

Sheldon Education Program Handbook for Teachers

WELCOME

We look forward to welcoming you and your students to the Sheldon Concert Hall for one of our education programs. Whether you are joining us virtually or in person, we want to thank you for being with us and we hope that stage performance in the acoustically perfect Sheldon Concert Hall inspires and enriches your classroom.

ARRIVAL AND PARKING

We encourage you to arrive at The Sheldon Concert Hall 15 to 30 minutes prior to the program. This will allow you to be seated in time for the performance and will allow a little extra time in case you encounter traffic on the way. Classes will be seated on a first come-first serve basis. To accommodate school schedules, we will start on time. The Sheldon is located at 3648 Washington Boulevard, just around the corner from the Fox Theatre. Parking is free for school buses and cars and will be available on Washington near The Sheldon. Please enter by the steps leading up to the concert hall front door. If you have a student who uses a wheelchair or needs easier access to the concert hall, please call The Sheldon (314-533-9900) to make arrangement to use our street level entrance and elevator. Easily accessible seating will be arranged in the concert hall.

CONCERT GUIDELINES

Please teach your students on good concert manners before coming to The Sheldon Concert Hall. Good audiences love to listen to music and they love to show their appreciation with applause, usually at the end of an entire piece and occasionally after a good solo by one of the musicians. Encourage your students to take in and enjoy the great music being performed. Food and drink are not allowed in The Sheldon Concert Hall. Any device (cellphone, alarm watch or toy) that makes noise is a distraction for both the musicians on stage and your fellow audience members and should be put away prior to the performance. No photos or video are allowed during the performance. Restrooms are located on the same level as the concert hall close to the Art Galleries. Please encourage students to use restrooms at school or to use Sheldon

restrooms before the concert begins. If a student does need to use the restroom during the performance, the best time to get up is between musical numbers. If a student needs a quieter environment during the concert, they are welcome to sit in the atrium with a chaperone at any point.

ART GALLERIES

The Sheldon features seven art galleries in the Emerson Galleries building that adjoins the Concert Hall, including the Bellwether Gallery of St. Louis Artists, Gallery of Music, Gallery of Photography, Bernoudy Gallery of Architecture, the AT&T Gallery of Children's Art and on the lower level, The Nancy Spiritas Kranzberg Gallery and Ann Lee and Wilfred Konneker Gallery. You are invited to call The Sheldon and add a 20 or 30-minute visit to the galleries when you attend a Sheldon Education Program.

Teacher's Guide

Dance the Story: "Sleeping Beauty"

In this interactive performance, Ballet 314 and Steve Neal will tell the story of Sleeping Beauty. You may know this fairy tale already- maybe you've seen the movie, maybe you've read a storybook. Did you know that Sleeping Beauty is also a classical ballet? Today, we are going to talk about telling stories- how we tell stories through dance and through music. You will also see Ballet 314's professional dancers perform, and even learn some steps that you can do from your classroom.



About the Ballet:

Sleeping Beauty as a ballet was first performed all the way back in 1890, and was choreographed by a man named Marius Petipa. The music was written by composer Pyotr Ilyich Tchaikovsky in 1889. The story was created from several different versions of the fairy tale, including the authors the Brothers Grimm and Charles Perrault, who is the originating author of this tale. Charles Perrault laid the foundation for what we now call "fairy tales." Many characters from some of his other works are seen in this ballet- you will get to meet some of them in our Dance the Story production- look for these special visitors when we perform Act 3! The story is told through the dance and the music, and not with spoken words. Dancers use movements called pantomime to "speak" to each other in the story, but the story is also told through how the music sounds and how the dancers' movements match those sounds.

Sleeping Beauty Synopsis: (Setting, Characters, Plot)

Once upon a time, in a castle in a faraway kingdom, Princess Aurora is born. Fairies come to visit her, each one bringing gifts for the princess. Beauty, courage, sweetness, musical talent, generosity, and mischief each take their turn sharing their talent with Aurora. The most powerful fairy of all, the Lilac Fairy gracefully dances and prepares to share her magical gift. Before the Lilac Fairy can complete her spell, Carabosse (also known as Maleficent) enters. She is angry that she did not receive an invitation to Aurora's Christening, and places a curse on the princess. Carabosse's curse foretells that Aurora will reach her 16th birthday, where she will prick her finger on a spindle and die- but the Lilac fairy is able to use her magic to turn the spell! Instead, Aurora will only fall asleep for 100 years, until she can be awoken by a kiss from a prince.

It's now Aurora's 16th birthday, and she dances with peasants and royalty alike at a grand party just for her. There are 4 princes there, and they perform a beautiful dance called the "Rose Adagio." A stranger hidden in a cloak offers Aurora a gift, a spindle. Aurora reaches out and is pricked by the sharp point of the needle. She then falls asleep. Lilac Fairy places the entire town under a sleeping spell until the princess is awoken.

100 years later, the Lilac Fairy appears to Prince Desire, and tells him of Aurora- the Sleeping Beauty. He follows the Lilac Fairy back to the castle, and on their way there they join together to defeat Carabosse for good! Prince Desire sees Aurora and wakes her with a kiss- and the spell over the land is broken.

Characters from far and near join in their wedding celebration: Cinderella, Puss in Boots, Bluebird and Bluebeard, Little Red Riding Hood and even the wolf are there for the big day.

Prince Desire and Aurora could not be happier. They dance a pas de deux together, and then Aurora dances alone. They all live happily ever after now that Carabosse's spell has been broken.



Teacher Reference Page: Performance Outline

1.) Warm Up

Dancers, as well as musicians must warm up to get ready for a performance.

2.) The Parts of a Story

Every story is made up of several parts:

- **Characters:** Who or whom the story is about
- **Setting:** Where and/or when the story takes place
- **Plot:** What happens in the story, the action
 - Beginning (Exposition)
 - Middle (Rising Action, Climax, Falling Action)
 - End (Conclusion)

3.) Storytelling in Dance

A choreographer will create steps to tell the story, and the dancers will learn these steps. Performers use facial expressions and movements to communicate the story to the audience. They use pantomime and other gestures to communicate what a character is thinking or speaking on stage.

4.) Storytelling in Music

A composer will write a score that reflects the mood of each part of a story. They use tone, register, orchestration, and timbre to make each sound unique to the character and plot.

5.) Ballet and Music Tell a Story Together

We will discuss how music and ballet terminology flow together to make a story. Dancers and pianist will show the differences between adagio, allegro, crescendo, and staccato.

6.) Meet the Characters

There are many characters in the ballet Sleeping Beauty, and in this version students will meet: Lilac Fairy, Carabosse, a Prince, the Wolf, Little Red Riding Hood, and Princess Aurora.

7.) Tell the Story

- Prologue: The beginning, or exposition of the story. The characters and setting are introduced, and the plot begins.
- Act 1: The Spell: We are now at the rising action of the story, soon there will be a pivotal moment in the story.
- Act 2: The Vision: We are given an update to the setting, and reach the climax of the story. There is a problem to solve.
- Act 3: The Wedding: We are now in the falling action of the story. The problem has been solved and we get to find out if the characters get their “happily ever after.”
- Conclusion: The finale of the ballet brings all of the characters and instruments together in a celebration. We need your help for the big finale!

Vocabulary: Quick Definitions

Accent: In dance or in music, when a specific note or phrase is emphasized

Adagio: Slowly

Allegro: “Cheerful” in Italian, play at a quick tempo

Audience: Person(s) watching a performance or reading a story

Author: Person who writes a story

Characters: Who/whom a story is about

Choreographer/choreography: Person who makes up the steps (choreography) for a ballet.

Climax: The pivotal moment in a story

Composer: Person who writes music

Conclusion: The ending or resolution of a story

Crescendo: A gradual increase in volume in a section of music

Falling Action: The actions of the story after the climax that lead to the story’s conclusion

Finale: The end of a ballet or musical performance

Orchestration: how a musical work is composed to be played by all of the instruments in an orchestra

Pantomime: Gestures that tell a story with no words

Pitch: The high or low frequency of a sound

Plot: What happens in a story, the action

Register: In music, a specific section of notes within a larger range of pitches

Rhythm: The beat of the music

Rising Action: The events leading to the climax of a story

Score: The written form of a musical composition

Setting: The time/place where a story takes place

Staccato: Musical term used to indicate playing short, detached notes

Tempo: The speed of the music

Timbre: The sound quality of a musical instrument

Learn more musical and dance vocabulary- some musical words in Italian and ballet words in French have the same meanings:

Glissando/Glissade: to glide or slide

Sostenuto/Soutenu: sustained

Largo/Grande: Large/big

Quiz/Activity (Beginner)

Comprehension Questions:

Did you have a favorite character in this version of Sleeping Beauty?

How many dancers did you see on stage?

Do dancers use their voices when they perform on stage?

What body part would a pianist have to be sure to warm up before a performance?

What body part would a dancer need to make sure to warm up before a performance?

Every story has a beginning, a middle, and an end. Can you name anything else that has a beginning, a middle, and an end?

Suggested Activity:

Make up a class story with each student taking their turn to add to the setting, plot, and characters.

Another idea, have students draw numbers, 1 to add a character to the story, 2 to add to the setting, and 3 to add to the plot.



Pat the Rhythm:

Beginning: *Can you match these rhythms with your hands?*

* for a short sound (staccato) and ___ for a long sound (legato)

*Try using claps for * and leg pats for ___*

* * * *
_ _ _ _

* * * * * * * *
_ _ _ _

 * * * *
_ _ _ _ _ _ _ _

* * * * * * * * * * * *
_ _ _

Intermediate/Advanced: *For an added challenge, work on counting with the beats! For example:*

* * * * * * * *
1 2 3-4 5 6 7-8 1 2 3-4 5 6 7-8

 * * * *
_ _ _ _ _ _ _ _
1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8

* * * * * * * * * * * * * * * *
_ _ _ _
1 2 3 4 5-6-7-8 1 2 3 4 5-6-7-8 1 2 3 4 5-6-7-8 1 2 3 4 5-6-7-8

Quiz: (Intermediate)

Can you place the parts of the story in number order?

1- Middle

2- End

3- Beginning

____ , ____ , ____

True or False:

Every story has characters. *True / False*

Every story has an end. *True / False*

Not every story has a setting. *True / False*

Music can be used to tell a story. *True / False*

Dancers use their words to tell a story on stage. *True / False*

The finale is the beginning of a musical work or ballet. *True/ False*

The climax is the turning point in a story. *True / False*

The plot describes the place where a story takes place. *True / False*

Fill in the Blank:

Aurora, Prince Desire, and Little Red Riding Hood are examples of _____.

An author is a person who writes a _____.

A composer is a person who writes _____.

A choreographer is a person who creates a _____.

Quiz: (Advanced)

List the 3 elements that make up every story:

- 1.) _____
- 2.) _____
- 3.) _____

Place these elements in numerical order from first to last:

- 1- *Falling Action*
- 2- *Exposition*
- 3- *Conclusion*
- 4- *Rising Action*
- 5- *Climax*

____ , ____ , ____ , ____ , ____

This element of every story describes the time and place where a story takes place.

This element of every story is the pivotal moment where the action reaches a peak.

What language is used for most ballet terms?

What language is used for many musical terms?

What was the name of the author who wrote the original story, The Sleeping Beauty?

What is the name of the composer for Sleeping Beauty? Can you name some other scores for ballets that this composer has written?

What are some other fairy tale characters that appear in this version of Sleeping Beauty?

What is another word for the conclusion of a story, most often used at the end of a performance?

Quiz: (Advanced) *Continued*

Circle the Answer:

If a character was sad, would the music be **adagio** or **allegro**?

If a character was happy, would they dance **adagio** or **allegro**?

Pick the instrument that can sound like a bird: **Flute** or **trumpet**

Pantomime or **Timbre**: How performers talk onstage without speaking out loud.

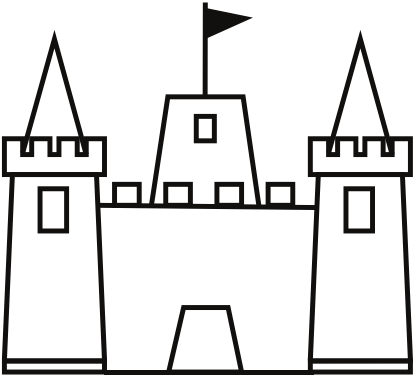
The term **rhythm** or **pitch** describes the beat of the music.

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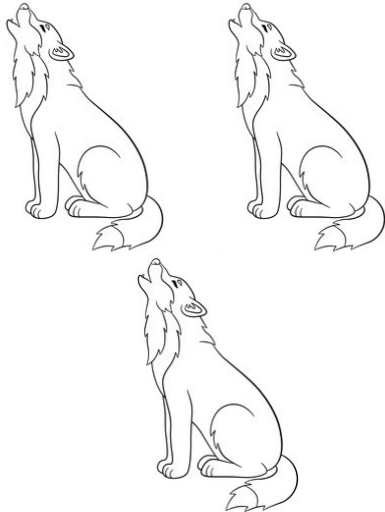
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Count & Mark

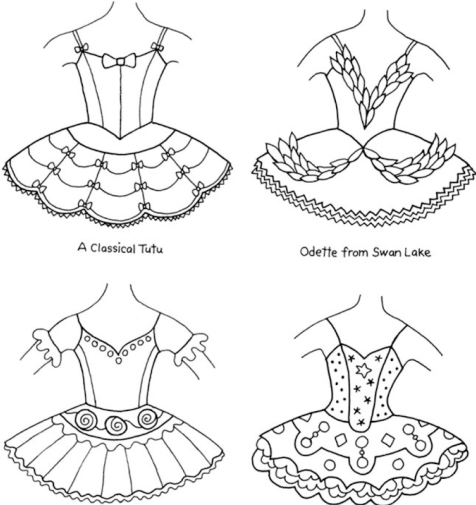
Count the items in each box and mark the correct number



4 1 3 2



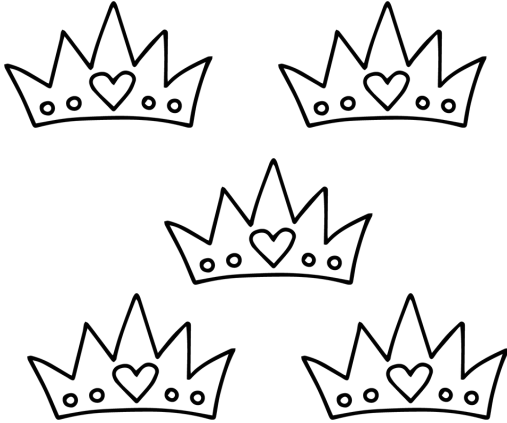
2 3 5 7



A Classical Tutu Odette from Swan Lake

Aurora from Sleeping Beauty Sugarplum Fairy from the Nutcracker

2 1 5 4



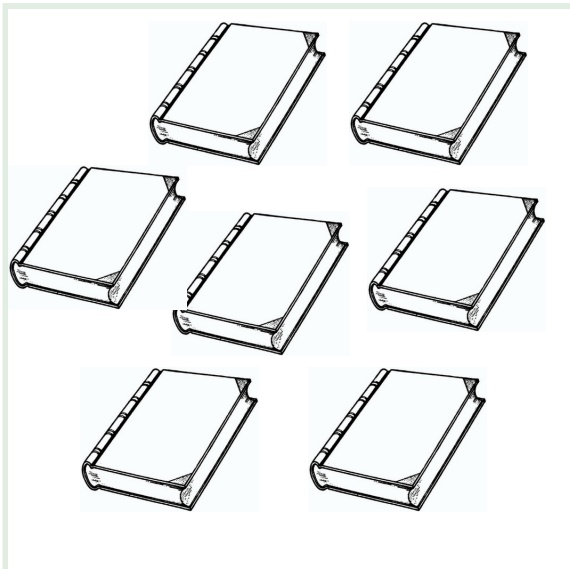
8 7 5 3

Name: _____

Date: _____

Count & Mark

Count the items in each box and mark the correct number



5

9

7

1

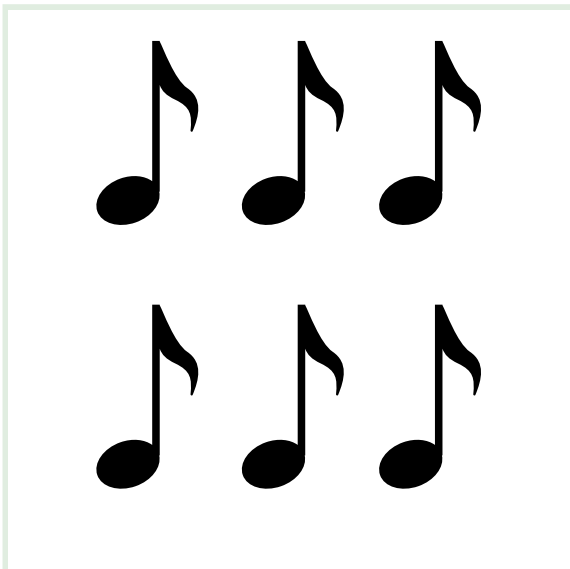


1

3

2

5

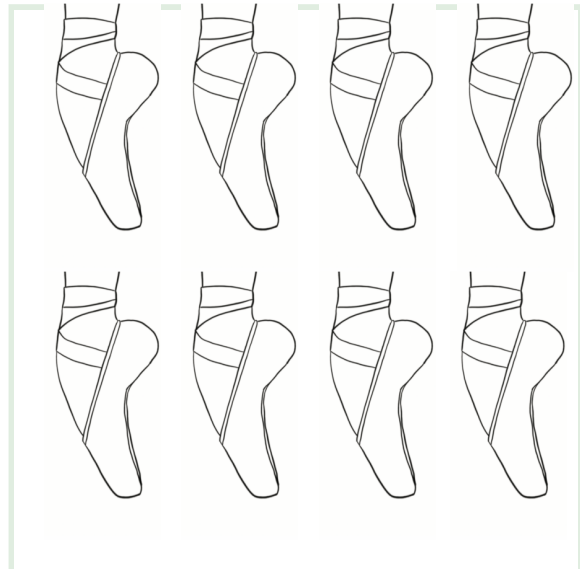


7

8

9

6



10

5

6

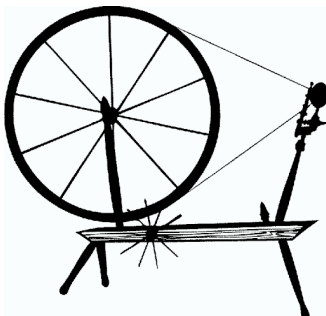
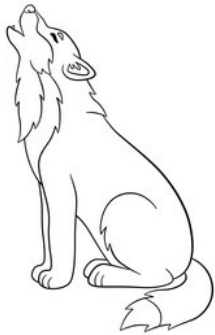
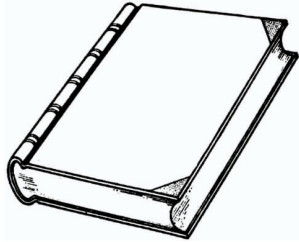
8

Name: _____

Date: _____

Match & Write

Directions: Match the image with the first letter of the word that describe it. Trace the letters accordingly.



•

Ss

•

Pp

•

Bb

•

Mm

•

Vv

Name: _____

Dance the Story Word Search



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

beginning
middle
end
setting

plot
character
climax
writing

rhythm
pitch
tempo
score

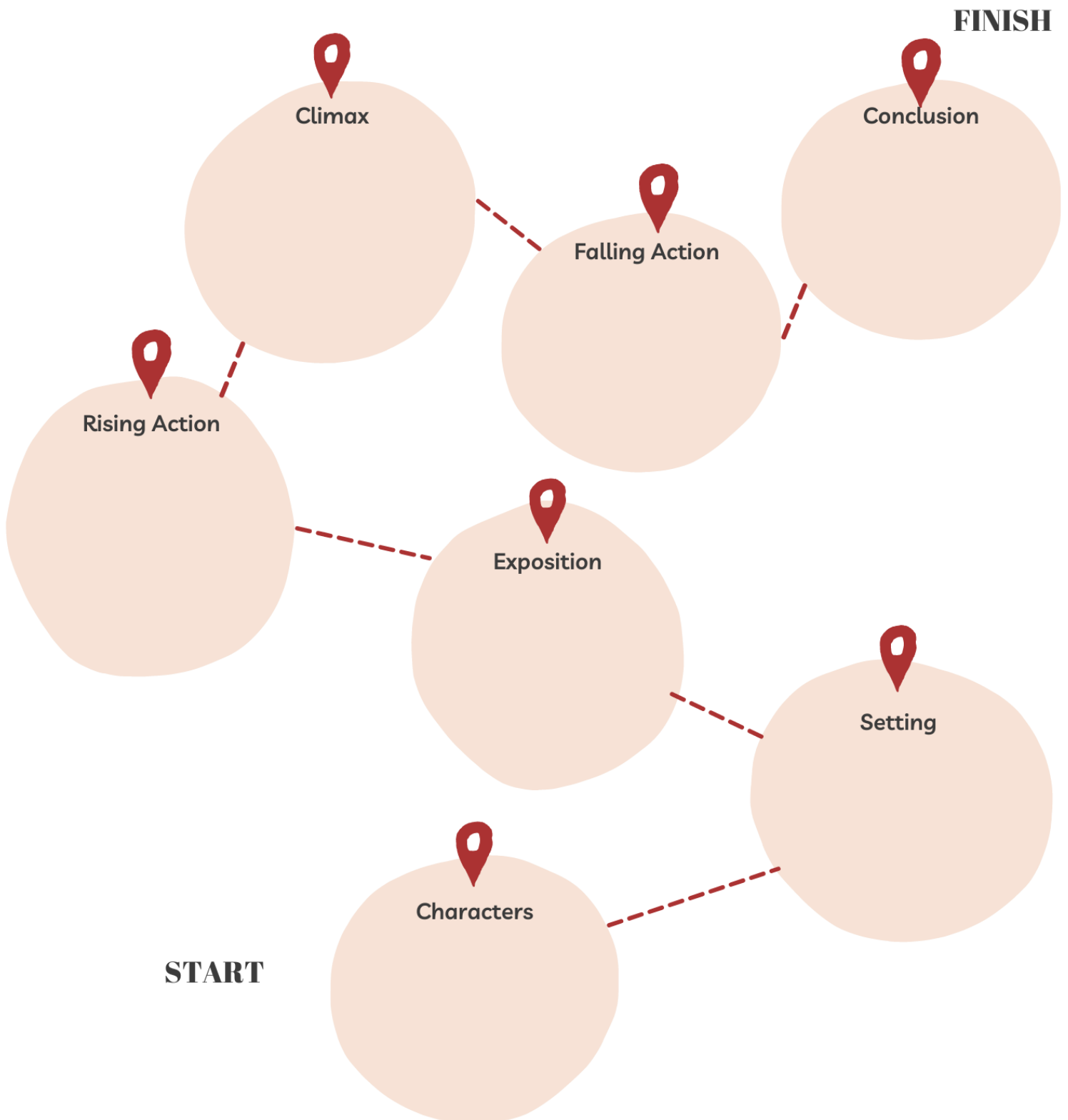
finale
tutu
ballet
student

Name: _____

Date: _____

Map the Story: Sleeping Beauty

Using your notes on the story of Sleeping Beauty, fill out this story map, starting with **Characters**, and working your way through the elements of a story to the **Conclusion**.



Answer Guide (Beginner)

Comprehension Questions:

Did you have a favorite character in this version of Sleeping Beauty?

How many dancers did you see on stage?

There were 4 dancers- some of them played more than one character, though!

Do dancers use their voices when they perform on stage?

No! They use gestures and faces. Can you show your best happy face? What about your most grumpy face?

What body part would a pianist have to be sure to warm up before a performance?

A pianist plays the piano with their fingers, so they will want to warm up their hands and fingers. Can you stretch your hands really wide? What about wiggle your fingers? Can you take turns reaching each finger to your thumb?

What body part would a dancer need to make sure to warm up before a performance?

Dancers, especially dancers in pointe shoes need to make sure their toes are ready to dance! Can you touch your toes? Can you wiggle your toes? Can you raise up on your toes 8x in a row?

Every story has a beginning, a middle, and an end. Can you name anything else that has a beginning, a middle, and an end?

Some examples include: tv show, movie, musical, ballet, cooking recipe, a day, a week, a month, a year, directions to build something, board game, sports game, so many examples!

Answer Guide (Intermediate)

Can you place the parts of the story in number order?

1- Middle

2- End

3- Beginning

____ , ____ , ____

Answer: 3, 1, 2

True or False:

Every story has characters. *True*

Every story has an end. *True*

Not every story has a setting. *False*

Music can be used to tell a story. *True*

Dancers use their words to tell a story on stage. *False*

The finale is the beginning of a musical work or ballet. *False*

The climax is the turning point in a story. *True*

The plot describes the place where a story takes place. *False*

Fill in the Blank:

Aurora, Prince Desire, and Little Red Riding Hood are examples of _____.
Characters

An author is a person who writes a _____.
Story

A composer is a person who writes _____.
Music/score/composition

A choreographer is a person who creates a _____.
Dance/Performance/choreograph

Answer Guide (Advanced)

List the 3 elements that make up every story:

Characters

Setting

Plot

Place these elements in numerical order from first to last:

1- Falling Action

2- Exposition

3- Conclusion

4- Rising Action

5- Climax

____ , ____ , ____ , ____ , ____

Answer: 2, 4, 5, 1, 3

This element of every story describes the time and place where a story takes place.

Setting

This element of every story is the pivotal moment where the action reaches a peak.

Climax

What language is used for most ballet terms?

French

What language is used for many musical terms?

Italian

What was the name of the author who wrote the original story, The Sleeping Beauty?

Charles Perrault

What is the name of the composer for Sleeping Beauty? Can you name some other scores for ballets that this composer has written?

Pyotr Ilyich Tchaikovsky; Also wrote many famous works including those for the ballets Swan Lake & The Nutcracker

What are some other fairy tale characters that appear in this version of Sleeping Beauty?

Cinderella, Puss in Boots, Bluebird and Bluebeard, Little Red Riding Hood & the Wolf

What is another word for the conclusion of a story, most often used at the end of a performance?

Finale

Answer Guide (Advanced) *Continued*

Circle the Answer:

If a character was sad, would the music be **adagio** or **allegro**?

Adagio

If a character was happy, would they dance **adagio** or **allegro**?

Allegro

Pick the instrument that can sound like a bird: **Flute** or **trumpet**

Flute

Pantomime or **Timbre**: How performers talk onstage without speaking out loud.

Pantomime

The term **rhythm** or **pitch** describes the beat of the music.

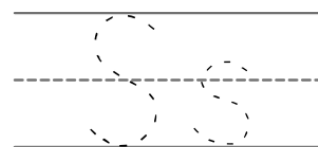
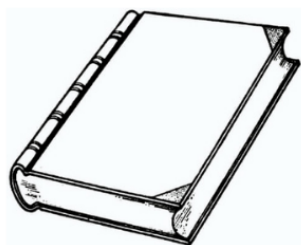
Rhythm

Name: _____

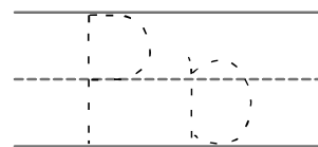
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Answers: Match & Write

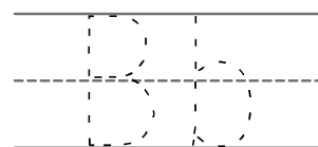
Directions: Match the image with the first letter of the word that describes it. Trace the letters accordingly.



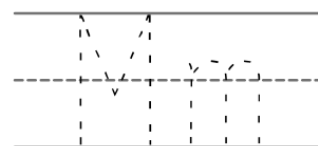
spindle



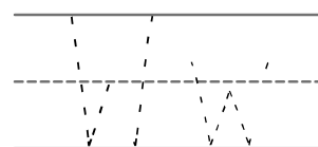
pointe shoe



book



music



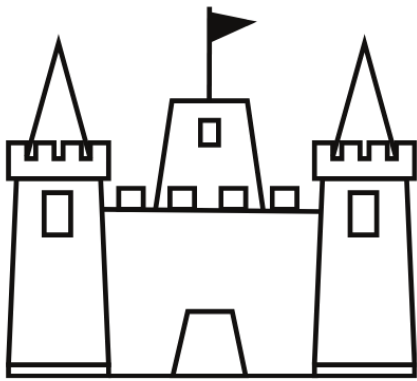
wolf

Name: _____

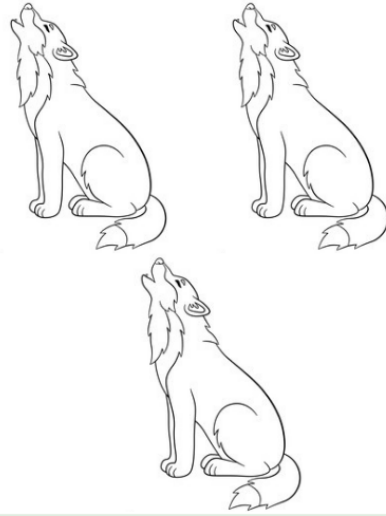
Date: _____

Answer Key

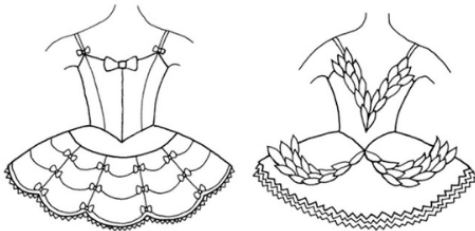
Count the items in each box and mark the correct number



4 1 3 2

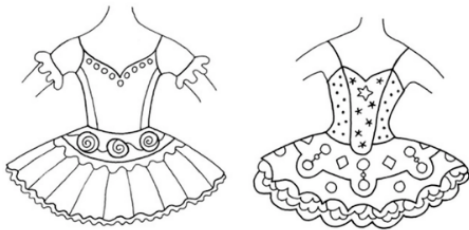


2 3 5 7



A Classical Tutu

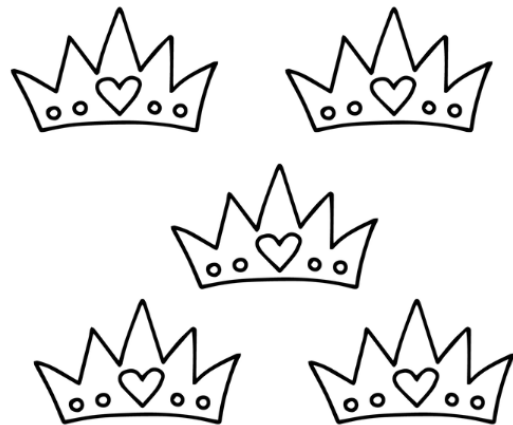
Odeffe from Swan Lake



Aurora from Sleeping Beauty

Sugarplum Fairy from the Nutcracker

2 1 5 4



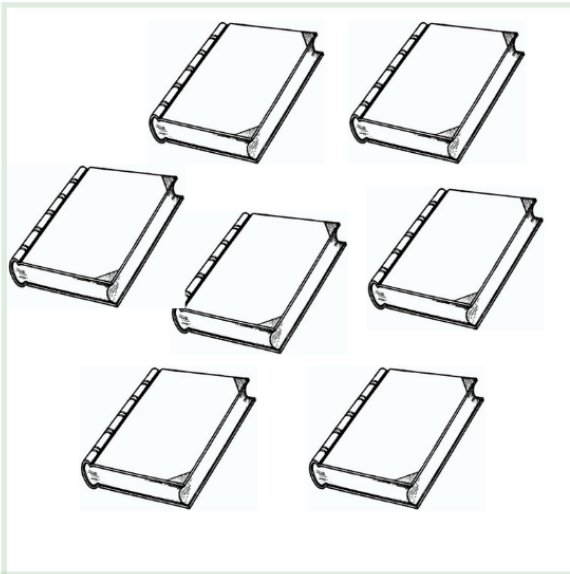
8 7 5 3

Name: _____

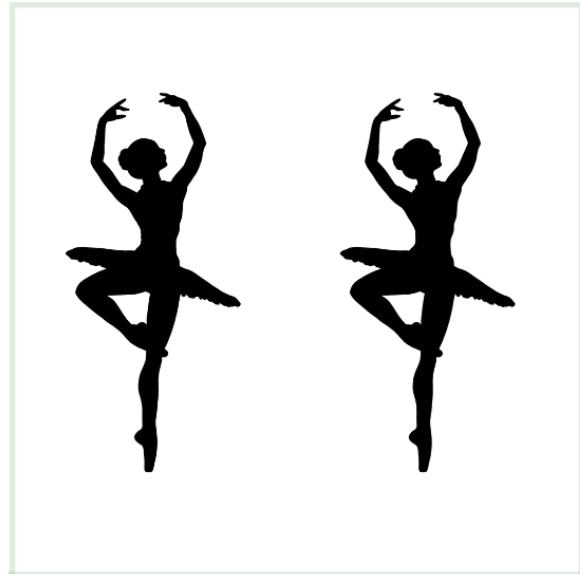
Date: _____

Answer Key


Count the items in each box and mark the correct number




5 9 7 1



1 3 2 5



7 8 9 6



10 5 6 8

Name: _____

Word Search

Answer Key



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

beginning
middle
end
setting

plot
character
climax
writing

rhythm
pitch
tempo
score

finale
tutu
ballet
student

Name: _____

Date: _____

Map the Story: Answer Guide

Using your notes on the story of Sleeping Beauty, fill out this story map, starting with **Characters**, and working your way through the elements of a story to the **Conclusion**.

