



Young
Audiences
Arts for
Learning

Maryland

Teacher Program Guide

Assembly Date: _____

Assembly Time: _____

For Students in: _____

Alice in Wonderland ***Ballet Theatre of Maryland***



Ballet Theatre of Maryland (BTM) is Maryland's largest, premier professional classical and contemporary ballet company. The company performs over seventy performances per season including four major performances at its home theatre Maryland Hall for the Creative Arts in Annapolis and tours throughout the state.

BTM's "Access to Classics" program makes the interpretation of literary and historical works through dance available to public and private schools through assemblies, workshops and residencies. BTM also provides a fully comprehensive training program which draws students from all over the U.S.

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

Young Audiences/Arts for Learning | 2601 N. Howard St., Suite 320 | Baltimore, MD 21218



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

Setup Requirements

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

Artist Arrival Time

60 minutes prior to performance

Suggested Introduction

“Ladies and Gentlemen, Boys and Girls, let’s give a warm welcome to Ballet Theatre of Maryland, presenting... Alice in Wonderland!”

Inclement Weather

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

Young Audiences Contact Number

410-837-7577

After Hours / Emergency Number

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

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Artist Bio

Inside this guide:

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



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Program Description

A 30-40 minute version with excerpts from the full-length ballet “Alice in Wonderland,” based on the classic Lewis Carroll tale. Characters are introduced and will demonstrate how ballet movements are incorporated with Characteristics of a character to develop it. Examples are the Dormouse, Cheshire Cat, Duck, and Mad Hatter. Background on the story or a narration is introduced as students experience how narration, costumes, props ballet and musical theatre, all come together to transform Alice in Wonderland into a ballet. Scenes include “The Pool of Tears,” “The Caucus Race,” “A Mad Tea Party,” “Painting the Roses Red,” and “The Cheshire Cat,” to name a few. If time permits, students will learn how to dance like a duck, a cat or a mouse, elements of theatrical combat, and will be made up to look like one or more of the characters.

Maryland State Curriculum Connectors

Fine Arts Content Standards in Dance

Standard 2.0 Historical, Cultural and Social Context

Students will demonstrate an understanding of dance as an essential aspect of history, literary and cultural experience.

1. The student will be able to relate their dance experience to other disciplines.
 - By investigating the relationships between dance and other disciplines such as literature, music and costume design by experiencing Lewis Carroll’s “Alice in Wonderland” in a nutshell as a ballet. (Elementary School)
 - By examining and describing perceived relationships between dance and other forms of human expression. (Middle School)
 - By experiencing and then discussing the interrelationship of choreography, literature, music, acting, and costume design in the creation of a literary or story ballet. (High School)
2. The student will be able to explain how dance reflects and influences history or literature.
 - By experiencing the themes of how a Victorian girl named Alice finds herself and her independence on a magical journey through the imaginary, nonsensical world of Wonderland.

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Vocabulary

Dance: The fine art form that uses the human body as its expressive instrument and movement as its medium for communication.

Choreography: The art of putting dance steps together as a theatrical expression or entertainment.

Full-length story ballet: A ballet in 2 or more acts; approximately 1 ½ - 2 hours long, that tells a story through choreographed or danced movement, mime and body language, generally without words.

Theatrical combat: A form of “theatricalized” combat techniques in which actual and exaggerated stage skills are learned and choreographed for the benefit of entertainment, as opposed to warfare, actual combat or dueling, to create the illusion that real combat is taking place.

From “Alice’s Adventures in Wonderland” and “Through the Looking Glass”

Pas de deux: A dance for two.

Variation: A solo dance.

Victorian era: A period of Queen Victoria’s reign 1837-1901. The period was characterized by prosperity and imperialism.

Classical dance, Ballet: a formalized kind of performance dance, which originated in the Italian Renaissance courts of the 15th century. It was further developed in France, England, Russia, and the U.S. It incorporates foundational techniques from many other dance forms.

Character dance: A “theatricalized” form of dance in which folk dances from different countries were first codified for the training of ballet dancers in Russia during the late 1800s. Currently, it relates to all forms of “theatricalized” folk dances.

Jazz dance: A classification of dance shared by a broad range of dance styles which evolved in America as an amalgamation of African dance forms and rhythms as influenced by American country music, folk songs, minstrel, vaudeville, and musical theatre. Before the 1950s jazz dance referred to dance styles that originated from African American vernacular dance. In the 1950s a new genre of jazz dance, modern jazz, emerged with Caribbean traditional dance roots. All jazz styles are traceable to one of these two distinct origins.

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List of Resources

Scene Breakdown

The Pool of Tears
Floating
Wonderland
The Caucus Race and a Long Tale Excerpts
The Mouse's tale
Magpies
The Canary
The Peacocks
The Parrots & Lobsters
The Duck
TweedleDum & TweedleDee
Alice meets TweedleDum & TweedleDee
The Tweedles do Battle
Advice from a Caterpillar
The Caterpillar
A Mad Tea Party
 Happy Unbirthday
 Twinkle, twinkle said the Dormouse
 The Queen of Hearts and Jabberwocky
 Raven Arrest the Hatter
The Queens Croquet Ground
Painting the Roses Red
Alice meets the Queen
The Lobster Quadrille
The Knave of Hearts and the White Knight
The Knave Courts Alice
The Cheshire Cat
The White Knight Duels the Knave & Rescues Alice
The White Knight Escorts Alice
Who Stole the Tarts & Alice's Evidence (The Trial – a Mouse testifies and I'm not afraid of you)

Books and Magazines

Grades K-3

Alice's Adventure in Wonderland (Carroll), Little Ballerina (Dorothy Grider), A Very Young Dancer (Jill Krementz), Barbie Swan Lake, Barbie Nutcracker

Grades 3-8

Alice's Adventure in Wonderland or Through the Looking Glass, Ballet Stories (Harriet Castor), Pointe Magazine, Dance Spirit Magazine, A Young Persons Guide to the Ballet (Nal Streatfield)

Grades 7-12

Complete Stories of Great Ballets (George Balanchine), The Animated Alice in Wonderland, Disney's 1947 Alice in Wonderland, Disney's newest 2010 version of Alice in Wonderland, Pointe Magazine, Dance Spirit Magazine, Dance Magazine

Videos for all ages

New York City Ballet's The Nutcracker, The Royal Ballet, Ballet Theatre de Monte Carlo or Bolshoi Ballet's Cinderella, the Red Shoes

Music

"Raymonda" by Glazunov
"The Firebird" by Stravinsky
"The Nutcracker" by Tchaikovsky
"Cinderella" by Prokofiev
"Billy the Kid" by Copeland
"Rodeo" by Copeland

Websites

Great site about Alice in Wonderland:

www.alice-in-wonderland.net/

Interactive site about dance and ballet for students:

www.dance-kids.org/

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Pre- and Post-Performance Activities

Summary of the story

Alice, Where Art Thou?

Quaint child, old-fashioned Alice, lend your dream:

I would be done with modern story-spinners...

You are a glass of youth: this night I choose

Deep in your magic labyrinths to stray,

Where rants the Red Queen in her splendid hues

And the White Rabbit hurries on his way.

Let us once more adventure, hand in hand:

Give me belief again – Wonderland!

Vincent Starrett, in Brillig Chicago: Dierkes Press, 1949)

Exercises and discussion questions

- Listen to the music from a movie or a ballet. Draw a picture about what the music makes you feel or think of and write down your impressions. What colors do you see? What does it make you feel?
- Draw a picture of a scene from the performance. Create a visual representation of one of the pieces (a collage, sculpture, drawing etc...). What types of colors and images best capture the tone or feeling of the dance?
- If Alice or the Mad Hatter was someone you knew today in the 21st Century, what would she/he look like? How would she/he dress? Can you draw a picture?
- Choose one of the main characters from “Alice in Wonderland.” How would they move if they were angry? Sad? Happy? Find three different characteristics that distinguish your character. Can you incorporate those characteristics into some choreography for your character?
- Use an electronic search engine to find information on a story ballet or look at some choreography on YouTube. Can you identify that style of dance or create a movement phrase to capture the story or style of dance?
- Choose a character from “Alice in Wonderland” or your favorite fairy tale and pick a symbol or symbols to represent them. Draw the 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 your symbol represents. Can you design a costume using the symbol on it for your character to wear in the ballet?
- Create or make a hat for the Mad Hatter that best represents his character.

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