STUDENT PERFORMANCE SERIES STUDY GUIDE / October 16, 2008 / Kenter Australian

#### Dear Educators.

In the season opening show of Oregon Ballet Theatre's Student Performance Series (SPS) students will be treated

to excerpts from Swan Lake. It is a quintestential ballet based on a heartwrenching table of true love heroically won and tragically squandered. With virtuoso soles, an achingly beautiful score, and a majestic corps de ballet in brilliant white, it is emblematic of the opulent grandeur of the greatest of all 19th-Century story ballets. This study guide is designed to



Yaka line and Ruben Martin in Christopher Stowell's Swan Lake. Photo by Blaine Truitt Covert.

study guide is designed to help teachers prepare students for the performance.

#### In this Study Guide we will:

- Provide the synopsis for Christopher Stowell's Swan Lake, consider some of the stories that inspired the ballet, and touch on its history
- Learn some facts about the music for Swan Lake
- Consider the way great dances are passed on to future generations and compare that to how students come to know other great works of art or literature
- Describe some ballet vocabulary, steps and choreographic elements seen in Swan Lake

#### At the performance we will:

- See slides of Swan Lake productions past and present and meet Portland's own Swan Lake celebrity
- Listen to and identify a leitmotif
- See Act II and other excerpts from Swan Lakel.

For those of you who are regulars at our Student Performance Series, you will note that this particular performance is at 12:00 noon instead of the usual 11:00am. We have done this for a specific reason—to provide enough time for the dancers to warm-up for the demanding physicality of Swan

# SWAN LAKE

Lake while still being able to fit the show into a school day schedule. Be sure to tell us how you feel about this schedule change in the "comments" section when you fill out our survey after the ballet at:

#### www.obt.org/outreach\_sps.html

In order to provide affordable programming for the Student Performance Series (SPS) we are supported by generous. funding from donors who are concerned about education for youth. As well, OBT is mindful to keep SPS costs lean. This means that often SPS performances are done to recorded music instead of the live music performed for the public. This places a challenge before us-how to find recorded music with the right tempos and qualities for the dancers who are used to the inspiration of live music? This season we have been given a wonderful solution to that problem, one that is a testament to the OBT Orchestra's commitment to educating the students of Oregon and Southwest Washington. We are being allowed to use a recording from a 2006 performance of Swan Lake at the Keller Auditorium for our SPS show. For this one performance the musicians are suspending a rule in their contract that normally does not allow performance recordings to be replayed for any reason. We send big thanks to the musicians for this gift.

See you at the Keller Auditorium!

Kasandra Gruener, MA Director of Education and Outreach



Oregon Ballet Theatre's production of Christopher Stowell's Swam Lake.
Photo by Blaine Trutt Covert.















# **Study Guide For Swan Lake Teaching**

**Stephanie Harvey** 

#### **Study Guide For Swan Lake Teaching:**

Teaching Dance Studies Judith Chazin-Bennahum, 2016-04-22 Teaching Dance Studies is a practical guide written by college professors and dancers choreographers active in the field introducing key issues in dance pedagogy Many young people graduating from universities with degrees either PhDs or MFAs desire to teach dance either in college settings or at local dance schools This collection covers all areas of dance education including improvisation choreography movement analysis anthropology theory music for dance dance on film kinesiology injury prevention notation history archiving and criticism Among the contributors included in the volume are Bill Evans writing on movement analysis Susan Foster on dance theory Ilene Fox on notation Linda Tomko addresses new approaches to teaching the history of all types of dance and Elizabeth Aldrich writing on archiving **Teaching How to Learn** Kenneth A. Kiewra, 2016-02-09 This innovative guidebook offers proven methods to strengthen instruction and help K 12 students acquire successful learning strategies using the SOAR approach Selecting key lesson ideas Organizing information using comparative charts and other representations Associating ideas to create meaningful memorable connections and Regulating and reinforcing learning **Resources in Education** ,1991 Complete Guide to Primary Dance Lyn Paine, National Dance through practice Teachers Association, 2014-02-25 This text provides primary teachers of all experience with the knowledge they need to plan and deliver age appropriate dance lessons It offers a scheme of 22 units of work suitable for reception to year 6 along with practical and creative ideas for teaching dance It includes a web resource to support teaching and learning for LPN-LVN Pre-entrance Exam Mary McDonald, 2004 These best selling review guides provide an overview of the math science and verbal content necessary for admission to AD BS LPN and LVN programs in nursing Each include approximately 1 000 sample questions and three practice exams in the areas of math science and verbal and contain helpful tips for test preparation On High School Teaching: A Guide for the New and Relatively Clueless Joseph Miller, 2012-07-29 A clear well written level headed guide that will help a new or aspiring teacher get off to a solid start in his or her career The author taught high school for 33 years and was honored for his teaching several times including his favorite honor being voted the best veteran teacher in the school by the student body Teaching Introduction to Women's Studies Carolyn DiPalma, Barbara S. Winkler, 1999-10-30 This edited collection addresses the institutional context and social issues in which teaching the women's studies introductory course is embedded and provides readers with practical classroom strategies to meet the challenges raised The collection serves as a resource and preparatory text for all teachers of the course including experienced teachers less experienced teachers new faculty and graduate student teaching assistants. The collection will also be of interest to educational scholars of feminist and progressive pedagogies and all teachers interested in innovative practices The contributors discuss the larger political context in which the course has become a central representative of women's studies to a growing although less feminist identified population Increased enrollments and changes in student

population are noted as a result in part of the popularity of Introduction to Women's Studies courses in fulfilling GED and diversity requirements New forms of student resistance in a climate of backlash and changes in course content in response to internal and external challenges are also discussed Evidence is provided for an emerging paradigm in the conceptualization of the introductory course as a result of challenges to racism heterosexism and classism in women's studies voiced by women of color and others in the 1980s and 1990s Sensationalist charges that women s studies teachers including those who teach the Introduction to Women's Studies course are the academic shock troops of a monolithic feminism are challenged and refuted by the collection's contributors who share their struggles to make possible classrooms in which informed dialogue and disagreement are valued Music, Gender, and Sexuality Studies Jacqueline Warwick, 2022-07-14 Music Gender and Sexuality Studies A Teacher's Guide serves as a guide to the professor tasked with teaching music to undergraduates with a focus on gender Although the notion of feminist approaches in musicology was once greeted with scorn the last 40 years have seen a seismic shift across music studies to the point that classes on women and music are now commonplace in most undergraduate music program The goal of this book is to give the instructor some tools and strategies that will build confidence in approaching music as it relates to gender and sexuality and to offer some advice on how to make the class rewarding for all The book is organized into four broad sections plus an introduction outlining how to use the book and how the teaching of music gender and sexuality can be rewarding Each section Composition Support Performance and Audience includes possible themes for study and examples of music that can illuminate those themes allowing the instructor to shape the course according to their own preference for classical jazz or popular styles. The author offers a practical guide to building syllabi that can fit the instructor s interests and the priorities of the institution crafting assignments that will engage and inspire students choosing repertoire from a range of styles and genres and maintaining a focus on how music shapes gender and how gender shapes music Library of Congress Catalog: Motion Pictures and Filmstrips Library of Nonfiction Matters Stephanie Harvey, 2023-10-10 When we open the gates to nonfiction inquiry we open Congress, 1968 our thinking and expect the unexpected making reading discoveries research discoveries and writing discoveries on our way Nonfiction Matters offers teachers the tools to help students explore nonfiction and dig deep to reach more complete understanding of the real world and report these insights in a compelling manner Stephanie Harvey shows how students can read expository text engage in research and write authentic nonfiction that is captivating visual and full of voice The inquiry projects she describes require in depth learning topic selection question development research exploration reading for content organization synthesis writing to convey meaning and presenting findings all skills that develop independent thinkers who know how to make decisions solve problems and apply their knowledge insightfully Full of practical suggestions to help you bring nonfiction into your curriculum Nonfiction Matters presents strategies for understanding expository text and conducting meaningful research offers ideas for organizing and writing accurate effective nonfiction from idea to finished

presentation advances the importance of teacher modeling and guided practice in instructional delivery provides a list of inquiry tools and resources both print and electronic suggests ways to facilitate project based learning and assess the projects as they develop includes bibliographies of nonfiction children's books by subject and genre and lists of recommended magazines Why is nonfiction almost a guaranteed success The key to teaching with nonfiction is passion for children are passionate inquirers and nonfiction fuels their curiosity and their demand for knowledge and understanding of Australian National Bibliography ,1978 Dance Partnering Basics Brandon Whited, 2024-01-02 Dance Partnering Basics Practical Skills and Inclusive Pedagogy With HKPropel Access presents easy to implement technique based partnering instruction for dancers of all ages The exercises and techniques which are broken down into parts and presented in a skill progression from beginner to advanced can be applied to a variety of dance forms. The book offers a plethora of tools to help dance educators in providing expert partnering instruction 18 illustrated exercises that teach techniques mechanics and individual partnered skills each exercise includes additional variations and explorations Tips for developing a partnering component and integrating it into an existing dance program or curriculum Related online materials delivered via HKPropel including over 40 video clips demonstrating partnering exercises vocabulary questions for discussion and reflection and assessments and rubrics to help assess student progress Inclusive Nongendered Approach The text uses an inclusive nongendered approach to dance partnering as opposed to the traditional male and female roles Instead of using man woman labels in the instructions author Brandon Whited uses terminology such as partner A partner B leader follower and supported partner supportive partner This approach gives a broad appeal to dance partnering Book Contents Dance Partnering Basics is organized around the foundational elements of dance time weight energy and flow and space Chapter 1 provides a concise history and explanation of dance partnering forms and considers the broad implications for the practice as a vital component of dance education and training Chapter 2 focuses on class planning course development foundational concepts and teaching techniques It also offers foundational skills and exercises Chapter 3 delves into the body as an instrument discussing biomechanics safety cross training nutrition wellness and self care It also offers more advanced skills building off of those offered in the previous chapter In chapter 4 readers explore the relationship between partnership and creativity digging into tactics exercises and choreographic prompts that can help unlock creativity It contains the exercises with the most advanced skills and partnership principles And finally chapter 5 outlines dance education philosophies which include establishing a safe space a supportive environment and a community within the classroom and beyond Dance Partnering Basics is a highly practical resource for dance educators and teachers across all levels from K 12 to higher education as well as private studios It is an ideal text to teach partnering regardless of the students ages their skill level or the dance genre With its unique inclusive approach this book is a welcome and much needed addition to the dance field Note A code for accessing HKPropel is not included with this ebook but may be purchased separately The Art Museum as Educator Council on Museums and

Education in the Visual Arts, Barbara Y. Newsom, Adele Z. Silver, 1978 Film Guide for Music Educators Donald I. Shetler, 1968 Alphabetical and topical listing of 16mm films and filmstrips Learning to Teach English in the Secondary School Jon Davison, Caroline Daly, 2014-06-27 How do you approach teaching English in the contemporary classroom What is expected of a would be English teacher The fourth edition of this best selling text combines theory and practice to present an indispensable introduction to the opportunities and challenges of teaching English in the secondary classroom It offers insight into the history policies and definitions surrounding the subject together with innovative and practical strategies which can be used for effective teaching and learning Already a major text for many university teacher education courses the new edition reflects the extent and impact of current reforms whilst retaining its focus on what is of enduring value for English teaching With an emphasis on developing your own values and on stimulating approaches that underpin English teaching it will help you navigate your way through changing curriculum requirements assessment practice and the demands of professional development Key topics explored include Reading writing and speaking and listening Teaching language and grammar Drama in English teaching Poetry Working with digital technologies Post 16 English language and literature Developing as a critically reflective practitioner Written particularly with the new and student teacher in mind Learning to Teach English in the Secondary School aims to equip readers with the tools to make critically informed judgements about how to teach develop principled practice and most importantly be mindful of pupils and their experience of English in the secondary classroom Teaching Chinese Language in Singapore Soh Kay Cheng, 2022-01-01 This book is cast in a Singaporean context in which Chinese Language is taught as a second language with an emphasis on communicational skills It showcases ideas on including cultural teaching to enhance second language learning for more effective outcomes As a collection of chapters relevant to cultural teaching the book seeks to enthuse Chinese Language educators to incorporate elements of Chinese culture into their lessons It is practice oriented and provides examples using Chinese language textbooks with suggestions for post lesson activities It also documents and discusses the needed developments of Singapore s Chinese culture with references to the three popular co curricular activities of Chinese music drama crosstalk and dance in The Official Record of the United States Department of Agriculture United States. Department of schools Agriculture, 1923 Music for Little Mozarts: Teacher's Handbook for Books 3 & 4 Christine H. Barden, Gayle Kowalchyk, E. L. Lancaster, The Teacher's Handbook for Levels 3 4 of Music for Little Mozarts serves as an aid in curriculum development and daily lesson planning while providing information related to teaching young children The suggested lesson plans provide teachers with a starting point to adapt this series for their own teaching situation A special section provides helpful teaching tips for using the Music Discovery Book and teacher examples for the ear training pages in the Music Workbook are also given Beginning teachers of young students should find the handbooks extremely useful G.K. Hall Bibliographic Guide to Dance New York Public Library. Dance Division, 2001 Kodály in the Fourth Grade Classroom

Mícheál Houlahan, Philip Tacka, 2015 Since the mid twentieth century Zolt n Kod ly s child developmental philosophy for teaching music has had significant positive impact on music education around the world and is now at the core of music teaching in the United States and other English speaking countries The Kod ly Today handbook series is the first comprehensive system to update and apply the Kod ly concepts to teaching music in elementary school classrooms Kod ly in the Fourth Grade Classroom provides teachers with a step by step road map for developing children's performance creative movement and literacy skills in an organic and thoughtful manner Through six years of field testing with music teachers in the United States Great Britain and Hungary the home country of Zolt n Kod ly authors Michel Houlahan and Philip Tacka have developed a methodology specifically for 21st century classrooms Houlahan and Tacka use the latest research findings in cognition and perception to create a system not only appropriate for the developmental stages of fourth graders but also one which integrates vertically between elementary music classes The methods outlined in this volume encourage greater musical ability and creativity in children by teaching them to sing move play instruments and develop music literacy skills In addition Kod ly in the Fourth Grade Classroom promotes critical thinking problem solving and collaboration skills Although the book uses the Kod ly philosophy its methodology has also been tested by teachers certified in Orff and Dalcroze and has proven an essential guide for teachers no matter what their personal philosophy and specific training might be Over 100 children's books are incorporated into Kod ly in the Fourth Grade Classroom as well as 35 detailed lesson plans that demonstrate how music and literacy curriculum goals are transformed into tangible musical objectives Scholarly yet practical and accessible this volume is sure to be an essential guide for elementary music teachers everywhere

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