

Ballet Class Activities

Ballet 1A, 1B, 2, and 3

Video Playlist: [Cinderella](#)

Ballet Class Music: [Ballet Class Music with Cinderella \(Barre\)](#) and [Ballet Class Music with Cinderella \(Center\)](#) by Katsumi Etoh

Orchestral Music: [Prokofiev: Cinderella](#)

Spotting Stepsisters

Our stepsisters are not the best at turning. Let's help them practice spotting and basic turns. Have your lower level students (Ballet 1A and 1B) pretend to show the stepsisters how to spot as they themselves work on spotting exercises. Have your older level students (Ballet 2 and 3) show them how to turn as they themselves practice pirouettes.

Fairy Godmother and Season Fairies

Cinderella is very sad when her stepmother and stepsisters leave for the ball without her. But things get brighter when her Fairy Godmother appears! Let's dance as Cinderella's Fairy Godmother coming to help her. Have your students pretend to be Cinderella's Fairy Godmother as they do preparation for soutenu turns, piqués, and/or traveling turns.

Do the same exercise in subsequent weeks with your students turning as different season fairies. How might they turn differently? Does the summer fairy turn slowly like a warm summer day? Does the autumn fairy turn quickly like leaves in a quick autumn breeze. You can even use the season fairy variation music tracks for this.

Cinderella's Arrival

For our adage, we'll be Cinderella when she arrives at the ball. It's as if time freezes when she enters. Everything is still and she enters gracefully and beautifully.

For older levels who may be doing an actual adage, have them run into their places like Cinderella running into the ball before starting their adage combination.

For younger levels, do the following adage. This adage is simple but allows students to roleplay as Cinderella arriving at the ball and to focus on walking with stretched feet and 3rd arabesque. This adage travels across the floor on the diagonal. Discuss the quality of the movement with students. Is it quick and sharp or slow and smooth?

The Prince

Let's take a peek at the Prince's Ball. The prince himself can jump really high. Do your students think they can jump as high as he can in today's centre allegro combination? Let's try! (Like our preschool and primary lesson plans for Cinderella, you can go around during this exercise with a wand (or your hand) and hold it above each student's head during this exercise. Can your students jump high enough to touch it?)

At the Ball

Have your students practice the waltz and/or mazurka steps as if they are guests at the royal ball! For older levels, you can even have students travel in a large circle around the room for this.

In Love

Cinderella and the prince fall in love at the ball. Cinderella is so happy! Have your students do their grand allegro combination as if they are Cinderella (or the prince for boys) dancing happily in love!

The Clock Strikes 12

Oh no! The clock strikes 12! It's midnight and the spell is breaking. The Fairy Godmother has sent 12 clock elves to warn Cinderella she must leave the ball quickly. For another grand allegro idea, give each student (or pair of students, if you have a large class) a number card 1-12. (You can write the numbers 1 through 12 on index cards, one number per card.) Have students go across in that order. (Or mix it up and have them go in the reverse order: 12-1 to see if they're paying attention!) Have students hold their number card as they travel across in the movement steps you've chosen for today's grand allegro.