

Ballet Class Activities

Ballet 1A, 1B, 2, and 3

Video Playlist: [The Fairy Doll](#)

Orchestral Music: [Bayer: The Fairy Doll \(Complete Ballet\)](#)

The Fairy Doll

In *The Fairy Doll*, a toyshop keeper shows of his most prized toy: a fairy doll. She is the most beautiful toy he has and enchants his audience of customers. Throughout class, have your students imagine they are the fairy doll. They are beautiful (and have beautiful, ballet posture!). Their movements are ephemeral, like a fairy. And they are enchanting. They're lovely to watch.

- Posture and Port de Bras Exercises—Your students stand tall like the most beautiful fairy doll!
- Preparation for Soutenu and Traveling Turns—Your students are quick and light on their feet as they dance.
- Balancé, Waltz, or Mazurka—Your students dance fluidly and smoothly, and also beautifully. If they are using arms, their arm movements are soft and gentle.
- Centre Allegro—Your students bound with ballon as they jump higher than ever before.
- Petit Allegro—Your students are light on their feet like a fairy. They appear to jump with ease.
- Traveling Steps and Grand Allegro—Your students float through the air as they jump.

A quick note: Will your students actually do all of these things as they pretend they are the fairy doll in class? Probably not. A student who struggles with petit allegro, for example, will likely not suddenly appear to be jumping with ease. But giving them a mental image to work with in addition to the technical aspects can help them to improve!

Also, you do not need to tell your students every single one of these in a single class. You can break it up between a couple of classes.

Nighttime Magic

At night in the toyshop, the dolls in the shop come to life! There are different kinds of dolls in the shop, including a Chinese doll, a Spanish doll, a Japanese doll, and a Harlequin doll.

Each week, choose the music track of one of the four dolls listed above. (You'll cover one doll each week.) Tell your students which doll's music they are listening to and let them listen to it. Next, play the music and let your students improvise (with ballet steps) as the assigned type of doll. When they are done, talk to them about what they did. Why did they choose the steps they did?

If you have time to take the activity further (as some students may not be familiar with different traditional cultures around the world, or what a Harlequin doll is), you can show them a quick video clip from today's doll's dance. Then let them improvise again. Let them know what they did was not wrong, but that you're showing them what the choreographer of the ballet thought these dolls should dance like. Now that they have more ideas, would they like to improvise again?

This could also be a fun activity to include props for—suggestions might be Chinese umbrellas, a Spanish fan, a Japanese fan, and a ball or balloon for the Harlequin. You could give student props for both rounds of improvising, or only after viewing the video.