



STUDY GUIDE

Table of Contents

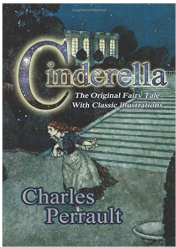
<i>About the Composer, Story Creator, and Artistic Director.....</i>	<i>2</i>
<i>About this Ballet.....</i>	<i>3</i>
<i>Music Discussion Ideas & Pre-performance Activities.....</i>	<i>4</i>
<i>About Ballet & Vocabulary.....</i>	<i>5</i>
<i>Integrating The Cinderella ballet Into Your Curriculum.....</i>	<i>6-8</i>
<i>Note to Teachers.....</i>	<i>8</i>
<i>Word Search... ..</i>	<i>9</i>
<i>Word Search Solution</i>	<i>10</i>
<i>About the Macomb Ballet Company</i>	<i>11</i>

Biographies



Born a long time ago in 1891, **Sergei Prokofiev** actually wrote seven ballets, and *Cinderella* is one of the most famous. Sergei first learned about piano from his mother, who gave him piano lessons when he was a boy. He was only nine years old when he wrote an opera, which is a story told by singing. Sergei went on to have numerous great music teachers who helped him to become even better at playing piano and writing music. Writing music is called composing, and Sergei grew up to be a famous composer.

Most of Prokofiev's music was composed in something called the "minor key", which gave the music a feeling of something supernatural and mysterious. There were times Serge encountered problems with the leaders of his country, as they thought the music he wrote was so strange and not the way they wanted it to be. Today, people all around the world say that Sergei Prokofiev is one of the greatest composers that ever lived.



Charles Perrault was born many years ago in 1628. He did very well in school as a boy and loved to talk about his big ideas with his teachers. Charles was very excited about books, but could not find what he wanted to read about in school, so he and a friend started their own class. They read books that they thought were very interesting and then they would talk about them together. Charles didn't become an author right away. He worked for twenty years helping to take care of all the Royal buildings for the King of France. After he left that job, he spent all of his time helping to educate his children, and later began writing fairy tales. Charles became very popular with all sorts of people: kings, queens, princes, and princesses, as well as everyday working people and their families.



Amber Megna Michalik became the owner and director of Ann Parsley School of Dance in 2009. She began dancing at Ann Parsley School of dance at the age of seven and has been teaching at the studio since 2000. In addition, Ms. Michalik is in her ninth season as the Director of the Macomb Ballet Company. She is also the founder of the Junior Macomb Ballet Company, the first non-profit ballet company for children in Macomb County. Prior to becoming director of the ballet company, she served as the Assistant Director to Ms. Parsley for six years. A former member of the Macomb Ballet Company, she has danced in Les Sylphides, Peter and the Wolf, Cinderella and The Nutcracker and has danced solo roles in The Sleeping Beauty and Coppelia. Ms. Michalik is a certified Cecchetti teacher. Amber was awarded the Eastern Michigan Committee Board of Directors Scholarship. She was trained by many of the area's finest teachers including Ann Parsley, Iacob Lascu, Laurie Eisenhower and Gregory Patterson. She attended Oakland University on an academic scholarship where she pursued dance and business. While at Oakland, Amber was a member of the Oakland Dance Theatre under the direction of Laurie Eisenhower before graduating with honors from Oakland University with a Bachelor of Arts degree in Performing Arts Management. Ms. Michalik continue to serves on the Executive Board of the Cecchetti Council of America, and is the Chair of the Cecchetti Council of America Eastern Michigan Committee.

Cinderella - the Ballet

Although Prokofiev's *Cinderella* did not come out as a ballet until 1945, it is what is known as a Romantic ballet. The idea to make romantic music, stories and ballets, began around 1815 because of something called the **Industrial Revolution**. This was a time when the factories and mines were created and many people throughout Europe were suffering from the very bad conditions they had to live and work in back then. Because so many people were sad and poor, the writers, composers, and choreographers made up stories, music and ballets that offered people a dream of "what could be" compared to "what was." By 1840, Romantic ballets were extremely popular. Romantic ballets all have the following in common:

- A supernatural element, or something magical
- A day and night scene
- A story
- A heavenly ballerina, dancing lighter than air in a fluffy skirt called a **tutu**
- A female as the most important character
- Ballerinas in **pointe shoes**, which allow them to dance on the tips of their toes
- Wires that were hooked up to some of the characters to make them fly
- Three or four **Acts**, which are like chapters in a story
- Lots of **Mime**. Mime is the acting out of a story with just your face, hands, and body. No words.
- A **Grand Pas de Deux**, a big dance for two
- Fire – the stages were lit by candles

Today, dance companies seldom fly people from wires, and the stage is no longer lit by candles, but rather is lit by electric lights. The rest of the elements from the list above are still found in the ballets being performed now. This includes the very important Grand Pas de Deux, which is done the same way it used to be, and includes:

1. The male and female lead dancers do an **adagio** (slow dance steps) together.
2. The female does a **solo**, which means she dances alone. The male also does a solo.
3. Both do an **allegro** (fast dance steps) together.

Discussion Ideas About the Music:

Listen to various excerpts from Prokofiev's *Cinderella* and discuss one or more of the following for each selection:

1. What mood does the music depict?
2. What types of movement might be done to this music?
(Fast, slow, sharp, smooth, etc)
3. What types (color & style) might be used?
4. What kind of scenery do you imagine?
5. What instruments do you hear?

Pre-Performance Activities:

1. **Read** aloud, or have students read aloud Perrault's *Cinderella* story.
 2. **Discuss** audience behavior in a theatre and perhaps how it differs from that in a sports arena.
 3. **Explore** any of the pre-performance discussion topics below:
- Athletes, including famous football players such as Herschel Walker have studied ballet to increase their agility, balance, footwork, and flexibility.
 - How can a story be told on stage in a ballet without using any words? Have you ever expressed yourself without words?
 - What are the various jobs you think would be essential to putting on a ballet?
 - Can anyone name any famous ballets? Has anyone ever attended a ballet before? If so, what was it about, and how could you tell?

About Ballet:

Bending, stretching, jumping, and turning, are all activities of dance; dancers are trained to transform these everyday movements into the language of dance. **Ballet** is distinctive from dance in that it requires special techniques, established almost 500 years ago, involving steps and body movements that are unique to this discipline. The most striking feature of the technique is the turnout of the legs from the hip. This turnout enables ballet dancers to move to either side, as well as forward and back with equal ease, giving them command over a full circle of movement. This turnout from the hips and string frontal orientation of ballet staging can be traced to the European court tradition which directed the performance toward the sovereign in attendance.

Classical ballet is based on traditional ballet technique and vocabulary. In a ballet where there is no story to follow, the audience's attention is drawn toward the shape and speed of the dancers' movement to the music. Some modern choreographers choose not to use music at all, while others may use song or speech to accompany their steps. Alvin Ailey, William Forsythe, and Twyla Tharp are modern choreographers who have used these methods.

Just as sports, math, construction, and numerous other activities have their own vocabulary, so too does ballet. Much of the early development of ballet occurred in France, thus many of the words are French and have been passed down since the 16th century.

Common vocabulary words found in ballet and performance:

1. ballet
2. ballerina
3. barre
4. bun
5. choreographer
6. corps de ballet
7. gesture
8. leotard
9. pas de deux
10. pointe shoes
11. technique
12. tempo
13. tights
14. turnout
15. tutu

Ideas For Integrating the *Cinderella* Ballet Into Your Curriculum:

Language Arts:

- Read different versions of the *Cinderella* story and compare and contrast them, and then compare it to other popular tales that have been retold in many ways.
- Compare and contrast the characters and events in *Cinderella* with characters and events in other traditional fairy tales such as: *Snow White*, *Rapunzel*, *Sleeping Beauty*, and more.
- Write your own version of *Cinderella* that begins in your neighborhood in modern day 2017, or any other place and time period you choose.
- Write a letter to one of the characters or cast members from *Cinderella* using sensory details to describe what they liked best about the character chosen.
- Discuss the difference between fairy tales, myths, fables, and legends.

Math:

- Students can perform arithmetic calculations by moving a body part or doing simple movements such as: running, walking, hopping, skipping, or jumping on a particular beat. For example, if we move every two counts, and are counting up to 16, what beats are we moving on? Answer: 2, 4, 6, 8, 10, 12, 14, and 16 – multiples of two.
- Create and solve word problems based on the *Cinderella* story. For example, If there are 12 mice, 9 birds, and 1 Fairy Godmother, by how many are the Stepsisters outnumbered?

Science:

- Study the science involved in stage production: electricity, pulley systems, etc.
- Study the concepts of physics involved in ballet dancing and partnering: how gravity affects a dancer's jumps, or how a dancer can dance en pointe etc.
- Consider the scenery from the dance in the forest: what animals might be found in this type of habitat? What plants, trees, insects, etc?

History/Social Studies/Geography:

- *Cinderella* was first performed in 1945, what were some world events surrounding its creation? Often times the way a story, song, or performance is created, it is inspired by, and therefore reflective of, the world the creator is living in.
- Almost every culture has a *Cinderella* tale. The first known version of the tale was written in 850 AD; a Chinese version entitled *Yeh-shien*. Create an activity that celebrates cultural diversity. Discover and locate other countries which have a version of the tale, and compare and contrast their foods, customs, and boundaries with those of today.

Physical Education:

- Ballet uses the following movements:
 1. Bending
 2. Gliding
 3. Turning
 4. Stretching
 5. Jumping
 6. Rising
 7. Darting

Demonstrate these movements and discuss different sports and activities that utilize these same movements.

- Explore and discuss the various components of fitness one must develop to be able to dance ballet, such as balance, cardiovascular endurance, flexibility, speed, and strength.

Music:

- Discuss the different instruments used in Prokofiev's score and discuss the way they help to convey the various moods and portray the different characters.
- Study the use of different rhythms; identify them in a music recording and clap along.
- Study the biography of Prokofiev and his role in music history. Compare and contrast *Cinderella* with one or more of his other ballet works, such as *The Sleeping Beauty* or *Swan Lake*.

Art:

- Create a poster that could be used to advertise the *Cinderella* ballet.
- Create dioramas depicting your imagined scenery if you were directing *Cinderella*.
- Draw, color, or paint your own costume designs for *Cinderella*.
- The above projects could culminate in a "gallery" event where all the students' artworks are displayed and discussed. Students could come up with a name for the gallery event, and serve refreshments, and play Prokofiev's music during it.

Teachers:

We know classroom time is precious and we appreciate you taking the time to review this study guide and hope you will find it resourceful. Whether you and your students are able to attend a live performance or not, we are glad to share our passion for this classic fairytale with you! If you are planning on attending, please note there is a cast meet and greet immediately following the ballet where students can meet some of the main characters and get their autograph should they choose to do so. From all of here at the Macomb Ballet Company, we wish you a safe and happy remaining school year!!

Name: _____

Date: _____

Cinderella

R E R F A I R Y G O D M O T H E R M T K
E G A I R R A C R S T A N R C S E E H C
P F N T E A K R I I U T N N L S T N G O
P D I R E T R I R R T E I L S N P L I L
I S R U S E A B E E U R L E I D E L N C
L R E O N L E A K H P A N O I R A L D E
S E L C O L X L A P B G P E A S S G I H
S T L E I A U L M A E N S G C C A R M T
S S A H T B E E S R E T G I T N N E C F
A I B T A E D T S G O E N S S O T H U O
L S S F I D E T E O B D N E B I S T U S
G P E O R S D I R E E E C I M S L O N E
C E I S A P S R D R A K R L S S C M E S
I T R E V R A I E O D D I F N I A P M S
G S I I A O P L S H S T N N I M C E H E
A E A D A C L R I C O N N O K R T T C C
M E F A L A E I O O T T S G P E S S A N
X E E L A A R I O S A G I A M T M C O I
S R E P P O H S S A R G S R U N C C C R
E N S P A R R E O E M H R D P I C C U P

Word List:

ACTS

BEGGAR

CINDERELLA

DRESSMAKER

GLASSSLIPPER

MAGIC

PASDEDEUX

PUMPKINS

VARIATIONS

BALL

BIRDS

COACHMEN

ENPOINTE

GRASSHOPPERS

MESSENGER

PEASANTS

STEPMOTHER

BALLERINA

CARRIAGE

CORPSDEBALLET

FAIRYGODMOTHER

INTERMISSION

MICE

PRINCE

STEPSISTERS

BALLET

CHOREOGRAPHER

DRAGONFLIES

FAIRIES

LADIESOFTHECOURT

MIDNIGHT

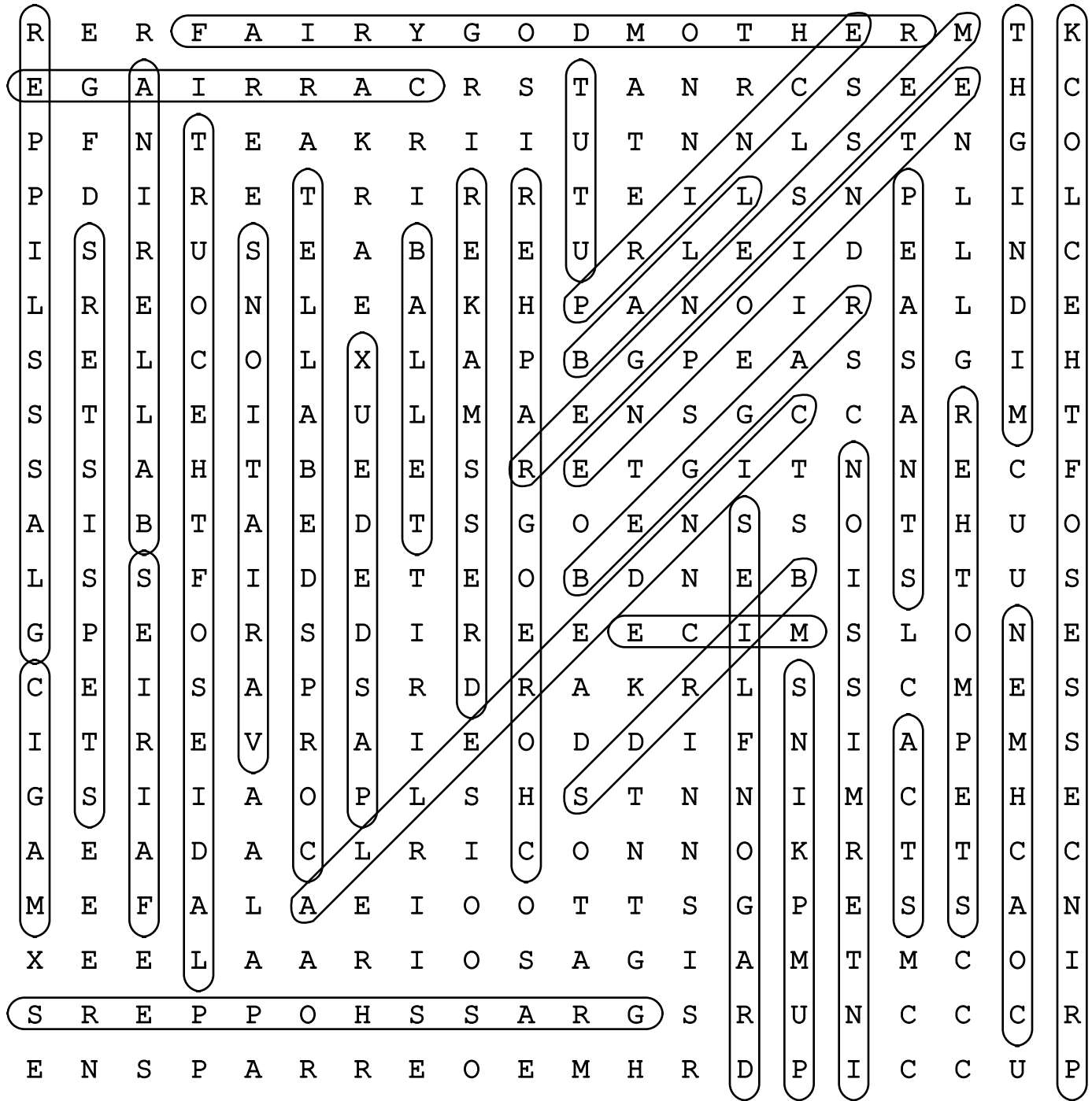
PRINCESSESOFTHECLOCK

TUTU

Name: _____

Date: _____

Cinderella



Word List:

ACTS

BEGGAR

CINDERELLA

DRESSMAKER

GLASSSLIPPER

MAGIC

PASDEDEUX

PUMPKINS

VARIATIONS

BALL

BIRDS

COACHMEN

ENPOINTE

GRASSHOPPERS

MESSENGER

PEASANTS

STPMOTHER

BALLERINA

CARRIAGE

CORPSDEBALLE

FAIRYGODMOTHER

INTERMISSION

MICE

PRINCE

STEPSISTERS

BALLET

CHOREOGRAPHER

DRAGONFLIES

FAIRIES

LADIESOFTHECOURT

MIDNIGHT

PRINCESSESOFTHECLOCK

TUTU

Macomb Ballet Company Mission Statement

The mission of the Macomb Ballet Company is to provide performing experience for talented, young dancers, through the creation of a quality, community-based, youth oriented, classical ballet company while reaching, educating and enriching the audiences of the Macomb County community through special school performances and formal concerts.

About the Company

Founded by Ann Parsley, the Macomb Ballet Company is the only non-profit ballet company in Macomb County. In addition to providing an opportunity for serious dance students ages 8 – 25 to grow artistically through performance experience on a professional stage, the Macomb Ballet Company encourages students to develop their interest, abilities, and artistry in the performance of dance, while providing enrichment in the arts to the community at-large. MBC performs two full-length ballets annually at the Macomb Center for Performing Arts in Clinton Township. Alice's Adventures in Wonderland, Snow White, Coppelia, The Wizard of Oz, Cinderella, Un Encuentro, Peter & the Wolf, Les Sylphides, Sleeping Beauty, and the favorite holiday classic The Nutcracker, comprise the repertoire. An organization which cares about the arts and its community, The MBC has done, and is always willing to do, performance excerpts free of charge for area hospitals, schools, senior centers, and festivals, and is a proud contributor to classical radio, CARE House, Wigs 4 Kids, local military families, in addition to many local schools and charities. MBC is a 501© (3) non-profit organization and has received grants from the Michigan Council for Arts & Cultural Affairs and the Art Center in Mount Clemens. The community-based company performs special daytime matinees for students, seniors and other civic organizations and evening performances for the general public. The Macomb Ballet Company also sponsors a summer dance intensive yearly in July.