



Alice in Wonderland

**This Teachers guide is presented by
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This teacher guidebook is produced by the Ballet Arts, Inc. for Arts Education. In order for students to receive the full benefit of understanding the arts, they must not only attend the event or exhibition, but also engage the work with curiosity and artistic awareness so that it becomes a learning experience. This document will help you prepare students to attend the selected event or exhibition with an understanding of the elements of the particular art form, its themes, its history, and the way it relates to other subjects. Also included are special activities, which allow students to engage in their own creative processes in regards to this selected arts event.

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Alice in Wonderland is a ballet. (A ballet is an artistic performance that uses movement/dance to tell a story, express an idea, or relate beauty. Most of the time a ballet is performed with music. Scenery and costumes are used to enhance the story. There are no spoken words in a ballet.) This ballet includes other styles of dance. Students will observe tap, hip hop, jazz, as well as ballet during this performance.

Lewis Carroll, The Author

Lewis Carroll (a pen name) was born Charles L. Dodgson (1832-1898) in Cheshire, England. He was an author, clergyman, a photographer. His most famous writings are considered to be in the genre of literary nonsense. They include the poems "The Hunting of the Snark" and "Jabberwocky": and especially "Through the Looking Glass" and "Alice in Wonderland".

Alice in Wonderland is a ballet that tells a story.

The story of Alice in Wonderland is about a young girl in a place called Wonderland.

The ballet opens as Alice reads a book. She sees a white rabbit, follows him and Alice falls down a rabbit hole. Once down the hole, Alice meets the inhabitants of Wonderland and encounters an adventure with each and every character.

***Tweedle Dum and Tweedle Dee**—identical twin, introduce Alice to Wonderland Alice drinks and eats, then grows and shrinks. Alice cries and her **Tears** become the **River** which drowns Alice. She is rescued by **Duck, Rat, Parrot, Crow, and Dodo Bird** who introduce her to **Caterpillar, Toadstools, Ladybugs, feuding Flowers, and Humpty Dumpty** and his **King's men and horses**, followed by the disappearing **Cheshire Cat**. who attends, the tea party with **Mad Hatter, March Hare, and dormouse**.*

*The white rabbit returns and leads Alice to the **Butterflies**, then to the home of the **Cook, baby and Duchess** (who is in love with the) **Knave of Hearts** from the land of the **Queen of Hearts**, and her **hearts and spades**.*

*Alice is invited to play a game of croquet by the **Queen**.*

***Mock Turtle, Griffin and Lobsters** welcome Alice to another part of Wonderland. All are invited to attend the trial (Did the Knave steal the tarts?) Characters show up to testify. The **jury** listens and takes notes, The verdict is... Suddenly, all the characters scatter.*

Alice looks up from her book—Was it a dream or not?

Curriculum Connections

Tennessee English/Language Arts Curriculum Framework

Primary – K-3

Content Standard 1.0 Reading

Learning Expectations

1.01 Develop Oral Language

K.1.01.e – Dramatize, retell, and dictate what has been learned

1.1.01.h – Dramatize or retell what has been learned, heard or experienced

2.1.01.g – Narrate a personal story

3.1.01.3 – Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations)

1.02 Develop Listening Skills

K.1.02.c, 1.1.02.c, 2.1.02.c, 3.1.02.c – Listen and respond to a variety of media

Content Standard 2.0 Writing

Learning Expectations

2.08 Write Frequently Across Content Areas

K.2.08.d – Participate in shared writing about the arts and personal activities

1.2.08.d, 2.2.08.d, 3.2.08.d – Participate in shared writing about the arts and class activities

Tennessee Music Curriculum Framework

K- Objective VI, 1st – Objective VII, 2nd – Objective VII, 3rd – Objective VIII –

Understanding relationships between music, the other arts, and disciplines outside the arts.

Objective VIII 2nd, Objective IX 3rd. Understanding Music in relation to history and culture

Tennessee English/Language Arts Curriculum Framework

Elementary – 4-5

Content Standard 1.0 Reading

Learning Expectations

1.01 Continue to Develop Oral Language and Listening Skills

4.1.01.j, 5.1.01.j – Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expressions, posture)

1.12 Experience Various Literary and Media Genres

4.1.12.a, 5.1.12.a – Read, view, and recognize various literary (e.g., poetry, novels, historical fiction, non-fiction) and media (e.g., photographs, **the arts**, film, video) genres

4.1.12.g, 5.1.12.i – Compare and contrast different versions/representations of the same stories/events that reflect different cultures

Tennessee Music Curriculum Framework

4th – Objective VIII, 5th Objective VIII – Understanding relationships between music, the other arts, and disciplines outside the arts.

4th Objective VII- Evaluating music and music performances.

5th Objective IX-Understanding music in relation to history and culture.

Tennessee English/Language Arts Curriculum Framework
Middle – 6-8

Content Standard 1.0 Reading

Learning Expectations

1.01 Continue To Develop Oral Language and Listening Skills

6.1.01.e, 7.1.01.e, 8.1.01.e – Participate in creative responses to text (e.g., dramatization, speeches)

6.1.01.h, 7.1.01.h, 8.1.01.h – Continue to interpret and use a variety of non-verbal communication techniques to enhance meaning (e.g., posture, gesture, facial expression, tone of voice, eye contact)

1.12 Experience and Explore the Elements of Various Literary and Media Genres

6.1.12.a, 7.1.12.a, 8.1.12.a – Read, view, and recognize various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, non-fiction) and media (e.g., music, film, video, documentaries, **the arts**, photographs) genres

Tennessee Music Curriculum Framework

6th – Objective VIII, 7th – Objective VIII, 8th – Objective VIII – Understanding relationships between music, the other arts, and disciplines outside the arts.

6-8 Objective IX, Understand music in relation to history and culture.

Curriculum Connections

Dance of the Animals**Language Arts**

K-3 - 1.01 (K.1.01.e, 1.1.01.h, 2.1.01.g, 3.1.01.e)

4-5 - 1.01 (4.1.01.j, 5.1.01.j)

TLW imagine their favorite animals and explore the way these animals might move.

Music- Gr.2 VI.5

Effect of tempo

Warm-Up:

Discuss the five characters who rescue Alice from the river in the first act. Describe how they move, focusing on the use of adjectives. List the descriptions on the board. Try to move in the same way.

Teaching activity:

1. Have students name some familiar farm or zoo or imaginary animals. Discuss what movement each animal uses.
2. Each child is to transform themselves into an animal and create a movement sentence as that animal. Begin with a still shape representing a sleeping animal, add 8 traveling motions (walk, skip, twist, turn, crawl, slither, etc.) and add an ending shape (arriving "home").
3. Repeat activity faster or slower.

Closure:

Ask children which animal was their favorite to perform. Which was their favorite to watch? Which was easier to perform? Which was harder? How did tempo change affect the animal?

Follow-up activity:

Choose a piece of music for the animals to move to. When the music is played, all the animals come to life at the same time. When the music stops, animals freeze in a shape.

T E A C H I N G A C T I V I T I E S

Orchestrating the Dance**Music**

K- Objective 2.2, 1st – V.2, 2nd – III.1, 3rd – II.4, 4th – II.3, 5th – II.1

TLW demonstrate that both sounds and movements can form rhythmic patterns.

Warm-up: Read a simple sentence to the class in a monotone. Read it again adding different rhythmic patterns to your voice each time. Vary the speed, tone, or energy level of your voice. Clap the rhythmic patterns. Discuss which patterns are more interesting and why.

Teaching Activity:

1. Invite students to form a circle. One at a time, have each student speak their own name in a rhythmic pattern of their choice. Ask the group to echo each person.
2. Have each student speak their name and clap the rhythmic pattern. Encourage them, to explore different patterns. Again, have the group echo their pattern.
3. Have each student add a movement pattern to their rhythmic pattern. Encourage them to use different body parts. Again, echo the rhythm and the movement.
4. Invite students to get in pairs. Give each student pair a simple sentence about a character in *The Alice in Wonderland*. Students create a rhythmic and movement pattern to their sentence.
5. Have the pairs take turns being the "orchestra" (clapping the rhythm) and the "dancer", dancing the rhythm.

Closure:

Discuss other rhythmic patterns that are a part of daily activities. Examples: the rhythm of the school bus, brushing teeth, eating, walking to class, running to class, watching television, skipping rope, bouncing a ball, etc.

Emotions Through Motion

Language Arts

4-5 1.01 (4.1.01.j, 5.1.01.j)

6-8 1.01 (6.1.01.h, 7.1.01.h, 8.1.01.h)

TLW Express a feeling through movement.

Materials needed: Several different emotional situations written on pieces of paper. Ex: angry with brother, lonely for friend.

Warm-up: Discuss the different situations in Alice in Wonderland in which the characters feelings were expressed through their movement. Using many adjectives, describe various feelings and the movements that coincide with each feeling. Example: anger-stamp, explode; fear-shiver, tremble, sad- slow, heavy, downward movements.

Activity:

1. Call out different emotions and ask students to express the feelings. Encourage the students to explore different movement qualities as teacher calls them out.
2. Invite students to get into "pairs", to be twins like Tweedle Dum and Tweedle Dee. Students will take turns copying the movement of the partner to create a "dance" of emotions.
3. Ask each pair to perform their "dance" for the rest of the class. Have the observers try and determine the emotion situation from the movement.

Closure:

Discuss the various movements each group selected for its situation and how these movements conveyed the emotion to the audience.

Discuss ways we all move in relation to how we feel at a particular moment.

Variation: Do the same exact movement but with a different feeling. How does this change the movement? For example, stamp your foot in anger, and then stamp it with joy. Does your posture change? Does the placement of your head and arms in the movement change?

TEACHING ACTIVITIES



A Personal Story

Curriculum Connection:

Language Arts

K-2 1.01 (K.1.01.e, 1.1.01.h, 2.1.01.g, 3.1.01.e) Dictated to teacher for K-1)

K-3 2.08.d,

4-5 2.08e

6-8 2.09(6-2.09e, 7-2.09f, 8-2.09e)

TLW write a story based on a dream.

Warm-up: Engage students in a conversation based on a dream. Did the dream include well known people or recent events? Did people look or act the same as in every day life?

Did events take place in a logical or sequential order?

Activity:

1. Students write a story of a dream, real or pretend. Ask them to write about people, places and events in the dream. Ask them to describe what happened to themselves and others. Describe how they felt when they awoke.
2. Illustrate a scene from their dream.
3. Working in groups, act out a part of their story with movement only-no voices.

Closure: Ask students to share their dream stories with the class. Let the students take the stories home and share them with their parents. Ask the parents to share a dream.

Contrasts

Music Grade 1 V.4,II.2

Grade 4 VI.6

Grade 5 VI.6, IX.2

Grade 7 VI..2

TLW recognize the difference in mood of contrasting pieces of music.

Warm-up: Children observe while the teacher tosses a balloon in the air and allows it to float to the ground.

Activity: Have children toss their balloons in the air and observe as it floats to the ground. Duplicate the movement with their bodies. Do several times. Ask children to keep their balloons in the air while maintaining their own floating, sustained movement. Use different body parts to keep the balloon in the air. Come to a soft slow ending.

Activity 2: TLW move on the beat to music. Teacher directs movement (i.e. pat knees, clap, tap) as music plays. Students pattern.

Closure: Discuss differences between movements.

TEACHING ACTIVITIES

Compare and Define

Music Grade 6 IX. 2

TLW describe the differences between two dances.

Warm-up: Discuss with students the different types of dances (hip hop, tap, jazz, ballet) after the performance

Activity: Using the program as a guide, TLW write descriptions of each dance using musical terms-tempo, dynamics, meter, and tone color to compare and contrast two dances.

Be a Great Audience

Music Grade 2 VIII.2

TLW demonstrate appropriate audience behavior.

Activity: Teacher will read and discuss "Student Behavior at a Live Performance".

Closure: After performance, TLW state specific example of appropriate behavior.

STUDENT BEHAVIOR AT A LIVE PERFORMANCE

In order to fully appreciate the ballet, students need to know something about the kind of behavior expected from them during the performance. The following suggestions are offered to teachers to share with the students before they see the ballet.

1. Please arrive on time so that everyone can be seated before performance time. This may be the first time for some students to be in a performance hall so you may want to point out special features such as the lobby, rest rooms, orchestra pit, proscenium arch, the house or main curtain, and emergency exits.
2. Please have your group enter and exit in an organized manner. There will be ushers to direct you to your seats.
3. Let the students know that whispering or talking during the performance makes it harder for the dancers to do a good job. At the same time let them know that natural responses such as laughter or sadness, can be a part of the story ballet experience. The artists on stage will be trying to communicate feelings as well as ideas to the audience.
4. Most performances have one or two ten-minute intermissions. Students should use this time to share comments about what they have seen, use the rest room, etc. Please be sure they are in their seats before the performance begins again.
5. **NO CAMERAS, PLEASE.** A flash from a camera may temporarily blind a performer and can cause an injury,
6. **APPLAUSE!** Let the artists on stage know you like what they do. If you see a movement you think is really spectacular, let them know by clapping. Clapping is the audience's way of saying "thank you, we enjoyed it." Performers work long, hard hours to prepare for the program you see. Applause makes it all worthwhile.