTCRACKERS. Through television, audiences have seen American Ballet Theatre's NUTCRACKER choreographed by Mikhail Baryshnikov (a more psychological drama/dance) and Mark Morris' THE HARD NUT (a more contemporary /camp version). The popular home version with child actor Macaulay Culkin features the New York City Ballet's THE NUTCRACKER, choreographed by George Balanchine.

Mr. Balanchine went back to the original music score and used the Hoffman story while keeping to the outlines of the dance given at the Maryinsky Theatre. His is perhaps the truest version to the original production since he danced in THE NUTCRACKER at the Maryinsky Theatre when he was a boy. Each ballet company has its own special version of THE NUTCRACKER. It is one of the "big ballets" that uses children well, so families can be involved in the entire production.

### **Great Resources!**

<http://thevirtualvine.com/thenutcracker.html> (lots of great stuff!)

<http://funlessonplans.com/awinter/nutcracker.pdf> (easy lesson plans)

[http://www.pbs.org/wnet/gperf/education/plan\\_nutcracker\\_overview.html](http://www.pbs.org/wnet/gperf/education/plan_nutcracker_overview.html)

<http://www.nutcrackerballet.net>

[http://en.wikipedia.org/wiki/The\\_Nutcracker.html](http://en.wikipedia.org/wiki/The_Nutcracker.html)

<http://www.kidsdomain.com/holiday/xmas/music1/nutcracker.html>

[www.npr.org/programs/morning/features/2001/dec/nutcracker/1011217.nutcracker.html](http://www.npr.org/programs/morning/features/2001/dec/nutcracker/1011217.nutcracker.html)

<http://www.lesstutor.com/bf9.html> (composer)

[http://www.classicalarchives.com/bios/tchajkovsky\\_bio.html](http://www.classicalarchives.com/bios/tchajkovsky_bio.html) (composer)

<http://www.12days.com/playground/html> (game)

<http://www.nutcrackergame.com/musicgames.html> (game)

**NUTCRACKER  
TCHAIKOVSKY BIOGRAPHY**

**COMPOSER: PETER ILYICH TCHAIKOVSKY (1840-1893)**

Tchaikovsky was born at Votinsk in a distant province of Russia. His family intended him for a career in government. He graduated at nineteen from the School of Jurisprudence at St. Petersburg, Russia. Not until he was nineteen did he reach the decision to resign his post and focus on music..."to be a good musician and earn my daily bread."

Tchaikovsky completed the course in three years and immediately began teaching at the Conservatory of Moscow. He worked there for twelve years and produced some of his most successful works.

Subject to attacks of depression, he was on the verge of a nervous breakdown when rescued by a benefactress, Nadezhda von Meck. For the next thirteen years she provided for his financial needs. They wrote frequently, but never met. During this time Tchaikovsky became more and more famous. He was the first Russian whose music caught on in the West. In 1891, he was invited to come to America to participate in ceremonies that opened Carnegie Hall.

In his final years he had the suspicion that he had nothing more to say. Yet ahead of him lay his two finest symphonies. He conducted his PATHETIQUE in St. Petersburg, Russia where it received a lukewarm reception. Some days later he drank a glass of unboiled water and contracted cholera. He died within a week at the age of fifty-three.

Stravinsky called Tchaikovsky "the most Russian of us all". In putting together his music he drew from Russian music, Italian opera, French ballet, German symphony and song. These he assimilated to the strain of folk melody that was his heritage as a Russian.

Tchaikovsky cultivated all branches of music, but he is particularly known for his ballets. His music is among the most danced in ballet - its lyric quality and movement make it a favorite among dancers and choreographers. SWAN LAKE, SLEEPING BEAUTY, ROMEO AND JULIET and THE NUTCRACKER are among his most famous ballets, but SERENADE, JEWELS and EUGENE ONEGIN are also well know and loved by dance fans around the world.

An interesting side note is that the composers of Tchaikovsky's day were much like today's composer of movie music! A composer was told what length, what style, what tempo of music had to be created. THE NUTCRACKER was written to the strict requirements of the man who was to choreograph the work, Marius Petipa. As a matter of fact, Tchaikovsky reluctantly accepted the commission to compose THE NUTCRACKER. He completed the task even though he considered the score "infinitely worse than SLEEPING BEAUTY." Apparently the only part of the experience he enjoyed was discovering a new instrument in Paris, the celesta, which he jealously guarded and used in his score.

## ***Names, Places and Stories***

### ***Russian Names***

The composer of the ballet is one of the most famous of all Russian composers. This is how his name looks in modern Russian, which uses a different alphabet from ours:

#### **Петр Цайковский**

Well, we can't read that or even print it out on an American ballet program. The letters are in what is called the Cyrillic alphabet, which is used in Russia and parts of Europe. So each country that loves the ballet has to figure out how to present those sounds and letters so that people can pronounce them! Some of the ways to spell this name include:

Petr Ilich Chaikovskii      Peter Iliich Tchaikovsky      Pyotr Ilyich Tchaikovsky  
Piotr Iljitsch Tschaikowski      Pierre Tchaïkovski

Usually in America it is safe to stick with the name "Tchaikovsky."

We have two dancers from countries that use the Cyrillic alphabet: Alexander Smirnov and Stanislav Ivanov come from Russia. They all grew up writing their names (and everything else) in Cyrillic. If you look at their names you will see that men's names end in -ov. In Russian, the last name, the family name, has two sets of endings, one for men, and a different one, ending in -na, for women.

Tchaikovsky's name has a different ending: -sky. His sister would have been "Tchaikovskaya." His middle name, Ilyich, means "Ilya's son" and his father really was named Ilya. Russian middle names are *patronymics*, meaning they always mean "son of" or "daughter of" the father. For men, the syllables -ich or -ovich is added to the father's name, for women the syllable -ovna or -evna. So Peter Ilyich Tchaikovsky's sister would have been Olga (or Maria or Tatiana) Ilyevna Tchaikovskaya, because she is the daughter of the same Ilya.

Other languages have last names that originated as patronymics, too: O'Brien once meant "of Brian's family," MacDonald once meant "son of Donald" and Peterson once meant "son of Peter."

#### ***Places***

Now, the story of the Nutcracker was first written in German, almost 200 years ago. In it, the Nussknacker (or Nußknacker--the Germans used to have this fancy letter for a double "s") is given to little Marie Stahlbaum by her Pate Drosselmeier (Godfather Drosselmeier). Forty years later, the book was translated into French by Alexandre Dumas. This is the same author who wrote *The Three Musketeers*.

Thirty years later, in St. Petersburg, Russia, a team took the story and rewrote it to make a ballet called ***Shchelkunchik***. This team included a writer, two choreographers who had to think about how to dance the story, and the composer, Tchaikovsky.

Along the way, Marie's name got changed to Clara Silberhaus and Drosselmeyer eventually ended up being her uncle instead of her godfather. But the story always takes place in the city of Nuremberg.



**NUTCRACKER**  
***Divertissements: The Entertainment in Act II***

One of the strange things about long story ballets is the way the story keeps getting interrupted by dances that have nothing to do with the story! Two of Tchaikovsky's ballets, *Sleeping Beauty* and *Nutcracker*, have second acts where the plot is simply "Lots of dancers come out and do entertaining dances to honor the hero and heroine of Act I." These dances are called *divertissements*, which is French for "entertainments." In *Sleeping Beauty*, the dances have a theme: characters from fairy tales, like Puss in Boots. In *Nutcracker*, there is a theme, too: FOOD.

So remember that Act II is nothing but food, all the good things to eat that people saved up or bought especially for Christmas. Dancing food.

A long time ago, when it was harder to get foods from distant lands, people had to make do most of the year with the food grown in their own area. Some of it could be stored up carefully to last the winter, but others, like nuts, might only keep for a few months after being picked. Some kinds of food would be pickled or salted to keep for a long time. Spices could be used to help preserve some foods. Other kinds could be dried or preserved in sugar or in alcohol, but they might not last as long. So the nuts, the dried or sugared or brandied fruits, and the gingerbread or spiced foods would be eaten during Christmas time. For days there was a great festival when people visited each other and brought out their best foods. This is the origin of fruitcake, by the way.

But because people love all kinds of different foods, merchants who sailed to far-off lands knew that Christmas and New Year's was a time that people would buy special things to eat if they could find them in the stores. So they would make sure to bring back the best sweets and treats, and also coffee, tea, and chocolate, right around that time. Also, during a November voyage it would be cool enough to keep such things well on board a ship. November or early December might be the only time of the year when these foreign goodies were fresh and available.

So the *Nutcracker* ballet has a second act which is really all about the treats of Christmas time. It is also a geography lesson. Tchaikovsky composed most of the dances for Act II according to the rhythms and styles of the folk-dances of different countries from which those good Christmas foods came. Here is a list of them:

- ***Chocolate from Spain:*** Why from Spain? because Spain owned most of South America, and that is where chocolate still comes from. Also because Spain has such wonderful dance traditions for the composer to use!
  
- ***Coffee from Arabia:*** Coffee was grown in Arabia, Egypt, and other countries in that area. Although it is now grown all over the world, some people still prefer "Arabica" coffee. People in Europe loved in the 18th and 19th centuries to fantasize about Arab sheiks and their harems of lovely women. Have you ever seen belly-dancing? Slow it down a lot, and you have something of the sound of this dance.

- **Tea from China:** Of course! Tchaikovsky was very clever in creating an oriental-sounding music. He must have actually heard some Chinese musicians. Sometimes choreographers use steps from real oriental dances, but many of these dances do not move around very much. In our ballet, we have something more exciting, a street parade for the New Year with a friendly dragon.
- **Marzipan Shepherdesses from Denmark:** What is Marzipan? It is almost toy food. It is made of ground almonds and sugar, kneaded into a white clay which can be shaped into fruits, animals, or even people. It was a favorite in Denmark and they made enough to ship to other countries in the winter. Look in the stores in the Christmas goodies section and you will still find little boxes of marzipan fruits. They are just as dainty and cute as this music. (Another name for marzipan candies is mirlitons.)
- **Russian sugar candy:** The storyline Tchaikovsky was working from said that this was supposed to be a dance of peppermint sticks. Or maybe of caramels. Since he was a Russian and his dancers were Russians, he put in the most wonderful showy kind of Russian village dancing.
- **Mother Ginger.** Ginger is a wonderful Christmas spice. It originated in Asia but is also grown in Jamaica. It would have been imported from the Carribean by the British or the French, who owned the islands 100 years ago. Mother Ginger is a clown, with her little twirling ginger candies popping out of her skirt. She is called Mother Goose or Mother Gigone in some versions of the ballet.
- **Waltz of the Candied Flowers:** Yes, they preserved flowers in sugar, too, and used them to decorate cakes. The story does not say where these flowers come from, but the dance of the waltz originated in Germany, so perhaps this is the "home-made" dance for Clara and her Nutcracker. In our version, there is also a Dew Drop Fairy, making us think of real flowers with the morning dew on them.
- **Sugar Plum Fairy:** Do you know the poem, "The night before Christmas" that says The children were all tucked snug in their beds while visions of sugar-plums danced in their heads. "Sugar-Plums" is just another way of saying CANDY. So this elegant lady is really the candy fairy. Perhaps nowadays we should have her dance with the Tooth Fairy, since all that candy must have led to a lot of teeth rotting or being pulled out. But perhaps it was not so bad, if it was only once a year!



## PRE-SHOW ACTIVITIES

### AUDIENCE MANNERS

#### SUNSHINE STATE STANDARDS

##### Grades PreK-2

- MU.E.2.1.2 Knows appropriate audience behavior in a given setting.  
**Evaluation:** Demonstrates behavior as defined by teacher.
- TH.A.1.1.1 Creates imagined characters, relationships, and environments, using basic acting skills.  
**Evaluation:** Students contrast appropriate and inappropriate behaviors through role-play
- VA.B.1.1.2 Understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, technique, and process.  
**Evaluation:** Students will create art work that expresses an idea.
- LA.B.2.1.2 Uses knowledge/experience to tell/write about experiences.  
**Evaluation:** Students discuss experiences at other events.
- LA.C.1.1.3 Carries on a conversation, seeking answers/explanations through questioning or answering.  
**Evaluation:** Students will discuss, compare, and contrast experiences.

##### Grades 3-5

- MU.E.2.2.2 Knows and applies appropriate audience behavior in various settings.  
**Evaluation:** Demonstrates behavior as defined by teacher
- TH.C.1.2.2 Understands how theatre (dance) is an interpretation of actual events in history and everyday life.  
**Evaluation:** Students contrast appropriate and inappropriate behaviors through role-play
- TH.E.1.2.3 Understands theatre is a social function and theatre etiquette as the function of the audience.  
**Evaluation:** Students identify the difference between behavior at various entertainment venues.
- VA.B.1.2.3 Knows how to identify the intensions of those creating works of art.  
**Evaluation:** Students will identify intensions of 5 works of art created by fellow students.
- LA.B.2.2.1 Writes notes, comments, observations that reflect comprehension of content/experiences.  
**Evaluation:** Students discuss or write about experiences at other events.
- LA.C.3.2.2 Asks questions, makes comments/observations to clarify understanding of content, processes, and experiences.  
**Evaluation:** Students will discuss, compare, and contrast experiences.

#### OBJECTIVE

Students will be able to recommend appropriate behavior for attending a dance performance.

#### ACTIVITY

1. Initiate a discussion with your students on the effects different kinds of audience behavior can have on people's enjoyment of a performance.
2. Make a list of short statements which express the ideas of your students on the chalkboard or a chart. Ask the students to offer ideas in the form of audience behavior they would recommend.
3. Ask each student to choose one statement, draw a picture to illustrate it, and write the statement at the bottom of the page. Make copies of the pages. Help your students collate and staple the pictures together to make books to share with each other and with other classes.

#### EXTENSIONS/VARIATIONS

1. Have the students color and display their pages on a bulletin board.
2. Have the students act out skits demonstrating different appropriate and inappropriate audience actions.



## DANCE IS EVERYWHERE

### SUNSHINE STATE STANDARDS

#### Grades PreK-2

- DA.A.2.1.2 Uses improvisation to explore/create movement ideas  
**Evaluation:** Student illustrates word or phrase.
- DA.B.1.1.1 Understands how gestures and movement communicate meaning.  
**Evaluation:** Student illustrates word or phrase
- DA.E.2.1.1 Knows how to express a visual image through movement.  
**Evaluation:** Given a visual image, student demonstrates.
- TH.A.1.1.2 Creates, individually and in groups, animate and inanimate objects through the movement of the human body.  
**Evaluation:** Given word or phrase, demonstrate through movement of the body.
- SC.A.1.1.1 Knows objects can be described, classified, and compared by their physical properties  
**Evaluation:** Students can describe, contrast and compare animate and inanimate objects.
- S.C.C.1.1.1 Understands that different things move at different speeds.  
**Evaluation:** Student will compare and contrast three dance characters that moved at different speeds.

#### Grades 3-5

- D.A.A.1.2.1 Uses underlying principles of body movement.  
**Evaluation:** Using activity, students can demonstrate movement elements.
- DA.D.1.2.1, Understands how individual solutions to movement are based on personal choices.  
**Evaluation:** Student will reach a prescribed goal using different methods of movement.
- SC.C.1.2 Student understands that types of motion may be described, measured, and predicted.  
**Evaluation:** Students will describe, measure, and graph 3 ways of moving.

### OBJECTIVE

The students identify and demonstrate movement elements common to dance.

### ACTIVITY

This is charades with an instructional purpose! In order to begin this activity, first create a space in the classroom that provides room for individual students to move freely and room for other students to observe.

1. Introduce the activity with a discussion of types of movements present in all areas of life. Encourage students to come up with examples from areas such as sports (ice skating, catching a fly ball), animals (hop like a bunny, run like a deer), occupations (policeman directing traffic, carpenter hammering a nail), everyday activities (sweeping the floor, driving a car), and recreation (catching a fish, riding a roller coaster).
2. Have each student take a small piece of paper, write on it a type of movement to be acted out, and drop it into a large container. NOTE: For younger students, teachers may want to make the charade cards for them.
3. The charades will be played in the order the teacher pulls the slips of paper from the container or let the children take turns. A timekeeper says, "Begin," and the student on the "stage" dramatizes the movement chosen. A charade should be guessed by the audience within a ten-second time.

Follow the charades with a summary discussion about some of the following movement elements:

- **non-locomotor movements** such as bend, twist, stretch and swing.
- **simple locomotor movements** such as walk, run, hop, jump.
- **compound locomotor movements** such as gallop, slide and leap.
- **kinesthetic awareness** such as high, middle and low movements in space.
- **tempo and rhythmic pattern of repetitive movements**
- **movement follows straight and curved pathways.**

Encourage students to identify and describe rhythmic movements in everyday situations.

### EXTENSIONS/VARIATIONS

1. One or more "movements" in the same space can "dance" together, representing their relationships (For example, a fox stalking a rabbit or a baseball catcher and pitcher).
2. Classify movements into categories such as high, middle or low, fast or slow, straight or curved and round or square/angular.
3. Students can play the game using movements which convey a particular emotion or feeling.

## DISCOVERING DANCE

### SUNSHINE STATE STANDARDS

#### Grades PreK-2

- DA.B.1.1.1 Understands how gestures and movement communicates meaning.  
**Evaluation:** Students act out a story without words.
- DA.E.2.1.1 Knows how to express a visual image through movement.  
**Evaluation:** Students, given a visual image, act out.
- MU.D.1.1.1 Knows how to respond to selected characteristics of music through movement.  
**Evaluation:** Students move to a variety of tempos, styles, qualities of movement or sound.
- MU.D.1.1.4 Understands how music can communicate ideas suggesting events, feelings, moods, or images.  
**Evaluation:** When 3 selections communicating "sad, happy, angry" are played, student can identify.
- TH.A.1.1.1 Creates imagined characters, relationships and environments, using basic acting skills.  
**Evaluation:** Students create their own "ballet" based on their own story.
- TH.A.1.1.2 Communicates with others ideas about characterization and plot development within dramatic-play.  
**Evaluation:** Students create their own "ballet" based on their own story.
- LA.C.1.1.4 Retells specific details of information heard, including sequence of events.  
**Evaluation:** Students relate sequence of student created or demonstrated works.
- LA.C.1.1.1 Determines main idea in a non-print communication.  
**Evaluation:** Students name main idea of student created or demonstrated work.
- LA.E.1.1.2 Identifies story elements: setting, plot, character, problem, solution/resolution.  
**Evaluation:** Students identify above in a student created or demonstrated work.

#### Grades 3-5

- DA.B.1.2.3 Creates a dance that communicates experiences/ideas of personal significance.  
**Evaluation:** Demonstrates such a dance.
- DA.D.1.2.1 Understands how individual solutions to movement are based on personal choices.  
**Evaluation:** After observing 2 different works, ask the creators why choices were made.
- TH.A.1.2.1 Creates imagined characters, relationships, and environments, using basic acting skills.  
**Evaluation:** Creates a "ballet" based on a created story.
- TH.B.1.2.1 Knows how improvised scenes are used to tell stories/create characters based on historical, literary and everyday situations.  
**Evaluation:** Student can describe what happens in a scene demonstrated by fellow students.
- LA.E.1.2.2 Identifies story elements: setting, plot, character, problem, solution/resolution.  
**Evaluation:** Student can chart the above after seeing a "ballet" created or demonstrated by fellow students.

#### OBJECTIVE

Students can demonstrate movement elements and choreographic principles, processes and structures.

#### ACTIVITY

1. Divide the students into small groups. Have each group choose a familiar children's song that tells a story and create a dance to tell the story. Some examples are THREE BLIND MICE, and PUFF THE MAGIC DRAGON. Encourage the students to use a variety of movements, high/low levels in space, floor patterns and groupings in telling their stories.
2. Have the groups perform their "ballets" for each other. Ask the "audience" to make observations about the presentation. In order to ensure a trusting atmosphere where the students are willing to take risks, all comments need to be kept to observations about the movements. For example, the comment, "I liked John's dance" might be restated as "I thought the jumps in John's dance really made him look like he was flying."

#### EXTENSIONS/VARIATIONS

1. Teach the children the five basic ballet positions. Tell them that all ballet movements begin and end in one of these five basic positions. Have them use the basic positions at the beginning and ending of their dances.
2. Have the students bring in contemporary music selections that have story lines and create "ballets" to their selections.
3. Have the students work with "round" or "circular" movements in their presentations.
4. Have the students work with "square" or "sharp/angular" movements in their presentations.
5. Have the students work with movements that create rhythmic patterns such as ABA forms in poetry.
6. On a large piece of paper, trace students in various dance poses. Have the students fill in the tracings with crayons or paint and make a display of the poses

## MEET THE COMPANY

### SUNSHINE STATE STANDARDS

#### Grades PreK-2

- LA.A.2.1.5 Uses simple materials of the reference system to obtain information.  
**Evaluation:** Uses map and computer to determine where dancers performed.
- LA.B.1.1.1 Makes a plan for writing that includes a central idea and related ideas.  
**Evaluation:** Student selects a dancer and what he wants to know about him.
- LA.C.1.1.1 Listens for a variety of informational purposes.  
**Evaluation:** Student listens to information teacher and classmates provide.
- LA.C.1.1.4 Retells specific details of information heard, including sequence of events.  
**Evaluation:** Student is able to retell information about a dancer and locate where he comes from once the indicator is removed from the map/bulletin board.
- SS.B.1.1.2 Uses simple maps, globes, and other 3 dimensional models to identify and locate places.  
**Evaluation:** Student can locate a country where two of the dancers come from.
- MA.E.1.1 Displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.  
**Evaluation:** Prepares and presents graph.

#### Grades 3-5

- LA.A.2.2.5 Reads and organizes information for a variety of purposes.  
**Evaluation:** Researches data on a dancer and reports to the class.
- LA.A.2.2.8 Selects and uses a variety of appropriate reference materials to gather information for research projects.  
**Evaluation:** Utilizes computer, map, and material from a library to prepare a report on a dancer.
- LA.B.2.2.1 Writes notes, comments, and observations that reflect comprehension.  
**Evaluation:** Takes notes from a classmates reports and compares to another.
- LA.C.1.2.5 Responds to speakers by asking questions, making contributions, and paraphrasing what is said.  
**Evaluation:** Teacher observation.
- LA.C.3.2.2 Asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.  
**Evaluation:** Teacher observation.
- MA.E.1.2.1 Displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.  
**Evaluation:** Prepares and presents graph

### OBJECTIVE

The students can locate, on a world map or globe, the geographical places where members of Dance Alive National Ballet have lived or performed.

### ACTIVITY

1. Using Dance Alive National Ballet biographical information pages [www.dancealive.org/company/dancers.html](http://www.dancealive.org/company/dancers.html) have the students locate the geographic places where members of the Company have lived or performed on a map of the world or a globe.
2. Display a bulletin-board sized map of the world. Print out and mount each biographical sketch separately. Optional, label the sketches according to their roles in the ballet. Place the sketches around the map and use colorful pieces of yarn or thin strips of construction paper to the geographical locations related to each member of Dance Alive National Ballet, or have the children take turns locating the geographical places on another map or globe.
3. Dance has been called a "universal language." Have the students discuss what they think this means. Also discuss the advantages and disadvantages of developing a company with such a variety of background

### EXTENSIONS/VARIATIONS

1. Write the names of Dance Alive National Ballet members on small slips of paper and place them in a container. With the students working alone or in teams, have them play a game of "20 Questions" using the biographical information to guess which name was drawn. Remind the students that they can only ask questions which can be answered "yes" or "no" and that they can only ask a total of twenty questions.
2. Research the training and daily lives of dancers or the "behind the scenes" work of a ballet production.
3. Have students select one of the geographic areas from a cast biography and research the area.
4. Graph dancers by countries. Determine the ratio of Russian dancers to Hispanic dancers. Hispanics to Americans.

## POST-SHOW ACTIVITIES FIRST IMPRESSIONS

### **SUNSHINE STATE STANDARDS**

#### **Grades PreK-2**

- DA.D.1.1.3 Understands that critical analysis of dance performances are based on personal opinion.  
**Evaluation:** Listens to classmates respectfully.
- MU.D.1.1.4 Understands how music communicates ideas, events, feelings, moods, images  
**Evaluation:** Can tell what feeling the music for the Soldier fight or Mother Goose communicated.
- TH.D 1.1.2 Gives reasons for personal preferences for formal/informal performances.  
**Evaluation:** Student can list two things they liked about the performance.
- VA.A.1.1.1 Uses 2 or 3 dimensional media to depict works of art derived from personal observation.  
**Evaluation:** Prepares illustration of one scene in Nutcracker.
- LA.B.2.1.2 Uses knowledge and experience to tell about experiences.  
**Evaluation:** Is able to explain/describe favorite scene and why.
- LA.C.2.1.1 Determines the main idea in a non-print communication  
**Evaluation:** Can tell main idea of Nutcracker.
- MA.E.1.1.1 Displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.  
**Evaluation:** Prepares and presents graph

#### **Grades 3-5**

- DA.D.1.2.3 Knows possible aesthetic criteria for evaluating dance.  
**Evaluation:** Uses phrases such as "jumps high", "turns fast", "graceful".
- MU.E.1.2.2 Understands relationship between music and other subjects.  
**Evaluation:** Can describe how dance or dancer matched music.
- TH.D.1.2.1 Knows how theatre uses visual elements, sound and movement to communicate.  
**Evaluation:** Can describe how each are used in Nutcracker.
- VA.A.1.2.1 Uses 2/3 dimensional media to depict works of art derived from personal observation  
**Evaluation:** Prepares illustration of one scene in Nutcracker.
- LAC.2.2.1 Determines main concept and supporting details in a non-print message.  
**Evaluation:** Can tell main idea of Nutcracker.
- MA.E.1.2.1 Displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.  
**Evaluation:** Prepares and presents graph

### **OBJECTIVE**

Students are able to express their reactions to the dance presentation.

### **ACTIVITY**

Provide a non-judgmental atmosphere where the students will feel confident to give their first reactions and where students' reactions will be accepted. Students must be made to feel that their unique contributions will be valued, that their opinions are valid, and that the opinions and perspectives of others are to be respected. This is a time to remind students that different people respond in different ways to the same dance presentation.

1. Prepare students by asking them to think about such things as:
  - a. What parts of the performance they liked the most, the least?
  - b. How particular parts of the dance made them feel?
  - c. Which was their favorite dancer/dancers?
  - d. Which costumes they liked the most, the least?
  - e. How the different parts of the music made them feel?
2. Ask students to draw a picture or write a reaction about their favorite scene from the performance.
3. Encourage the students to share their reactions with each other.
4. Chart or graph class reactions to "favorite character" or "favorite costume"
5. Choose one of the characters in the story and explain why they liked that character. (expository)

### **EXTENSIONS/VARIATIONS**

1. Create a bulletin board display of the students' work.
2. Create a mobile illustrating the main characters in NUTCRACKER.
3. Create marzipan figures from the ballet.

## RECALLING THE DANCE

### SUNSHINE STATE STANDARDS

#### Grades PreK-2

- DA.B.1.1.1 Understands how gestures and movement communicate meaning.  
**Evaluation:** Student describes how Clara communicates fear and amazement.
- MU.D.1.1.4 Understands how music communicates ideas, events, feelings, moods, images  
**Evaluation:** Student is able to describe how music communicated behavior of the Mice or Uncle Drosselmeyer.
- TH.D.1.1.4 Understands how theatre communicates events of everyday life.  
**Evaluation:** Student is able to sequentially describe events that happened in the ballet.
- TH.E.1.1.2 Understands similarities/differences of how emotions are expressed in theatre, music, dance.  
**Evaluation:** compare the music and dance for the Soldiers, Party Children, & Sugar Plum Fairy.
- LA.B.1.1.1 Makes a plan for writing that includes a central idea and related idea.  
**Evaluation:** Contributes to a word tree.
- L.A.E.1.1.2 Identifies the story elements of setting, plot, character, problem, and solution/resolution.  
**Evaluation:** With illustrations (or oral descriptions) from classmates, places in order.
- MA.D.1.1.2 Recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.  
**Evaluation:** Describes patterns that the dancers moved on the stage.
- SC.C.1.1.1 Understand that different things move at different speeds.  
**Evaluation:** Student can describe the difference in movement between the Soldiers and the Mice.
- SC.C.1.1.2 Knows that there is a relationship between force and motion.  
**Evaluation:** Students can describe the force the Russian dancer or a Tumbler uses to get up in the air.

#### Grades 3-5

- D.A.D.1.2.3 Knows possible aesthetic criteria for evaluating dance.  
**Evaluation:** Students uses words like "graceful", "fast", "strong", "hard", "shows emotion".
- MU.D.1.2.3 Uses perceptual skills/appropriate terminology to describe aural examples of diverse music.  
**Evaluation:** Describes music in terms of appropriateness, tempo, quality, instrumentation, etc.
- TH.A. 3.2.1 Understands relationships among scenery/props/lighting/sound/costumes/makeup  
**Evaluation:** Student describes how costumes and sets impact the ballet and how the characters use props meaningfully.
- TH.D.1.2.1 Knows how theatre uses visual elements, sound, and movement to communicate.  
**Evaluation:** Student describes an element of each in Nutcracker that was used to communicate.
- LA.B.1.2.1 Prepares for writing by recording thoughts, focusing on central idea, grouping related ideas, and identifying the purpose for writing.  
**Evaluation:** Student will create a Diamante poem.
- LA.C.1.2.1 Listens and responds to a variety of oral presentations, such as stories, poems, etc.  
**Evaluation:** Student listens to classmates read above poems.
- LA.D.1.2.1 Understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language.  
**Evaluation:** Student creates a Diamante poem.
- SC.C.2.2.1 Knows that an object may move in a straight line at a constant speed, speed up, slow down, or change direction dependent on net force acting on the object.  
**Evaluation:** Student can describe the impact of force on the dances of the Russian, Tumbler, and Sugar Plum Fairy.

#### OBJECTIVE

The students will be able to state a variety of objective observations of what they heard and saw at the dance presentation.

#### ACTIVITY

1. Use a long strip of butcher paper or a spacious chalkboard for recording students' observations.
2. Use a separate paper or chalkboard area for each act or unit of the performance.
3. Ask the students to list as many words as they can about something they saw or heard during that time.

4. Encourage the students to stick to auditory and visual observations rather than interpretative words. Ask them to think about the dance movements, the sets and the props, the lighting, the costumes and the music.
5. Keep students stretching into new areas by suggesting examples and categories of ideas if they get bogged down. Such examples might include:
  - a. A description of the movements; for example, strong, high leaps, fast turns, slinking movements on the floor.
  - b. The relationship of the dancers; for example, solos, duets, trios, a group of three dancers, with a fourth moving in, a pinwheel.
  - c. The way the space on the stage was used; for example, the dancers moved in a circle, on a diagonal, in a small space, in a large space, had round body shapes or angular body shapes.
  - d. The dynamics or qualities of the movements; for example, lyrical movements, fast and sharp movements, collapsing or suspended movements.
  - e. The entrances and exits of the dancers.
  - f. Description of the sound score; for example, loud, soft, high, low, fast, slow, waltz, march, ethnic rhythms, different instruments used.
  - g. Description of costumes, props, sets, lighting and special effects; for example, colors, intensity, design, texture, historical or ethnic qualities.
6. Using the list of words that were recorded, ask students (alone or in groups) to create a word tree, or webs of related words.

### EXTENSIONS/VARIATIONS

1. Have the students copy their webs/trees onto different colors of construction paper. Create a class book or bulletin board with the students' pages.
2. Use the word webs/trees to form Diamante poetry

A Diamante poem is shaped like a diamond, following a pattern of parts of speech like this

noun	tree
adjective adjective	beautiful bright
participle participle participle	sparkling stretching growing
noun noun noun	tinsel branches ribbons candles
participle participle participle	twinkling dancing reaching
adjective adjective	higher taller
noun	star

### BOOKS & VIDEOS OR DVD'S

<u>BOOK</u>		<u>VIDEO/DVD</u>	
Nutcracker	E.T.A. Hoffman, Innocenti	The Nutcracker	Warner Video
Nutcracker	E.T.A. Hoffman, Sendak	Barbie In The Nutcracker	Artisan Video
The Magic Nutcracker	Hillert	The Nutcracker	Kultur Film
The Nutcracker Ballet	Hautzig	The Nutcracker	Baryshnikov
George Balanchine's Nutcracker	Meyerowitz	The Nutcracker	Royal Ballet
The Nutcracker	Hague	George Balanchine's Nutcracker	
The Nutcracker	Clement-Davies		
The Nutcracker	Richardson		
Rosies Nutcracker Dream	Giff		
The Nutcracker	Thompson		
The Nutcracker	Smath		
Megan's Nutcracker Prince	Costello		

\* Books and DVD's found in most public libraries. Additional video & DVD on Amazon.com.

## CRITIC'S CHOICE

### SUNSHINE STATE STANDARDS

#### Grades PreK-2

- DA.B.1.1.1 Understands how gestures and movement communicate meaning.  
**Evaluation:** Student can describe two ways in which Clara communicated meaning by gestures and movement.
- DA.D.1.1.3 Understands that critical analysis of dance performances are based on personal opinion.  
**Evaluation:** Students discuss their evaluation of the performance and tell why they made their decision.
- MU.D.2.1.1 Identifies simple criteria for the evaluation of performances and compositions.  
**Evaluation:** Students make list of ways they evaluated the performance as relates to the music.
- TH.D.1.1.2 Gives reasons for personal preferences for formal/informal performances.  
**Evaluation:** Students make list of ways they evaluated the performance.
- TH.D.1.1.4 Understands how theatre communicates events of everyday life.  
**Evaluation:** Student relates event from life that may mirror an event in Clara's.
- LA.B.1.1.3 Produces final simple documents that have been edited.  
**Evaluation:** Generates "thank you" letter.
- LA.B.2.1.2 Uses knowledge and experience to tell about experiences or to write for familiar occasions.  
**Evaluation:** Generates "thank you" letter.

#### Grades 3-5

- DA.D.1.2.3 Knows possible aesthetic criteria for evaluating dance.  
**Evaluation:** Uses phrases such as "jumps high", "turns fast", "graceful".
- MU.D.2.2.1 Knows how to devise simple criteria to evaluate performances/compositions.  
**Evaluation:** Students make list of ways they evaluated the performance as relates to the music
- TH.A.3.2.1 Understands relationships among scenery/properties/lighting/sound/costumes/makeup.  
**Evaluation:** Students can explain how each element is critical to the performance of Nutcracker.
- TH.D.1.2.2 Understands similarities/differences between real life and theatre's representation of life.  
**Evaluation:** Student relates event from life that may mirror an event in Clara's or Franz'.
- LA.B.1.2.3 Produces final documents that have been edited and corrected.  
**Evaluation:** Generates "thank you" letter.
- LA.B.2.2.3 Writes for a variety of occasions, audiences, and purposes.  
**Evaluation:** Generates "thank you" letter.

### OBJECTIVE

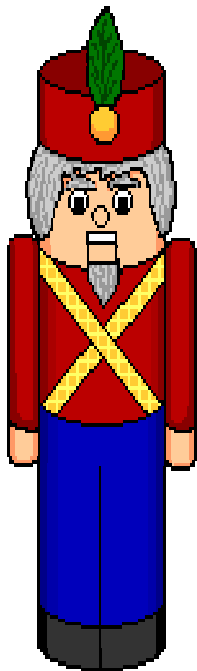
Students are able to evaluate Nutcracker.

### ACTIVITY

1. Ask students to imagine that they have been asked to write a review of the ballet for their local paper or television/radio station. Younger students can write a letter to a friend who has not seen the production, or prepare a review to read on the radio, similar to those produced and aired on public radio.
2. Discuss the purpose of a review and what information could be included. Brainstorm a list and record it on the blackboard. The list might include ideas such as
  - a. The story of the dance (or a story it made them imagine).
  - b. The ideas and feelings expressed by the dance.
  - c. A description of the set, costumes, props, special effects and how they contributed to the presentation.
  - d. How sound or music was used and whether it suited the dance.
  - e. Whether the dance was visually interesting.
  - f. Comments about the cast of dancers and whether they were capable in their performance of the dance.
  - g. The thoughts or feelings of the reviewer (student) about the work (what did the dance mean to them).
  - h. Whether the dance worked as a whole.
3. Show examples of reviews of other performances or movies found in newspapers or magazines. Have the students analyze the reviews to see if they included the ideas they listed on the blackboard. Were there ideas the students did not include?
4. Ask students to write their reviews using some of the ideas they have listed.
5. Make a display of the students' reviews or have them share their reviews with the class.

## EXTENSIONS/VARIATIONS

1. Make a videotape recording of the students giving their reviews. Let the students share their reviews live or on tape with other classes that did not attend the performance
2. Have the students write "thank you" letters to individual members in the company. Encourage them to think of "behind the scenes" people like the choreographer, set designer, technical director, lighting director and costume designer as well as some of the individual dancers.



## Nutcracker Ornament!

### Materials needed:

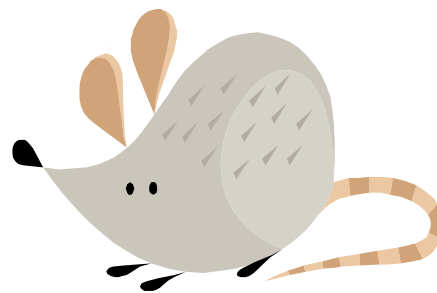
- Empty Pringles can or Pillsbury Sugar Cookie can.
- Felt, craft fur, yarn, or cotton.
- Tacky craft glue
- Rubber bands to hold things in place.
- Yarn, ribbons, braids, trims, feathers, buttons, fabric paint, etc.
- Pictures of nutcrackers as samples.
- Magic markers

1. Cover a Pringles Potato Chip Can with felt for shoes/boots, pants, jacket, face, and hat.
1. Make a line down the center of the legs with yarn or a thin strip of felt.
2. Trim jacket.
3. Make arms and hands with rolled tubes of felt if desired.
4. Use felt, fur, yarn or cotton for the hair.

## Marzipan Recipes .....

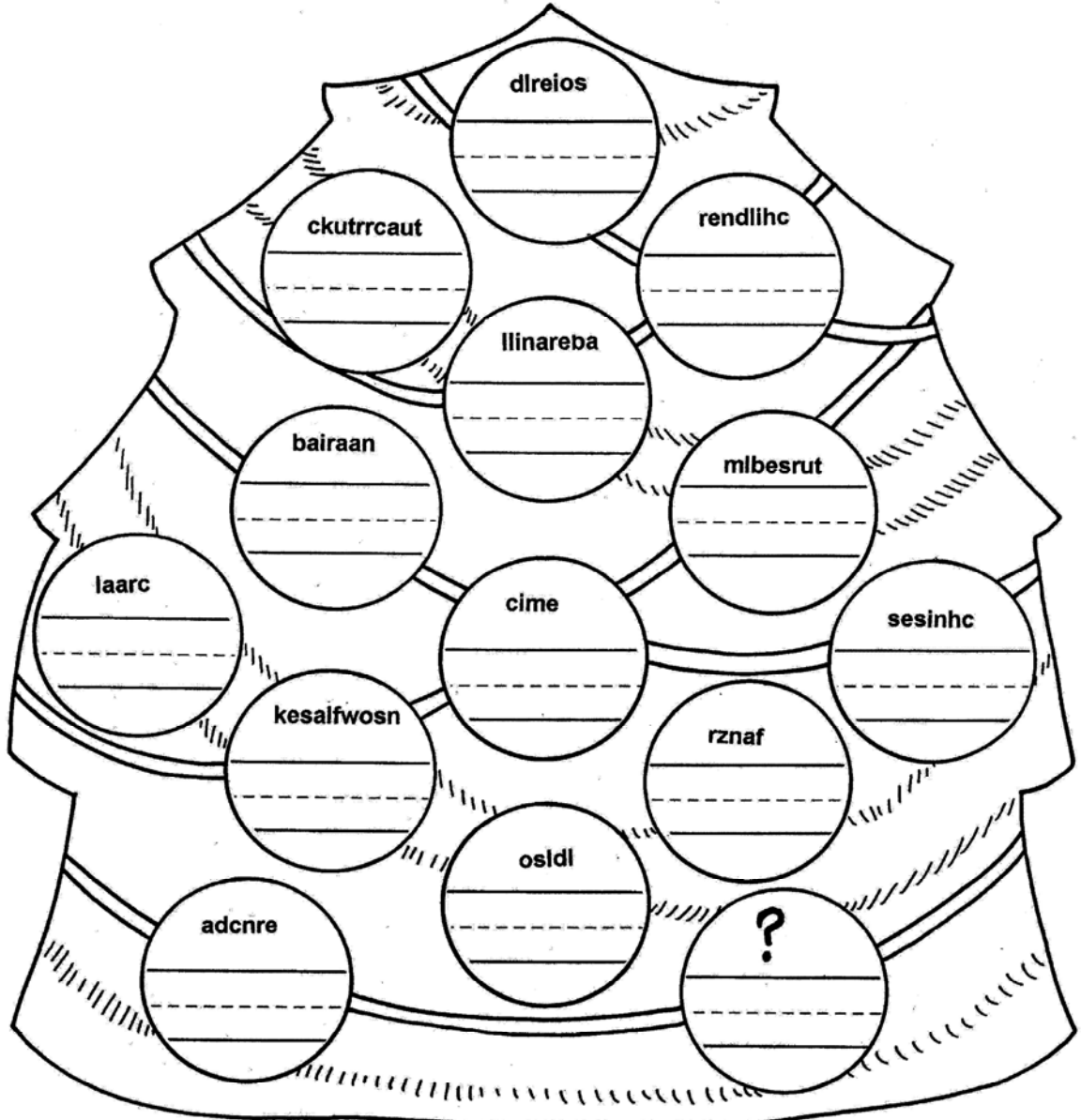
The REAL thing: Knead together 1/4 lb. ground blanched almonds, 1/4 lb. powdered sugar, 1 egg white, 1/4 tsp. salt. Store and chill over night. Form into whatever shapes and paint with food color.

An ALTERNATIVE: Knead together 1 cup flour, 3/4 cup salt, 1/2 cup water, and 1/4 cup cooking oil. Form into whatever shape you'd like. Maybe mice or soldiers! Bake at 300° for 1-2 hours. Paint as you see fit.



*I have a marzipan mouse that was given to me over 20 years ago that is still in my refrigerator!*

# UNSCRAMBLE!



## Word Box

mice      soldier      children      ballerina      dancer      Arabian  
snowflakes      tumblers      Chinese      Russians      dolls  
Clara      Franz      Nutcracker

## NUTCRACKER WORK SEEK

A N G E L S Q C F A L E C Y J H  
V L V V N U T C R A C K E R C E  
D P J K H Y M B A Q V B D U H G  
N M I R L I T O N S X M P S R X  
S A L M O B B F Z B J O B S I N  
W G E F L O W E R S K T C I S A  
O I M K M D D O P L A H H A T N  
R C I K D O J L B C X E R N M N  
D B C L P M F P Q I A R T R A Y  
X X E A Q B A T T L E G I C S S  
O D M D T A M T E A P O H S T M  
I O S O L D I E R S R O F U R C  
C L W C G H P F T B O S B G E D  
L L B T U M B L E R S E B A E D  
O L M P C X Z G H O H D S R T C  
C Q P W Z P R I N C E H N P M A  
K L C K W D R F V N L G O L A V  
A O H I D J Q T S O M B W U Z A  
P Z O D R O P S P M O A Q M C L  
C Y C B O L L A A Q Y T U F H I  
D M O U S E K I N G E T E A I E  
I B L V S V G B I W R L E I N R  
R C A B E A L N S F U E N R E S  
C K T G L E C R H N E O J Y S C  
L L E Q M M S N O W F L A K E P  
A A J P E S G R K G X S M N V A  
R A K X Y A B A L L E R I L A R  
A N K C E Y A R A B I A N H D T  
V B H U R F L K F O O V T D Y

ANGELS  
ARABIAN  
BALLERINA  
BATTLE  
CAVALIER  
CHINESE  
CHOCOLATE  
CHRISTMAS TREE  
CLARA  
CLOCK

DOLL  
DROSSELMEYERS  
FLOWERS  
GIFTS  
MAGIC  
MICE  
MIRLITONS  
MOUSE KING  
NANNY  
NUTCRACKER

PARTY  
PRINCE  
RUSSIAN  
SNOWFLAKES  
SNOW QUEEN  
SOLDIERS  
SPANISH  
SUGAR PLUM FAIRY  
SWORD  
TUMBLERS

## NUTCRACKER WORD SEEK

<u>A</u>	<u>N</u>	<u>G</u>	<u>E</u>	<u>L</u>	<u>S</u>	Q	C	<u>F</u>	A	L	E	C	Y	J	H
V	L	V	V	<u>N</u>	<u>U</u>	<u>T</u>	<u>C</u>	<u>R</u>	<u>A</u>	<u>C</u>	<u>K</u>	<u>E</u>	<u>R</u>	<u>C</u>	E
D	P	J	K	H	Y	M	B	<u>A</u>	Q	V	B	D	<u>U</u>	<u>H</u>	G
N	<u>M</u>	<u>I</u>	<u>R</u>	<u>L</u>	<u>I</u>	<u>T</u>	<u>O</u>	<u>N</u>	<u>S</u>	X	<u>M</u>	P	<u>S</u>	<u>R</u>	X
<u>S</u>	<u>A</u>	L	M	O	B	B	F	<u>Z</u>	B	J	<u>O</u>	B	<u>S</u>	<u>I</u>	<u>N</u>
<u>W</u>	<u>G</u>	E	<u>F</u>	<u>L</u>	<u>O</u>	<u>W</u>	<u>E</u>	<u>R</u>	<u>S</u>	K	<u>T</u>	C	<u>I</u>	<u>S</u>	<u>A</u>
<u>O</u>	<u>I</u>	<u>M</u>	K	M	D	D	O	P	L	A	<u>H</u>	H	<u>A</u>	<u>T</u>	<u>N</u>
<u>R</u>	<u>C</u>	<u>I</u>	K	D	O	J	L	B	C	X	<u>E</u>	R	<u>N</u>	<u>M</u>	<u>N</u>
<u>D</u>	B	<u>C</u>	L	P	M	F	P	Q	I	A	<u>R</u>	T	R	<u>A</u>	<u>Y</u>
X	X	<u>E</u>	A	Q	<u>B</u>	<u>A</u>	<u>T</u>	<u>T</u>	<u>L</u>	<u>E</u>	<u>G</u>	I	C	<u>S</u>	S
O	<u>D</u>	M	D	T	A	M	T	E	A	P	<u>Q</u>	H	<u>S</u>	<u>T</u>	M
I	<u>O</u>	<u>S</u>	<u>O</u>	<u>L</u>	<u>D</u>	<u>I</u>	<u>E</u>	<u>R</u>	<u>S</u>	R	<u>O</u>	F	<u>U</u>	<u>R</u>	C
<u>C</u>	<u>L</u>	W	C	G	H	P	F	T	B	O	<u>S</u>	B	<u>G</u>	<u>E</u>	D
<u>L</u>	<u>L</u>	B	<u>T</u>	<u>U</u>	<u>M</u>	<u>B</u>	<u>L</u>	<u>E</u>	<u>R</u>	<u>S</u>	<u>E</u>	B	<u>A</u>	<u>E</u>	D
<u>O</u>	L	M	P	C	X	Z	<u>G</u>	H	O	H	D	<u>S</u>	<u>R</u>	<u>T</u>	<u>C</u>
<u>C</u>	Q	P	W	Z	<u>P</u>	<u>R</u>	<u>I</u>	<u>N</u>	<u>C</u>	<u>E</u>	H	<u>N</u>	<u>P</u>	M	<u>A</u>
<u>K</u>	L	<u>C</u>	K	W	D	R	<u>F</u>	V	N	L	G	<u>O</u>	<u>L</u>	A	<u>V</u>
A	O	<u>H</u>	I	<u>D</u>	J	Q	<u>T</u>	<u>S</u>	O	M	<u>B</u>	<u>W</u>	<u>U</u>	Z	<u>A</u>
P	Z	<u>O</u>	D	<u>R</u>	O	P	<u>S</u>	<u>P</u>	M	O	<u>A</u>	<u>Q</u>	<u>M</u>	<u>C</u>	<u>L</u>
C	Y	<u>C</u>	B	<u>O</u>	L	L	A	<u>A</u>	Q	Y	<u>T</u>	<u>U</u>	<u>F</u>	<u>H</u>	<u>I</u>
D	<u>M</u>	<u>O</u>	<u>U</u>	<u>S</u>	<u>E</u>	<u>K</u>	<u>I</u>	<u>N</u>	<u>G</u>	E	<u>T</u>	<u>E</u>	<u>A</u>	<u>I</u>	<u>E</u>
I	B	<u>L</u>	V	<u>S</u>	V	G	B	<u>I</u>	W	R	<u>L</u>	<u>E</u>	<u>I</u>	<u>N</u>	<u>R</u>
R	C	<u>A</u>	B	<u>E</u>	A	L	N	<u>S</u>	F	U	<u>E</u>	<u>N</u>	<u>R</u>	<u>E</u>	S
<u>C</u>	K	<u>T</u>	G	<u>L</u>	E	C	R	<u>H</u>	N	E	O	J	<u>Y</u>	<u>S</u>	C
<u>L</u>	L	<u>E</u>	Q	<u>M</u>	M	<u>S</u>	<u>N</u>	<u>O</u>	<u>W</u>	<u>F</u>	<u>L</u>	<u>A</u>	<u>K</u>	<u>E</u>	<u>P</u>
<u>A</u>	A	J	P	<u>E</u>	S	G	R	K	G	X	S	M	L	V	<u>A</u>
<u>R</u>	A	K	X	<u>Y</u>	A	<u>B</u>	<u>A</u>	<u>L</u>	<u>L</u>	<u>E</u>	<u>R</u>	<u>I</u>	<u>N</u>	A	<u>R</u>
<u>A</u>	N	K	C	<u>E</u>	Y	<u>A</u>	<u>R</u>	<u>A</u>	<u>B</u>	<u>I</u>	<u>A</u>	<u>N</u>	L	D	<u>T</u>
V	B	H	U	<u>R</u>	F	L	K	F	O	O	V	T	H	D	<u>Y</u>

- |                |               |                  |
|----------------|---------------|------------------|
| ANGELS         | DOLL          | PARTY            |
| ARABIAN        | DROSSELMEYERS | PRINCE           |
| BALLERINA      | FLOWERS       | RUSSIAN          |
| BATTLE         | GIFTS         | SNOWFLAKE        |
| CAVALIER       | MAGIC         | SNOW QUEEN       |
| CHINESE        | MICE          | SOLDIERS         |
| CHOCOLATE      | MIRLITONS     | SPANISH          |
| CHRISTMAS TREE | MOUSE KING    | SUGAR PLUM FAIRY |
| CLARA          | NANNY         | SWORD            |
| CLOCK          | NUTCRACKER    | TUMBLERS         |

## ADDITIONAL ACTIVITIES FOR OLDER STUDENTS

### **Arts-Dance**

- Research the impact of the computer on dance.
- Dance and mime excerpts from the ballet. Or: Create another act for the ballet.

#### Dance exercises:

Define a space with chalk or desks and have the students create movement that touches every corner or all sides.

Working in partners, ask students to create movement without touching. Now ask them to do the same thing WITHOUT losing contact with each other.

Working in partners, ask students to face each other and take turns mirroring each other's movements.

In partners, have students "dance" a conversation using large gestures and movements. Encourage them to incorporate emotions such as: anger, amazement, disbelief, boredom or surprise.

- Have the class teach dance steps to a class of younger students.
- Have students present dance creations to a class of younger students.
- Compare and contrast two different styles of dance.
- Find another version of a ballet or story on video and encourage the students to compare this to the Dance Alive National Ballet production.

### **Arts-Music**

- Research the impact of the computer on music.
- Explore how different music or different musical instruments "inspire" different moods and styles of dance.

### **Arts-Theater**

- Research the impact of the computer on theater.
- Compare and contrast musical and non-musical versions of the same story.
- Act out a scene from the ballet, with a script or improvised dialogue.

### **Arts-Visual Arts**

- Research the impact of the computer on the visual arts.
- Design and make a poster advertising a ballet or concert.
- Make a diorama of a scene from the ballet.
- Design and make a costume for a dance presentation

### **Foreign Language**

- Learn the French words used for simple ballet movements. Follow and give ballet directions in French. Depending on the ballet, have students figure out how to encode their names in the Russian alphabet, or act out a scene from the ballet using American Sign as well as dance movement

### **Health Education**

- Research how healthy living practices such as proper nutrition, adequate sleep and daily exercise contribute to enhanced movement and abilities.
- Research the care and prevention of injuries and diseases common to dancers.
- Have the students create dances about healthy/unhealthy and safe/unsafe behaviors

### **Mathematics**

- Define specific geometric shapes with chalk and have students create a dance which utilizes that specific shape.
- Have students create different two or three dimensional geometrical shapes with their bodies, alone or with other students.
- Obtain a full casting list, make a graph of the number of costumes needed for each dance. Calculate how many costumes the wardrobe mistress must keep in order

### **Language Arts**

- Imagine what a world without dance would be like and write a story about it.
- For a story ballet:
  - Do a "talk show" with students acting the roles of ballet characters.
  - Write a story for a sequel to the ballet.
  - Create a word search puzzle using character names and words associated with this story. Share with the class.
  - Write a story about a modern day version of these characters' adventures.
  - Use the computer to find information on topics related to dance or to this particular story

### **Physical Education**

- Compare and contrast the training and lifestyles of professional athletes and professional dancers.
- Compare and contrast respiration and pulse rates during different physical activities including different types of dance.
- Research the use of dance therapy for people with illnesses and disabilities

### **Science**

- Have students dance the three states of matter (solid, liquid, gas).
- Explore the concept of gravity, force and energy in jumps, turns and aerial movements.
- Have the students create "dances" to illustrate different weather patterns.
- Have students "dance" the life cycle of a plant.
- Research the use of different surfaces for dance performances.
- Explore all of the ways science contributes to a dance performance.

### **Social Studies**

- Have students create dances about different periods in history.
- Have an international dance festival and explore music and dance from around the world.
- Have students write letters to the city commissioners in support of funding dance performances for the community.

