



PBT Digital Spotlight Virtual Student Matinee

Lesson Title: Ballet Comparative Analysis		
Grades: 9th-12th	Lesson Duration: 100 min	Standards: 9.3, 9.4, CC.ELA 1.4

Objectives:
<p>Students will</p> <ul style="list-style-type: none"> ● Identify the terms and aesthetic elements used in ballet ● Compare and contrast classical and contemporary ballet ● Write a critically engaged analysis of pas de deux performances

Guiding Questions:
<ul style="list-style-type: none"> ● What is a pas de deux? What is its function in a ballet? ● How do we evaluate art? ● How do art forms change and adapt? What is added when artforms change?

Materials:
<ul style="list-style-type: none"> ● PBT Digital Spotlight Virtual Student Matinee and Powerpoint ● Critical Comparison: Ballet Worksheet (attached) ● Writing utensils and/or computer access

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? Do you enjoy ballet? 2. Review powerpoint slides to establish a working familiarity with the pas de deux structure and vocabulary. (10 min) <ol style="list-style-type: none"> a. Open conversation for what counts as “textual evidence” in a live performance. 3. Watch a pas de deux on the PBT Digital Spotlight Virtual Student Matinee of the instructor's choice. (10 min) <ol style="list-style-type: none"> a. Highlight one classical pas de deux: either <i>Sleeping Beauty</i> or <i>Don</i>

Quixote.

- b. Students should take notes during this time using the attached Critical Comparison Worksheet.
4. Discuss the aesthetic elements of the ballet as a class or in small groups. (7-10 min). Some aesthetic components to discuss include: the dancers, costumes, impressive tricks (speed, precision, height, spins), tone of the music.
5. Watch the pas de deux performance clip of *Ave Maria* on the PBT Digital Spotlight Virtual Student Matinee. (10 min)
 - a. Students should take notes during this time using the attached Critical Comparison Worksheet.
6. In small groups students can discuss possible themes, aesthetic differences from the classical form, or other components present in *Ave Maria*. (10 min)
7. Write an argumentative essay for one of the following prompts (at the instructor's discretion):
 - a. Make an argument for which aesthetic component offers the most significant change from classical to contemporary ballet. How does this change affect the way we engage with ballet?
 - b. Make an argument for which ballet style is more impactful. Why? Use evidence from the ballets for support.
 - c. You have been commissioned to create a new ballet. Write a proposal for your new ballet and argue for whether it will be a classical or contemporary ballet and why? (group or individual)

Assessment:

Summative:

Class discussion of aesthetic components
Small group discussions
Completion of Critical Comparison Worksheet

Formative:

Submission of 1,000 - 1,500 word critical review

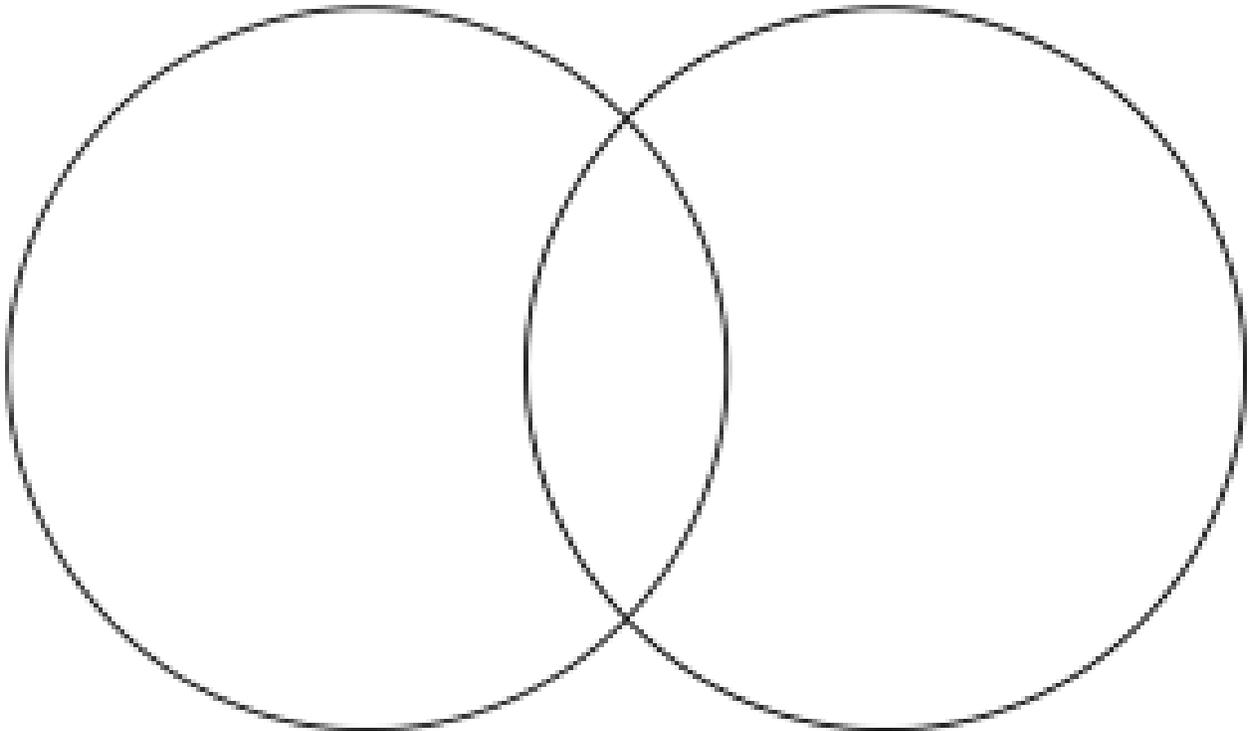
Follow-up:

- Students vote or debate their preferred style of ballet.
- Students share their proposed new ballet with another student/group and share feedback on each pitch.

Name:

Critical Comparison: Ballet

When watching the PBT pas de deux performances, take notes in the venn diagram below. Track the similarities and differences between the two. Consider: costuming, movements, posture, physical contact, musical styles, impressive stunts, and feelings generated.



1. What story is each performance telling? What are the themes? How do you know?
2. What are the most significant changes you noticed between traditional ballet choreography and Rhoden's choreography?