

Ballet Class Activities

Ballet 1A, 1B, 2, and 3

Video Playlist: [Pharaoh's Daughter](#)

Piano Music: [Hidden Treasures for Ballet Class, Vol. 1: The Pharaoh's Daughter](#)

Pyramid Travels

Strange things begin to happen when an English Lord takes shelter in a pyramid. Mummies come to life, as well as a Pharaoh's daughter, Aspicia. Aspicia takes the Englishman into the past, where he is transformed into an Egyptian man, Ta-Hor.

In today's class, review with students how they follow each other when dancing in a circle. They should actually think about traveling in a square! First, have students simply walk in a square, like they are walking around a pyramid. Next, give them steps to do traveling "around the pyramid", like a waltz step or mazurka. Then, for older students (likely Ballet 3), give them the chance to practice a menage in smaller groups with piqué turns. They should remember to spot one wall as they travel in a line, then change walls to spot only once they begin traveling along the next imaginary line (along the side of their imaginary pyramid).

Back to Life

Imagine you are Aspicia. What would it be like to be lying in a tomb and then come back to life? Have your students do an improvisation as Aspicia coming to life. Tell them the scene. Let them listen to music. Then let them improvise. They should all begin laying down, then come to life, then dance as they think Aspicia would. After they have danced, discuss with them why they chose the pantomime and dancing they chose.

In a subsequent week, have them repeat the activity, but acting as the English Lord who sees Aspicia and mummies coming to life. Play music, then allow students to improvise to the music (with pantomime and ballet steps, of course). Next, discuss with students why they chose to do what they did. As the English Lord, were they scared? Were they intrigued? How did they feel? How did they express that through facial expression, pantomime, and movement?

Spirit of the Nile

The Spirit of the Nile summons the great rivers of the world to dance for Aspicia.

Port de Bras

When your students work on arm positions or port de bras today, have them imagine they are under water. They should think of how they would carry their arms under the water. Would they be quick or sharp? No! They would move fluidly. You can use your current lesson plan's port de bras combination, or simply have students move through the positions with their arms—smoothly and gracefully.

Optional: Before having students work on their port de bras while standing, have them lay on their backs on the floor and do the same port de bras they will do standing. They should still imagine they are moving their arms under the water. After they've done their port de bras while lying down and standing, ask them if their arms felt different with the two different ways. It can be interesting for students to do this exercise. Their arms will feel different because of where they are in relation to gravity.

Grand Allegro

During grand allegro, have students imagine a river current is moving them, even pushing them along as they travel and jump. You can also have them imagine a slower current or a quicker current as they dance, depending on the steps and combination.