



***EDUCATION &
COMMUNITY ENGAGEMENT***

The Nutcracker

Study Guide



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Colorado Academic Standards

“As students inquire into dance, they gain skills in creating, performing, viewing, and responding...Dance can provide connections with any subject matter and help students to understand concepts important in other disciplines.”

- 2020 Colorado Academic Standards in Dance

DANCE

1. Movement, Technique, and Performance

The goal of this standard is to develop students' competence and confidence during a performance. In exploring movement vocabulary and developing skill and technique, students gain a better understanding of their bodies in relation to space, time and energy. Technical expertise and artistic expression through reflective practice, study, and self-evaluation of one's own abilities and the abilities of others is essential to developing movement skills for performance.

2. Create, Compose and Choreograph (not addressed in the Student Matinee/Stream)

Creating in dance involves using the dance elements of space, time, and energy to explore, improvise, and develop movement phrases, sequences and dances. Choreography is the art of dance making using meaning, intent, and principles of structure and design. In dance, there are a number of levels or stages in the creative process that define and are involved in solving artistic problems in order to present a completed work of art. These stages include: observing or studying the stimulus or intent, becoming engaged with that intent; tapping into feelings, memories and the imagination that relate to the intent, problem solving by creating a shorter dance study or longer dance, and using critical thinking skills to analyze and evaluate the finished product.

3. Historical and Cultural Context

This standard focuses on understanding the global and cultural relevance of dance. The goal is to understand how dance shapes and reflects cultures and history over time, and acknowledge dance in society as creative, expressive, communicable, and social.

4. Reflect, Connect, and Respond

This standard focuses on reflecting upon dance, connecting it with other disciplines, responding to it to discuss and analyze dance as art. Critique and analysis of new dance works, reconstructions, and masterworks allows for distinguishing and understanding of aesthetic values and artistic intent.

DRAMA AND THEATER ARTS

Standard 3: Critically Respond

MUSIC

Standard 1: Expression of Music

Standard 4: Aesthetic Valuation of Music

COMPREHENSIVE HEALTH & PHYSICAL EDUCATION

Standard 1: Movement Competence and Understanding

Standard 2: Physical and Personal Wellness

SCIENCE

Standard 1: Physical Science

Standard 2: Life Science

READING, WRITING, COMMUNICATING

Standard 1: Oral Expression and Listening

Standard 2: Reading for All Purposes

Standard 3: Writing and Composition

SOCIAL STUDIES

Standard 1: History

Standard 2: Geography

WORLD LANGUAGES

Standard 1: Communication

Standard 3: Connection

How Long Will It Be?

Act 1 – 45 min*

Intermission 1 – 20 min*

Act 2 – 45 min*

TOTAL RUN TIME

1 hour 50 min

*Times are approximate

Synopsis of the Ballet

The curtain rises to reveal Herr Drosselmeyer in his workshop preparing for the party at the home of Dr. and Frau Stahlbaum. It's their annual Christmas Eve Party. The magical and eccentric Herr Drosselmeyer has planned a special surprise for his beloved godchild, Clara Stahlbaum. He presents her with a wonderfully mysterious wooden Nutcracker.

Clara is immediately taken with the gift. Clara's brother Fritz is jealous and steals the Nutcracker from Clara. In the chaos of his teasing, Fritz accidentally breaks the Nutcracker. Herr Drosselmeyer comes to the rescue and assures Clara that all will be well.

The party ends and Clara, just before the stroke of midnight, returns to the darkened living room to check on her Nutcracker. She is frightened by large mice, but suddenly, Herr Drosselmeyer appears and the mice flee. Much to Clara's amazement, Herr Drosselmeyer commands the Christmas tree to grow to such an enormous size that it pushes away the entire room. Next, he changes her little wooden toy into a life-size Nutcracker. The Nutcracker introduces himself and his soldiers to Clara.

The mice suddenly reappear, and a vicious battle ensues. The soldiers seem to be winning, but the great Mouse King appears and the tide turns. The Nutcracker and the Mouse King fight, and just as the Mouse King is about to overpower the Nutcracker, Clara distracts him, giving the Nutcracker the chance to overcome the Mouse King.

To Clara's delight and surprise, the Nutcracker is transformed into a handsome young prince, who takes her off on an enchanted journey. He takes her to the Land of the Snow, and then to the beautiful Kingdom of the



Sugar Plum Fairy, where Clara is entertained by dances from many lands.

Clara and the Prince dance together surrounded by radiant flowers. The Sugar Plum Fairy and her Cavalier then dance for Clara and the Prince. The Prince carries a sleeping Clara back to her home, where she awakens uncertain if her magical journey was a dream or reality.



Behind the Ballet

E.T.A. Hoffmann wrote the story “The Nutcracker and the Mouse King” in 1816. Alexandre Dumas translated the story into Russian (changing much of the original) and it became a beloved Christmas tale in the country. The ballet was commissioned by the director of Moscow’s Imperial Theatres, Ivan Vsevolozhsky, in 1891, and premiered a week before Christmas 1892. It was set to music by Tchaikovsky and originally choreographed by Marius Petipa.

The first performance of the Christmas ballet was held as a double premiere together with Tchaikovsky’s last opera, *Iolanta*, at the Imperial Mariinsky Theatre in St. Petersburg, Russia. It is generally agreed that Lev Ivanov, Second Balletmaster to the St. Petersburg Imperial Theatres, worked closely with Marius Petipa to create much of the choreography as Petipa fell ill during rehearsals. The composer made a selection of eight of the more popular pieces before the ballet’s December 1892 premiere, forming what is currently known as the Nutcracker Suite, Op. 71a, as is heard in Moscow Ballet productions. The suite became instantly popular; however the complete ballet did not achieve its great popularity as a Christmas performance event until almost 100 years later.

The Christmas ballet was first performed outside Russia in England in 1934. Its first United States performance was in 1944 by the San Francisco Ballet, staged by its artistic director and Balanchine student Willam Christensen, but the holiday ballet did not begin to achieve its great popularity until after the George Balanchine staging became a hit in New York City in 1954. Seeing the show is now a holiday tradition for families all around the world! This year’s Nutcracker was filmed on December 6th, 2019, making it possible to continue the tradition virtually!

Choreographer



Widely considered to be the “Father of Classical Ballet,” Marius Petipa is perhaps the most influential Ballet Master and choreographer of classical ballets of all time. His works remain influential today, cited as inspiration to dancers and choreographers such as George Balanchine.

Born in 1818 into a family of artists, Petipa was destined to perform. He began his ballet training under his father at the age of seven. Reluctant at first, he grew to enjoy performing, and displayed natural talent. At age twenty, Marius was appointed Premier Danseur for Ballet de Nantes in France.

After achieving critical success by choreographing *The Pharaoh’s Daughter*, Petipa became Ballet Master of the Imperial Ballet Theatre in St. Petersburg. He worked to produce spectacularly lavish ballets with Ivan Vsevolzhsky who also commissioned him for *The Nutcracker*. Petipa allowed his associate, Lev Ivanov, to

choreograph much of the action, as it is said that Petipa was ill at this time. It is also suggested that he anticipated the work would not be well received and wanted to separate himself from it. He continued to work until his death at age 92.

Composer

Tchaikovsky was born on May 7, 1840, in Russia. His musical background began when he was five years old as he began to take piano lessons. As he grew, his parents hoped he would leave his music behind and work in the civil service. He worked with the Ministry of Justice for four years, but his interest in music only grew during this time.

At the age of twenty-one he started lessons at the Russian Musical Society and then shortly after enrolled at the St. Petersburg Conservatory.

Tchaikovsky's work was first publicly performed in 1865. His first symphony was well-received after it was performed in Moscow. He established himself with his many symphonies, operas, and ballets. *Swan Lake*, *The Sleeping Beauty*, and *The Nutcracker* are classic ballet all composed by Tchaikovsky.

Ironically, Tchaikovsky considered *The Nutcracker* among his least favorite works. Commissioned by Ivan Vsevolohsky, Director of the Imperial Theatres of St. Petersburg, *The Nutcracker* was composed in response to the success of *Sleeping Beauty*.



New Instrument: Celesta



In 2019, Colorado Ballet gained a new instrument in our orchestra: the celesta! While the orchestra has performed the score for *The Nutcracker* beautifully for many years, it is quite exciting to be able to perform the score with an instrument for which it was originally written by Tchaikovsky. The celesta has a high, bell-like sound and was named after the French word *céleste* which means “heavenly.”

At the time when Tchaikovsky wrote the score for *The Nutcracker*, it was a relatively new instrument. Created in 1886 (six years before *The Nutcracker* had its premier), the celesta is a struck idiophone that is operated by a keyboard. It looks quite similar to an upright piano, but has smaller keys and a much smaller cabinet. The keys connect to hammers that strike a graduated set of metal plates or bars suspended over wooden resonators. One of the best known works that uses the celesta is in *The Nutcracker*! Listen closely in the second act during “Dance of the Sugar Plum Fairy” by Pyotr Ilyich Tchaikovsky to see if you can hear its delicate sound.

How to be a Good Audience Member

Unlike actors on your television, performers on the stage are aware of their audience and want very much to communicate their art to you and feel your appreciation in return. By the time you arrive at a theatre for a scheduled performance, many people (choreographers, composers, dancers, technicians, costume and lighting designers, etc.) have worked very hard to bring you their best efforts. In order to show respect for those efforts, every audience member must give the performance their full attention and avoid any behavior that interferes with anyone else doing the same. We have rules that help us accomplish this goal:

1. Always arrive at the theatre with plenty of time to find your seats and settle down into them. Late arrivals can be disruptive for fellow audience members and performers.
2. Please walk in the lobby.
3. Please put away cameras, cell phones or video recorders. Flashes are dangerous for dancers and unapproved photos and videos violate copyright laws.
4. The performance has begun once anyone on stage starts talking or dancing, or when the orchestra starts playing. You are welcome to show your appreciation for the performance with applause at the end of the ballet or sometimes at the end of a section or solo. You are also welcome to laugh if someone on stage is being intentionally funny.
5. Please refrain from talking or whispering during the performance. You will have plenty of time to discuss your impressions at intermission or after the show.
6. Please leave all food outside of the theater. You can enjoy your lunch or snack in the lobby during intermission.
7. Please use the bathroom before the show begins or at intermission, not during the performance.
8. *Enjoy!*



Ballet 101

Positions of the Feet



1st

Heels together, toes pointing in the opposite directions, creating a straight line



2nd

Heels approximately ten inches apart, toes pointing in opposing directions



3rd

Feet parallel, heel of front foot touching middle of back foot



4th

Feet parallel, front foot approximately eight inches in front of back



5th

Feet parallel, front and back foot touching at the toes and heels



Preparatory



1st

Positions of the Arms

Preparatory

Arms dropped, elbows slightly rounded so that the arms do not touch the body, hands close but not touching

1st

Arms raised at the level of the diaphragm, elbows slightly bent, hands close but not touching

2nd

Arms opened to the sides, shoulders not drawn back or raised, hands at the level of the elbow

High 5th

Arms raised above, but just in front of the head, elbows rounded, hands close but not touching. Hands should be visible without raising the head.

A Note on Hands: In her Basic Principles of Classical Ballet, Agrippina Vaganova says, "The manner of holding the hands is very difficult to describe. All fingers are grouped freely and they are soft in their joints; the thumb touches the middle finger; the wrist is not bent, but the hand continues the general curved line on the arm from the shoulder."



2nd



High 5th

Pointe Shoe FAQ



What are pointe shoes made of?

There are many different companies who produce pointe shoes, and therefore many ways of making them. Contrary to popular belief, pointe shoes are not made of wood or metal. The area around a dancer's toes is called the box and is usually made out of a plaster-like material which is applied in several layers (Similar to the plaster/paper mâché-like substance that is used to create a piñata). A leather sole creates a sturdy back of the shoe.

How do dancers personalize their shoes?

Each dancer sews her own ribbons onto her shoe, to place them according to her preference. Also, most dancers darn or even burn the edges of the box (or platform) to give themselves better balance and decrease slipping. To make the sole and box more flexible, dancers may bend the shoes, and bang them on the wall or floor.

Do they hurt?

Yes and no. If a dancer is strong and trained well enough to dance en pointe and has the proper shoe for her foot, pointe work should not cause bleeding or disfigurement. However, dancing en pointe up to eight hours per day will wear on a ballerina's feet. Some dancers choose to put small lamb's wool pads over their toes. The amount of pain a dancer endures also depends on the construction of the foot itself. For example, dancers with toes that are relatively equal in length have the advantage of more support.

How long do they last?

Pointe shoes break down very quickly with frequent use. A ballerina may need a new pair of pointe shoes after each performance of a full-length ballet. In fact, Evelyn Cisneros, former Prima Ballerina at San Francisco Ballet,

says that at least three pairs are required to get through *Swan Lake*. It is possible that a professional dancer will need a new pair each week.

How much do they cost?

Since pointe shoes are handmade and often imported, they can cost upwards of \$90 per pair.

When does a dancer begin dancing en pointe?

It is important that a ballet student does not begin dancing en pointe too early, before the bones in her ankles have finished growing. Therefore, the age at which dancers begin pointe work varies. However, it is usually around 11 years old.

When did ballerinas begin dancing en pointe?

Marie Taglioni is attributed with performing a full-length ballet en pointe for the first time, when her father created the role of La Sylphide for her in 1832. However, her shoe was most likely just a satin slipper with a leather sole, darned at the ends. Without a firm box for support, dancers from this period must have relied heavily on their strength and suffered quite a bit. In some cases, wires were rigged onstage to carry ballerinas in a manner that resembled flight. The light, ethereal appearance of the ballerina en pointe effectively launched the Romantic Era of ballet.



Artists of Colorado Ballet by Mike Watson

Dancers

Colorado Ballet has 32 company dancers and 21 studio company dancers. From the company, we have five apprentices, eighteen members of the corps de ballet, four soloists, and five principal dancers. But what do these different categories mean?

- **Studio Company:** A pre-professional training opportunity for dancers with the potential and desire to become professional dancers.
- **Apprentice:** A dancer who works alongside the regular company dancers, learning repertoire and understudying roles. An apprenticeship is seen to bridge the transition from dance student to professional dancer.
- **Corps de Ballet:** The group of dancers who are not soloists. They are a permanent part of the ballet company and often work as a backdrop for the principal dancers.
- **Demi Soloist:** A dancer in a ballet company a step above the corps de ballet and a step below a soloist. They dance roles that are a soloist part, but are created to be performed by members of the corps de ballet.
- **Soloist:** A dancer in a ballet company above the corps de ballet but below principal dancer. Dancers at this level perform the majority of the solo and minor roles in a ballet.
- **Principal:** A dancer at the highest rank within a professional ballet company. The position is similar to that of soloist; however, principals regularly perform not only solos, but also pas de deux.

All of our dancers have worked extremely hard to make this production possible, along with our orchestra, stage hands, and production team. While we would love to include information on all of our dancers, we will just include a few here that you may see at the student matinee! To see a full list of our company dancers, please visit: <https://coloradoballet.org/Dancers>.



ASUKA SASAKI (PRINCIPAL)

Asuka Sasaki was born in Nagano, Japan. She trained at the Emiko Kojima Ballet School, Yo Ballet Academy in Japan and Beijing Dance Academy in China. After Beijing Dance Academy she joined Canada's Royal Winnipeg Ballet as an Aspirant. She started dancing with Colorado Ballet in 2005 as a member of the Corps de Ballet, was promoted to Soloist in 2010 and then to Principal in 2017. With Colorado Ballet, she has worked with accomplished choreographers such as Val Caniparoli, Derek Deane, Septime Webre, Eldar Aliev, Michael Pink, Ben Stevenson, Lynn Taylor-Corbett, Martin Fredmann, Lila York, Jessica Lang, Dwight Rhoden, Edwaard Liang and Amy Seiwert.



YOSVANI RAMOS (PRINCIPAL)

Yosvani Ramos was born in Camagüey, Cuba and trained at the National Ballet School. In 1998, he went on to dance with Jeune Ballet de France and Ballet de l'Opéra National de Paris. He joined English National Ballet as a Soloist in 1999 and was promoted to Senior Soloist in 2000, then Principal dancer in 2003 after his performance as Franz in *Coppélia*. He danced with ENB until 2008, when he joined The Australian Ballet as a Principal Artist, where he remained until April 2013. He spent several months guesting then joined the Cincinnati Ballet as Principal Dancer in 2014. Yosvani joined Colorado Ballet in 2015 as a Principal Dancer.



KEVIN GAËL THOMAS (SOLOIST)

Kevin Gaël Thomas is from France and studied at Rosella Hightower's International Ballet Center and at Canada's National Ballet School, where he received a full scholarship and graduated in 2006, with honors. Kevin also graduated with honors from the Music Conservatory in France for piano. He danced for a year with Houston Ballet II, then joined Colorado Ballet in 2007. Since joining the Company he has performed many soloist and leading roles. Kevin was chosen to represent France at the New York International Ballet Competition in 2009 and at the USA Jackson International Ballet Competition in 2010. He was promoted to Soloist in 2016.



JONNATHAN RAMIREZ (SOLOIST)

Jonnathan Ramirez is originally from Cali, Colombia. At the age of 8 he began his training at the Colombian Institute of Ballet, Incolballet. After graduating at 16, he moved to New York City where he received a full scholarship to continue his training at American Ballet Theatre's Jacqueline Kennedy Onassis School of Ballet. In 2007 he danced with Cincinnati Ballet for two seasons, then in 2009 he joined Houston Ballet. In 2010 Jonnathan joined the Tulsa Ballet Theatre where he performed numerous soloist and principal roles over ten consecutive years before joining Colorado Ballet in 2020.



MELISSA ZOEBSCH (DEMI SOLOIST)

Melissa grew up in Mexico and studied at the Chamber Ballet of Jalisco. She received a scholarship to attend the Kirov Academy of Ballet in Madame Sizova's class and, after a year, returned to Mexico to graduate. Throughout her school years, she participated in many workshops around the world including: Cuba, Canada, Austria, Spain and the United States. In 2005, Melissa joined the National Dance Company, where she danced soloist roles. She has also danced principal roles in classical ballets, original contemporary choreographies, and many others. She freelanced with her husband around the country before joining Colorado Ballet in 2014.



ARIEL MCCARTY (CORPS DE BALLET)

Originally from Allen, TX, Ariel McCarty began dancing/ballet at the age of three. At the age of nine, she began training in Dallas at Texas Ballet Theatre under the direction of Jan Miller and Lyndette Galen. Ariel relocated to Denver to begin training with Colorado Ballet Academy's Pre-Professional program under Valerie Madonia and Erica Fischbach. While in the Academy, she had the opportunity to perform in numerous pieces and excerpts including as Swanilda in the Academy's full production of Coppelia. As a part of her training, Ariel attended many summer intensives including TBTS, ABT, Boston Ballet, Ballet West, Colorado Ballet, School of OBT and DanceTheatre of Harlem, where her well-rounded training continued. In 2017, she was promoted to Colorado Ballet's Studio Company and then to Apprentice in 2018. Ariel was promoted to the Corps de Ballet in 2020.

Activities

Chocolate Marshmallow Peppermint Sticks

You will need:

- 12 candy canes
- 12 large marshmallows
- 1 cup of semi-sweet chocolate chips
- 1 teaspoon of coconut oil

Directions:

- Break off curved tops of the candy canes so you are left with 12 sticks. Place curved tops in plastic bag and smash them. Pour crumbs into bowl.
- Put chocolate chips and oil in bowl and melt in 30 second increments. Repeat until melted.
- Line a cookie sheet with wax paper.
- Dip the broken end of a peppermint stick in the chocolate (about ½-inch) and then press it into marshmallow. Place marshmallow side. Repeat with the remaining sticks and marshmallows.
- Put the marshmallows in the refrigerator for 15 minutes or freezer for 5 minutes. The chocolate will keep the marshmallows from sliding off the sticks!
- Dunk the marshmallows in the chocolate. Let any excess chocolate drip off and then roll in the candy cane crumbs. Set it marshmallow side down. Repeat with the remaining marshmallow sticks.
- Wait for chocolate to set and enjoy!



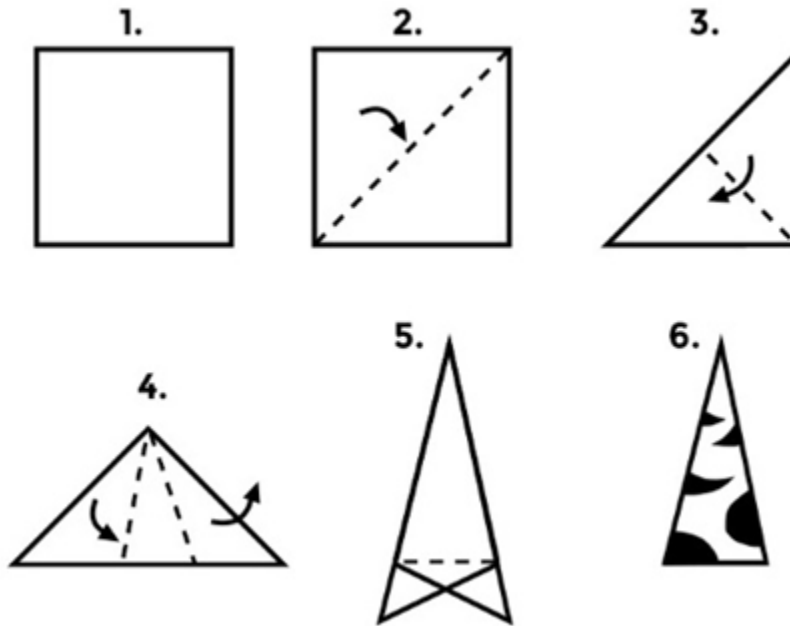
Imagine That!

Clara's nutcracker toy comes to life and takes her on beautiful, exciting adventures! What if your favorite toy came to life? What would you do together and where would you go? Write a story or draw a picture below!

Coloring Page



Make Your Own Snowflake



- Get a square piece of paper or trim a piece of paper so that it is square
- Fold your square in half diagonally (Image 2).
- Fold your triangle in half - again diagonally (Image 3).
- Fold paper in thirds ... one side to the front, the other to the back (Image 4).
- Trim the extra piece of paper off the end of your small triangle.
- Around the outside of your triangle, cut some fun designs - circles, squares, triangles, squiggles - anything goes.
- Unfold your paper and look at your masterpiece.
- Voila! A snowflake to hang in your window.



Classroom Activities

LISTEN AND LEARN: Listen to music composed by Adam. Close your eyes, if you need to. Now, answer the following questions: If this piece of music were a shape, what shape would it be? A color? An animal? A season? A place? Why? Is it fast, slow, or varied? What is the mood of the piece, or what emotions do you feel when you listen to it? Think of three more adjectives that you believe describe the music. Compare your answers with other students' answers. Are any of your answers the same? Why do you think you came up with similar or different answers?

MOVE TO THE MUSIC: Now, divide into groups and create movements that go with your team's answers from the listening activity. Try to incorporate some of everyone's answers. How do the animals move? How would you move in winter that's different from how you move in summer? How would blue move, as opposed to orange? Some movements should be high; others should be low. Some should be fast; others could be slow. Be mindful of using all of your body, not just your feet. Link your movements together into a dance and perform it for the class.

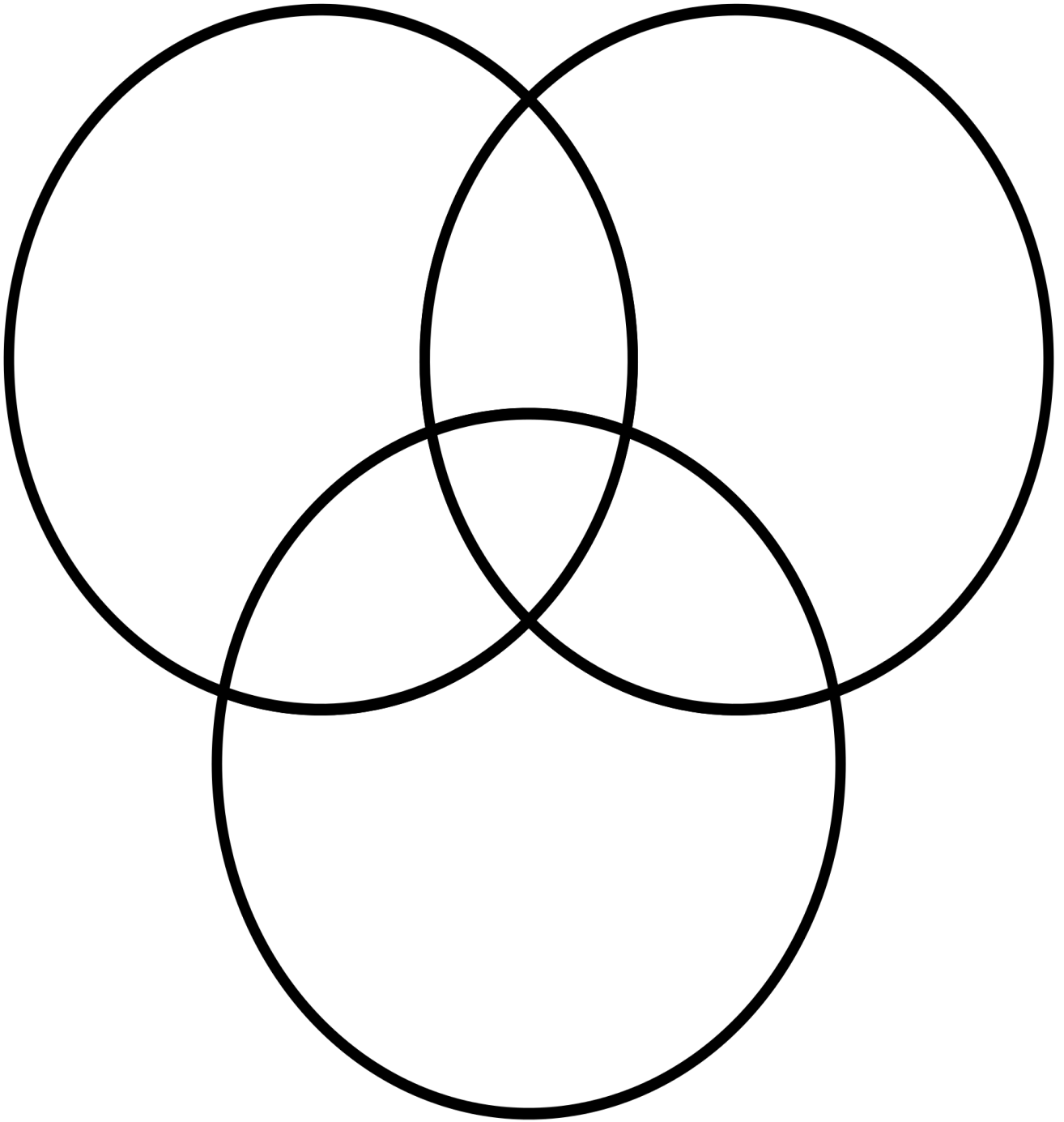
POETRY IN MOTION: After seeing *Giselle* write a poem inspired by the performance. Now, try reversing that process! Get into groups, find a poem that you really like, and create a dance to go along with it! Identify powerful words and themes within the poem, and associate movements with them. Link the movements together to create a dance to perform for your peers. If you were to make an entire production out of your dance, what kind of sets and costumes would be fitting? Draw or make a collage of pictures representing how you would set the scene.

STORYTELLING THROUGH DANCE: Dance is an art form that tells a story through movement. Using a story or text your class is studying, you can recreate scenes from the story using dance. Put the students in small groups and assign different scenes from the story. Instruct the students to reinterpret the story using only movement. Invite the students to be creative in their reinterpretations, allow abstract or literal movement.

COMPARE AND CONTRAST: Utilize the Venn diagram below as a way to compare and contrast three different media mediums for storytelling. Now that you've seen *The Nutcracker* told on stage through movement, try comparing and contrasting it to two other holiday stories – one in literature and one in film (consider Disney's new *The Nutcracker and the Four Realms*).



Group of children jumping: Colorado Ballet Academy Students by Mike Watson



STE(A)M Connections

Did you know that dancing can relate to other subjects in school? Check out the information below on ideas on how to incorporate dance into other core subjects!

- 1. Balancing Bodies** – Before coming to the student matinee, encourage students to see if they can count how long they see a dancer balance on one leg. After seeing the dancers on stage, students may want to explore the various movements they saw. You can incorporate this into class by investigating what it feels like to be on and off balance as well as how we can move different body parts to create a dance!
- 2. Moving Matter** – Just like the three states of matter (solid, liquid, gas), students will see dancers move their bodies with different types of flow (bound/free). Play some different dynamics of music and have students imagine they are on an adventure. Use the various dynamics of the story to depict the movement qualities. For example, some movements can be flowy, some can be sharp, some can use level changes.
- 3. Force Frenzy** – Pushes and pulls help objects determine their speed and direction. Many of the dancers you will see use force to do turns, lifts, and jumps. Ask students where they saw the effect of force on stage. Students can relate this science concept to dance in the classroom by exploring how force produces a variety of movements in their bodies that result in changes in both speed and direction. Once they explore these, they could create unique movements or dances demonstrating the effect of those forces!
- 4. Water Cycle Waltz** – Did you see any waltzes in the ballet? What quality does water in a lake have? What about streaming water? How does the water cycle work? To connect dance to science, have your students dance through the water cycle! You could incorporate different levels of movement (water rises as it evaporates into clouds), flow qualities (water condenses and becomes bound before it precipitates and flows freely), or different energies in dance (rain is smooth, hail is sharp, snow is smooth, etc.)!
- 5. Physics of a Foutté** – Check out the link below for an explanation on how our dancers can perform turn after turn with ease:
 - a. https://www.ted.com/talks/arleen_sugano_the_physics_of_the_hardest_move_in_ballet?language=en

Behind the Scenes: Jobs at the Ballet

Artistic Director

Hires dancers and Artistic Staff, chooses productions and choreographers
Professional Dancer; Business/Management

Managing Director

Creates and manages budget and policy, business development and long-range planning
Accounting; Human Resources; Business; Non-Profit Management

Managing Director of Advancement

Secures and oversees funding for the Company

Administrative

Accounting Manager

Processes payroll and all deposits and expenses

Accounting Associate

Accounting; Data Entry

Advancement

Director of Development

Coordinates funding for the Company

Development Manager

Runs events, staff volunteers, purchases merchandise

Development Associate

Coordinates large donations

Development Officer

Targets businesses for support

Senior Major Gifts Officer

Pursues large donations

Grant Manager

Requests funding from government and foundations

Artistic

Ballet Masters

Rehearses, choreographs and teaches technique

Company Dancers

Professional Dancer

Music Director & Principal Conductor

Professional Musician

Company Pianist

Professional Musician

Academy

Academy Director

Hires instructors and guest artists, directs curriculum

Academy Business Manager

Schedules classes, oversees registration and payment

Academy cont.

Academy Principal

Oversees upper level Academy, teaches and evaluates new students

Lower Division Coordinator

Oversees lower level Academy, teaches and coordinates classes

Academy Administrator

Data Entry; Customer Service

Academy Dance Instructor

Professional Dancer; Dancer Instructor

Education & Community Engagement

Director of Education & Community Engagement

Oversees all school and community dance programs

Manager of Education & Community Engagement

Manages Teaching Artists and teaches school dance programs

Education & Community Engagement Coordinator

Coordinates school and community dance programs

Teaching Artists

Teaches in-school and in the community

Production

Technical Director and Production Manager

Manages stagehands and backstage activities including stagecraft; theatre; design; carpentry

Production Stage Manager

Cues stage crew during the show

Facilities Manager

Maintains building

Company Manager

Schedules dancers, writes contracts and visa applications

Wardrobe Manager and Costume Designer

Designs, creates and fits costumes, orders shoes

Wardrobe Assistant

Production cont.

Company Photographers and Videographers

Performance Production: Master Carpenter, Prop Master, Lighting Director, Master Electrician, Pyrotechnician,

Production Assistants Wellness: Company Physical Therapist, Acupuncturist, Chiropractor, Massage Therapist

Public Relations & Marketing

Public Relations and Marketing Manager

*Communicates with press, social media
Marketing; Public Relations; Communications;
Journalism*

Marketing Associate and Graphic Designer

*Designs marketing materials, newsletters
Marketing; PR; Communications; Journalism*

Patron Services

Patron Services and Database Manager

*Maintains patron database, staffs sales team
Sales, Customer Service, Software programming*

Box Office Supervisor

Operates box office

Group Sales Agent

Sells bulk tickets

Patron Services Representatives

*Tickets sales in box office and by phone
Data Entry; Customer Service*



Education & Community Engagement Department Info



Providing highest-quality educational opportunities for preschool through adults, the Education & Community Engagement Department has served the Colorado community for over **20 years**. The department makes **20,000 contacts** each year with at-risk youth, families, teachers, and people with special needs, reaching **over 225 schools and organizations**. Department staff have worked with the Colorado Department of Education in the development of statewide K-12 standards and assessments for dance education and have presented at the National Dance Education Organization's annual conference, as well as the Colorado Dance Education Organization's conferences.

The mission is simple: Every. Body. Dance!

Every. To make dance accessible to everyone.

Body. To promote dance and movement as part of a healthy lifestyle.

Dance. To encourage creativity and expression through dance and foster an appreciation for ballet.

PROGRAMS:

Student Matinees – Started by Colorado Ballet Trustee Diane Nolen, the Student Matinee series allows students to attend the final dress rehearsal of a Colorado Ballet production on a school field trip. Each year, one performance of *The Nutcracker* is offered for FREE to highest Title 1% (free and reduced lunch) schools.

Live Stream – Typically, Colorado Ballet streams two productions live to schools and organizations all over the state and nation. *The Nutcracker* holds strong as a favorite with thousands of students watching live each year. This is an exciting endeavor for Colorado Ballet to increase access to ballet and live performance for those who are unable to attend due to geographic barriers.

Afterschool Programs – Colorado Ballet's after-school residency program provides 12 weeks of class in creative movement and ballet foundations at more than 20 schools in the Denver Metro Area. Students are given T-shirts as well as reduced price ticket vouchers to a Colorado Ballet production. Select students are invited to the Education and Community Engagement Department's summer camp, and one or two participants are chosen for a full-year scholarship to the Raydean Acevedo Colorado Ballet Academy.

Warren Village – Colorado Ballet has partnered for many years with Warren Village, an organization that helps motivated low-income, previously homeless single-parent families move from public assistance to personal and economic self-sufficiency. Creative movement classes are offered at no cost on a weekly basis throughout the school year to 24 preschool students. The students study a variety of dance concepts while working on spatial awareness, problem solving and strengthening the body and brain.

From the Page to the Stage – A traveling interactive school assembly featuring ten Colorado Ballet Studio Company dancers, *From the Page to the Stage* explores ballets based on Shakespeare and the Classics of literature. Storytelling through movement, pointe shoes, male roles and athleticism in dance are discussed. Each school year 16-20 schools experience the show.

Workshops – In an effort to provide arts opportunities integrated with core curriculum initiatives, Colorado Ballet has created unique experiences for students including Words in Motion (poetry/vocabulary and movement), Metamorphosis Moves (the life cycle of a butterfly through movement, in partnership with the Butterfly Pavilion), as well as technique classes rooted in history such as West African dance, American Folk dance, and much more.

Be Beautiful, Be Yourself – In partnership with the Global Down Syndrome Foundation and the Sie Center for Down Syndrome at Children’s Hospital, Colorado Ballet hosts three classes each week for more than 25 students with Down Syndrome. Colorado Ballet instructors work closely with a professional physical therapist in the classroom, teaching creative movement and ballet concepts to increase cognitive and developmental skills.

Rhythm & Grace – Based on Mark Morris’ training, Dance for Parkinson’s, Rhythm & Grace brings up to 30 adults and their caregivers to Colorado Ballet Studios for a seated, low-impact workout with live accompaniment incorporating dance concepts and meditation. Company Principal, Sharon Wehner, is an instructor, along with a handful of other trained staff.

Figaro – In addition to recognizing sponsors, Colorado Ballet was the first ballet company to use the Figaro seatback titling system as an optional tool for new patrons. Its brief, text-like cues translate mime sequences, introduce characters, and provide synoptic background. The service is available in English and Spanish.

Audio Description – One performance of each full-length Colorado Ballet production is audio described for blind and visually impaired patrons. Education staff extemporaneously narrate the performance from the catwalk while speaking directly to patrons through convenient headsets with adjustable volume.

Emily Herrin

Director of Education & Community Engagement

emily.herrin@coloradoballet.org

(303) 339-1632

Cassie Wilson

Manager of Education & Community Engagement

cassie.wilson@coloradoballet.org

(303) 339-1619

Katherine Reller

Education & Community Engagement Coordinator

katherine.reller@coloradoballet.org

(303) 339-1710

<https://coloradoballet.org/About-Education>

Thank You
Supporters of Colorado Ballet's
Education & Community Engagement Programs!



Genesee Mountain Foundation

**Special thanks to these supporting organizations and the
Colorado Ballet Board of Trustees!**

Without you, these programs would not be possible.

Educator Survey

***ALSO AVAILABLE ONLINE AT*:**

<https://forms.gle/QVep9nznyY9TYVNz9>

Please mail all printed and written surveys to Colorado Ballet, Department of Education & Community Engagement: 1075 Santa Fe Dr. Denver, CO 80204, or email to Cassie Wilson at cassie.wilson@coloradoballet.org.

If you teach 3rd Grade – 12th Grade, please have your students visit <https://forms.gle/MoPxxA2XopA3kkjh7> to complete the student survey.

School: _____

- Grade Level. (Circle one)

ECE/PRE-K

ELEMENTARY (K-2nd)

MIDDLE (6th-8th)

HIGH (9th-12th)

- This was the majority of my class's first time viewing a professional ballet production. (Circle one)

TRUE

FALSE

- Thinking about what you know (or have heard from your students) about the experience of viewing The Nutcracker, how much do you agree with the following statements? (Put and X in the box you would like to select)

STATEMENTS:	Strongly Agree	Agree	Not Sure/Don't Know	Disagree	Strongly Disagree
This experience allowed my students to experience dance when they otherwise would not have.					
While watching the performance, my students learned about creativity and expression through dance.					
After watching the performance, my students now have an appreciation for ballet.					
My students were able to connect with their peers about what they saw in the ballet.					
After watching the performance, my students understand that dance can be a part of a healthy lifestyle.					
I utilized the study guide with my students.					

- Does this opportunity bring your students access to the arts?

YES

NO

- Please describe the impact this experience had on your students:

- Is there any feedback or possibly a testimonial that you would like to share anonymously with Colorado Ballet about this program?