



PBT Digital Spotlight Virtual Student Matinee

Lesson Title: Critical Review		
Grades: 3rd-5th	Lesson Duration: 100 min	Standards: 9.3, 9.4, CC.ELA 1.4

Objectives:
Students will: <ul style="list-style-type: none">● Identify the terms and aesthetic elements used in ballet● Evaluate/form judgements on a ballet performance● Write a review of the pas de deux

Guiding Questions:
<ul style="list-style-type: none">● What is a pas de deux? What is its function in a ballet?● How did this ballet make me feel? What moments had an impact on me?● How do we write about ballet?

Materials:
<ul style="list-style-type: none">● PBT Digital Spotlight Virtual Student Matinee and Powerpoint● Pas de Deux Critical Review Worksheet (attached)● Writing materials - computer access or paper, per instructor's preference

Actions:
<ol style="list-style-type: none">1. Brainstorm what the class knows about ballet. (5 min) Consider having students answer the questions: What does ballet look like? What does ballet sound like? What do costumes in ballet look like? Where did you learn about ballet before?2. Review powerpoint slides to establish a working familiarity with the pas de deux structure and vocabulary. (15min)<ol style="list-style-type: none">a. Open conversation for what counts as "textual evidence" in a live performance.3. Watch the a pas de deux recording performance clip of the instructor's choice in the Digital Spotlight Virtual Student Matinee. (10-15 min) Students use Pas de Deux Critical Review Worksheet for notes and

observations.

4. Watch a second pas de deux recording performance of the instructor's choice in the Digital Spotlight Virtual Student Matinee. (10-15 min)
Students use Pas de Deux Critical Review Worksheet for notes and observations.
5. Discuss the aesthetic elements they noticed from the two clips with a partner. (5-7 min)
Some aesthetic components to talk about include: the dancers, costumes, impressive tricks (speed, height, spins), and feeling of the music.
 - think/pair/share model
6. Complete Part 2 of the attached worksheet to decide which pas de deux students prefer (25 min)
7. Write Review that argues for which pas de deux their friends and family should watch and why using evidence from the performance.

Assessment:

Formative:

Partner discussions of initial reactions to ballet
Sharing out in group
Completion of Pas de Deux Critical Review Worksheet

Summative:

Submission of Review of 300-500 words

Follow-up:

- Students can share their reviews with friends and family and receive feedback
- In groups, students can choreograph their own pas de deux based on a fairytale, movie, or story from class. If students are unable to physically perform their pas de deux, they can plan it out and/or draw it!

Name:

Pas de Deux Critical Review

Part 1: Use the table below to take notes and collect thoughts on the pas de deux performances you watch.

Ballet Title	_____	_____	Compare the two!
Dancers			
Costumes			
Movement (impressive moves, poses, etc.)			
Music			

Which pas de deux was your favorite?

What is another word you could use to describe the pas de deux that was your favorite? (Examples: powerful, beautiful, impressive)

Part 2: Time to write your review! In this essay, you should argue for which pas de deux your friends and family should watch. Which one tells a better story? Which impressed you most? Be sure to use evidence from the performance to support your choice!

Thesis:

