



Arts Education for Young People

CINDERELLA

TEACHER GUIDE

Kupferberg Center Performances

The Teacher Guide provides background information, Learning Standards, and pre- and post-concert activities that coordinate with the performance and Student Guide to encourage learning across the curriculum. For your convenience, this guide is also available as a .pdf with direct links to all suggested websites. Visit

ABOUT THE COMPANY

New York Theatre Ballet is under the direction of its founder, Diana Byer. “My dream was to bring the beauty and excitement of top-quality ballet to as many people as possible,” says Byer. “I especially wanted to visit places that rarely get to see live ballet with first-rate production values.” Based on the highly disciplined classical dance of the Ballet Russe and the Cecchetti-Diaghilev tradition, New York Theatre Ballet has become known for producing meticulous revivals and imaginative new works for audiences of all ages. Visit the company online at www.nytb.org.

CURRICULUM FOCUS: DANCE

Activity: Learn Dance Vocabulary

NYC Arts Standards: 1, 2, 3.

Blueprint for the Arts: Dance: Developing Dance Literacy

Coordinate with Student Guide: “Dress Code,” “Five Positions,” “Let’s Connect!”

Grades K- 3

Whole Group: Introduce children to the movement vocabulary outlined below. Ask the children to move different parts of their bodies – hands, legs, arms, and feet – to the music. You may wish them to imitate animals by hopping, stretching, tolling, crawling or leaping to the music. Start the activity using familiar songs, or just simply a tambourine or drum, instructing the children to follow the tempo by walking, skipping, freezing, etc. Then add music -- either Prokofiev’s *Cinderella* or a favorite classical piece of your choice.

<u>Movement Vocabulary</u>	=	<u>Musical Term</u>
Fast-slow		tempo
Light-heavy		volume, loud-soft
Long-short		duration
Smooth-sudden		attack, legato, staccato
High-low, up-down, above-below		pitch
Curved-straight, shape		melodic contour
<u>Basic Locomotor Actions</u>	=	<u>Related To Note Value</u>
Slow walk		half notes
Walk		quarter notes
Run		eighth notes
Skip, gallop		dotted eighth notes

Adapted from *Songs to Enhance the Movement Vocabulary of Young Children* by Hap Palmer, the Alfred Publishing corp., Inc. Sherman Oaks, CA, 1987.

Activity: Telling A Story Through Movement

NYC Arts Standards: 1

Blueprint for the Arts: Dance: Dance Making

Coordinate with Student Guide: “Pantomime”

Grades 3- 5

Small Groups: Students act out the story of Cinderella (or other tales) using only gestures and movements with accompanying music. Use gestures listed in Student Guide or some of these:

Anger: Fist shaken; *Request:* Hands clasped together in pleading gesture; *Beautiful:* Hand circling face; *Dancing:* Hands rolling/circling each other as arms go from front of body to high overhead; *I/Me/Mine:* Hand to chest indicating oneself; *Marriage:* Index finger pointing to ring finger on left hand; *Obey:* Strong point to the floor with index finger; *Pray:* Hands flat, palms together in front of chest with arms extended; *Quiet:* Finger pressed against lips or hand clasped over mouth; *Royalty:* Hand circling top of head to indicate crown; *Sadness:* Finger tracing tears down face or wiping tears away off cheek.

STUDENT REOURCES

Imagine You're a Ballerina by Meg Clibbon. Annick Press, 2006.

101 Stories of the Great Ballets: The scene-by-scene stories of the most popular ballets, old and new by George Balanchine and Francis Mason. Anchor, 1975
The Illustrated Book of Ballet Stories by Barbara Newman. DK Children, 2005.

www.library.thinkquest.org/J002266F/1st_position.htm - Dance positions

CURRICULUM FOCUS: MUSIC

Activity 1: Select music that creates a mood

NYC Arts Standard: 1

Blueprint for the Arts Benchmark: Music: Making Connections

Coordinate with Student Guide: "Pantomime"

Grades 3-up

Select some recordings on CDs (symphonies work really well for this activity) that show several changes of mood through tempo, dynamics, and key changes. Create pantomime movements that correlate with the mood created by the music. For example, the actions for a piece might begin with reading a book in a prone position, followed by rising, stretching, then running about playing tag, growing tired, marching home.

CURRICULUM FOCUS: LANGUAGE ARTS

Activity: Compare/contrast *Cinderella* Stories

NYC ELA Standards: 1b, 2a.

Coordinate with Student Guide: "Take It Home: Parent and Kid Corner."

Although the names and settings may differ, Cinderella tales are always about a kind heroine who is mistreated after the death of her mother. Sometimes her father is also dead; sometimes he is absent. There is always a magical person or thing who helps the heroine get her greatest wish. Often the magic is really her mother's spirit helping her. The Cinderella tales usually have an article of clothing that causes the heroine to be recognized for her true self. Working as a class, use the table below to compare Perrault's *Cinderella* with another version. Or, assign small groups, each of which will select a different tale to compare to Perrault. Have groups share their work with the whole class.

Story Components	Perrault's <i>Cinderella</i>	Other version
Setting	Father's house, palace	
Main character	Cinderella	
Where is her Father?	deceased	
Where is her Mother?	deceased	
Is there a magical character?	Fairy Godmother	
Are there magical or talking animals?	No	
Are there wicked characters?	Stepmother & 2 step sisters	
Main character's wish	To go to ball at palace	
Tasks to perform	Clean, assist sisters	
Special article of clothing	Glass slipper	
Important person main character meets	Prince	
Location of meeting	palace	
How she proves identity	Tries on glass slipper	
Conclusion of the story	Marries prince; lives happily ever after.	
How relationship with wicked characters is resolved	Spite makes them jaundiced & they die	

TEACHER RESOURCES

Teaching With Cinderella Stories From Around the World by Kathleen Hollenbeck

In Search of Cinderella by Katharine F. Goodwin

<http://www.acs.ucalgary.ca/~dkbrown/cinderella.html> - A bibliography of Cinderella tales.

<http://www.endicott-studio.com/rdrm/forashs.html> - An essay about the differences in early and later

CINDERELLA TALES (Expanded list)

The Golden Slipper: a Vietnamese Legend, by Darrell Lum. Troll, 1994.

Kao and the Golden Fish: a Folktale from Thailand, retold by Cheryl Hamada. Children's Press, 1993.

The Korean Cinderella, by Shirley Climo, Harper Trophy, 1996.

Lily and the Wooden Bowl, Alan Schroeder. Doubleday, 1994. (Japan)

Little Firefly: an Algonquin Legend, written and adapted by Terri Cohlene. Rourke Corp., 1990.

The Persian Cinderella by Shirley Climo. Harper Trophy, 2001.

Princess Furball, by Charlotte Huck. Scholastic, 1989. (American)

The Rough-Face Girl, by Rafe Martin. Putnam, 1992. (Algonquin Indian)

Sootface: an Ojibwa Cinderella Story, retold by Robert D. San Souci. Doubleday, 1994.

Tattercoats, retold by Margaret Greaves. Clarkson N. Potter, 1990. (English)

The Turkey Girl: a Zuni Cinderella, retold by Penny Pollock. Little, Brown, 1995.

The Talking Eggs: a Folktale from the American South, by Robert San Souci. 1989

Yeh-Shen: A Cinderella Story From China by Ai-Ling Louie. Putnam, 1996.

Activity: Vocabulary

Coordinate with Student Guide: "How Many Words Can You Find?"

We found 50 words: are, all, ace, and, aid, cinder, card, care, can, cad, call, dear, dine, dell, Dalai, deli, deer, die, Diane, dance, in, ire, ill, ice, idea, land, lace, led, lice, lance, lea, lean, red, read, rind, rein, real, rend, rice, nine, nail, Nell, nerd, end, elder, earl.

CURRICULUM FOCUS: DRAMA

Activity: Exploring Pantomime

NYC Arts Standard: 1

Blueprint for the Arts Theater Benchmark: Theater Making: Acting

Coordinate with Student Guide: "Pantomime."

Grades 3- 5

Teaching Point: Introduce the idea of gesture expressing both actions and feelings.

Prep: Print each of the following "topics" on an index card, and provide to students for the activity. Give them time to prepare. (Add additional topics if needed, or just repeat). *Put a stamp on an envelope; brush your teeth; dial and speak into a cell phone; set a dinner table; pick up and pet a kitten; open a door with a key; hang a picture on the wall; feed bread crumbs to birds; type on a computer keyboard; change a light bulb; play a video game; sharpen a pencil and write with it; find a star with a telescope; play an instrument; slice a piece of cake and eat it.*

Whole Group: Stand in a circle. Call on students to pantomime their topics. Remind them that there are no vocalizations: *Say "stop" with your palm; say "yes" with your head; say "I don't understand" with your eyebrows and shoulders.* Ask group to guess what they were doing. It is important to wait for the student to be finished before the guessing begins. You can facilitate this by stating that guessing can't begin until the student ends his pantomime by saying "scene."

Extensions: Try other games with your students, i.e., miming the movement of animals; making a purchase from a store; preparing and eating a particular food. These can be developed into short scenes. Act out stories in pantomime.

Grades K-2: Act out the *Cinderella* tale with which the students are most familiar.

Extension: Provide, or have students make stick puppets for dramatic play.

CURRICULUM FOCUS: SOCIAL STUDIES

Activity 1: Study about different world cultures with *Cinderella* stories

NYC Social Studies Standard: 2 World History

Coordinate with Student Guide: "Take It Home: Will the Real Cinderella Please Stand Up?"

Grades 3 - up

Whole Group: Read different versions of *Cinderella* from around the world.

Bulletin Board:
Globetrotting Cinderella
Have each group dress a large paper doll in the traditional dress of their selected culture. Staple it on the board with the written reports.

Group Work: Create small groups of students, and let each select one *Cinderella* version whose culture they would like to investigate. Each student in the group will research one cultural aspect of the country, such as, clothing, food, festivals, dance, music, literature, art, or customs. They will bring the information together in one cohesive report that may include visual examples, written work, pictures found on the internet, and even a recording of the music or video of the dance of the culture.

Whole Group Share: Present findings to the class.

Discussion Question: How do the roles of women in the culture explored impact or change Cinderella's role in the story?

Activity: Research and write biographical sketches of famous

ballet figures

Blueprint for the Arts:

Dance: Making

Connections, Exploring

Careers

Coordinate with Student

Guide: "A

Dancer's Life"

Suggestions: Ana Pavlova, Margot

Fonteyn, Maria Tallchief, Suzanne Farrell, Mikhail Baryshnikov and Rudolf Nureyev.

Books

Tallchief: America's Prima Ballerina by Maria Tallchief. Puffin, 2001.

I, Maya Plisetskaya by Maya Plisetskaya .Yale University Press, 2001

Nureyev: His Life by Diane Solway. Quill, 1999

DVDs

Natasha - Natalia Makarova (1986), *Kultur Video 2007*

World's Young Ballet / Moscow International Competition, Mikhail Baryshnikov, Ludmila Semenyaka, Anna Pavlova (1975), Kultur Video 2007

Websites

www.artsalive.ca/en/dan/make/professions.asp - dance professions

http://cinderella.nycopera.com/lesson_plans.php - lesson plans

CURRICULUM FOCUS: TECHNOLOGY

Activity: Use online resources to compile a list of *Cinderella* stories from around the world.

NYC Technology Foundation Standards: 1, 2, 3, 5

Student Websites:

<http://www.pitt.edu/~dash/type0510a.html>

<http://www.surlalunefairytales.com/cinderella/>

CURRICULUM FOCUS: MATH

Activity: Graph Shoe Sizes

NYC Math Standards 4a, 4b, 4c, 4d

Whole Group: Model the activity.

Small Group: Trace partner's feet on cardboard. Measure feet with a ruler.

Individual Work: Cut out and decorate your feet with "shoes" drawn with crayon, marker, glued-on sequins, bows, etc.

Whole Group: How many centimeters was each child's *largest* foot (Feet are often slightly different in size, so choose the larger foot for this activity). Graph answers to find out the most common foot size in the class.

Extension: Kindergarteners can play a "concentration" game with the shoes, matching them up after they are mixed up; 2nd and 3rd graders can place an equation on the back of one cardboard shoe and its answer on the other, then mix them up to play a math match game; 4th and 5th graders can compute the average size foot for the class.

Bulletin Board:
If the Shoe Fits
Display the graph, the decorated feet, the rubric and the standards.