



PBT Digital Spotlight Virtual Student Matinee

Lesson Title: Audience Comparative Review		
Grades: 6th-8th	Lesson Duration: 100 min	Standards: 9.3, 9.4, CC.ELA 1.4

Objectives:
Students will <ul style="list-style-type: none"><li>● Identify the terms and aesthetic elements used in ballet</li><li>● Develop interview questions for the partner(s)</li><li>● Compare and contrast student responses</li><li>● Write an editorial review with a critical opinion on a ballet performance</li></ul>

Guiding Questions:
<ul style="list-style-type: none"><li>● What is a pas de deux? What is its function in a ballet?</li><li>● How do different people respond to art differently?</li><li>● How do we evaluate art?</li></ul>

Materials:
<ul style="list-style-type: none"><li>● PBT Digital Spotlight Virtual Student Matinee and Powerpoint</li><li>● The Critic's Interview Worksheet (attached)</li><li>● Writing utensils - paper and pencil or computer access</li></ul>

Actions:
<ol style="list-style-type: none"><li>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? Do you enjoy ballet?</li><li>2. Read a critic's review of a Pittsburgh Ballet Theatre performance as a model. (15-20 min)<ol style="list-style-type: none"><li>a. <a href="#">Sleeping Beauty</a> or <a href="#">Don Quixote</a></li><li>b. Debrief with a discussion of the language, use of supporting evidence, audience, and style.</li></ol></li><li>3. Review powerpoint slides to establish a working familiarity with the pas de</li></ol>

deux structure and vocabulary.

- a. Open conversation for what counts as “textual evidence” in a live performance.
4. Watch a pas de deux on the PBT Digital Spotlight Virtual Student Matinee of the instructor's choice. (10 min)
5. Discuss the aesthetic elements of the ballet. (10 min)  
Some aesthetic components to discuss include: the dancers, costumes, impressive tricks (speed, height, spins), tone of the music
6. Students individually complete Part 1 of The Critic’s Interview Worksheet. (15 min)
7. Students complete Part 2 of The Critic’s Interview Worksheet.
  - a. Writing interview questions (10 min)
  - b. Interviewing a peer (10 min)
8. Students complete Part 3 of The Critic’s Interview Worksheet and begin writing their review. (30 min)  
Prompting questions
  - Would you recommend this performance to a reader? Why? What rating would you give it?
  - Were there components that were appreciated by both you and your interviewee? Where did you disagree?
  - What counts as evidence to support your opinion?

**Assessment:**

**Formative:**

Class discussion of artistic components.  
Completion of The Critic’s Interview Worksheet

**Summative:**

Submission of Critic Review of 500-700 words

**Follow-up:**

- Students can share articles with classmates and offer feedback on whether they would watch the performance based on the review.

Name:

## The Critic's Interview

Part 1. You are the entertainment critic for a local Pittsburgh newspaper. Your editor has sent you to review the Pittsburgh Ballet Theatre's production of *Don Quixote* for your readers. After watching the grand pas de deux of the ballet, take some time to reflect on your reaction to the performance by answering the following questions.

1. What movements did you observe? What movements caught your attention or impressed you?

2. Did you prefer when the dancers were together or performing solo?

3. Did one dancer stand out in contrast to the other? What about this dancer caught your eye? (strength, costuming, facial expressions, energetic, etc).

4. Ballet is narrative meaning that it tells a story. What part of the story do you think was being told in this pas de deux?

5. What did the music sound like? Fast, slow? What did it make you feel?

6. What emotional response did you have? Why?

7. Would you recommend this performance to a friend? Why or why not?

Part 2. Your editor likes reviews that have a second opinion. So, after reflecting on your own opinion of the performance, create some questions to use to interview a classmate about their reaction.

Interviewee name: \_\_\_\_\_

1. Q:  
A:

2. Q:  
A:

3. Q:  
A:

Part 3. Take your experience of watching the *Don Quixote* pas de deux and the results of your interview and write your newspaper review.

- Consider what the performance did well and why you would recommend it to a reader. What rating would you give this performance?
- Did your interviewee agree with your opinions? Where do you and your interviewee disagree?
- Be sure to use relevant evidence from the performance to support your opinion and rating.
  - Evidence can include specific information about the dance that you or your interviewee observed.