

## Ballet Class Activities

### Ballet 1A, 1B, 2, and 3

Video Playlist: [Alice in Wonderland](#)

Orchestral Music: [Alice's Adventures in Wonderland](#)

#### **Follow the White Rabbit**

Alice follows the White Rabbit through Wonderland. She never knows where he will go or what he will do next.

This activity is to improve student vocabulary. For a younger class, you may need to be the white rabbit, initially. Call out a ballet step you want your students to do. See if they can demonstrate the step. You can also use this as an exercise for memorizing the wall and corner numbers, or upstage and downstage.

Additional options:

- Let a student be the white rabbit.
- Make it a game. If someone gets the step or direction wrong, they're out. You could even ask individual students to demonstrate rather than the entire class. The last student standing gets to be the next White Rabbit.

- 1 - facing the front wall of the room
- 2 - facing the downstage right corner of the room
- 3 - facing the stage right side of the room
- 4 - facing the upstage right corner of the room
- 5 - facing the back wall of the room
- 6 - facing the upstage left corner of the room
- 7 - facing the stage left side of the room
- 8 - facing the downstage left corner of the room

\*The above labeling is according to the Vaganova method. If you follow another syllabus or curriculum you may label them differently. Call them out according to how you label them at your studio.

Next, cover downstage (toward the front of the room), upstage (toward the back of the room), stage right (the dancer's right when they are standing on stage and facing the audience), and stage left (the dancer's left when they are standing on stage and facing the audience). For this, you may have your students travel toward the direction you call out. Let them walk initially. Later, you can give them a step, like sways, galops, or runs.

Note: You may break this activity up over several classes. You do not have to call out all facings and directions in a single class, especially if this is new information for your students.

#### **Eat Me; Drink Me**

When Alice takes a bite, she becomes ginormous! When she takes a sip, she shrinks.

Gather 6 to 8 index cards. On one side, write either "Eat Me" or "Drink Me". In your grand allegro exercise, have students pick a card. If they pick a card that says, "Eat Me", they should dance and travel as big as they can. If they pick a card that says, "Drink Me", they should dance as small and travel as little as possible.

## **Caterpillar Paths**

Pick a traveling step, or something your students may be working on like pas de basque, waltz, or mazurka. Have your students make a line. Tell them they are each a pair of the caterpillar's legs. They must follow behind the head of the caterpillar and stay together as the head (the front student) leads them around the room.

## **Queen of Hearts' Royal Court**

Students will be playing cards in the Queen of Heart's royal court! Divide your class in half, with each half lined up on one side of the room. Give students a traveling step like walks, marches, runs, picked up runs, prances, or skips. Have students do the given step straight across the room all together, crisscrossing. (Remember the stage left student will go in front of the stage right student!) Once students have gone straight across several times, have them turn to face upstage. The most upstage student on each side will then lead their side down the diagonal (all together, with the stage left student always crossing in front of the stage right girl). Once they've made it down the diagonal, they should travel straight upstage, then down the other diagonal.

Have students complete the patterns several times. Start with a simple traveling step and let students work their way up through more difficult ones.