

GAB

THE
GEORGIA BALLET

PO Box 670563, Marietta, GA 30066 * 770-528-0881 * www.georgiaballer.org



The Georgia Ballet proudly presents
"Peter Pan"

October 6th - 9th
Jennie T. Anderson Theater
Marietta, GA
Tickets on sale at:
www.georgiaballet.org/season

GAB
THE GEORGIA BALLET

Photography by Richard Calmes

An Enrichment Guide with STEM lesson for Educators of Elementary grades

Guide conceived and written by Amy Cassaniti

CONTENTS

Synopsis: Peter Pan	4
STEM: Principles of Flight Lesson	8
Could Peter Pan (or any human) Really Fly?	11
The Teacher's Guide to Theater Etiquette	12
Suggested Activities Post-Performance	13
Biography of Stephen Warbeck	14
Biography of Daet Rodriguez	15
Coloring Page	16

A NOTE TO EDUCATORS

The following enrichment guide is meant as a resource for educators to use in an educational setting in conjunction with The Georgia Ballet's production of Peter Pan . The guide includes a synopsis of the ballet as well as content activities that can be incorporated into a larger unit of study. These content activities are merely suggestions, and educators should feel free to adapt the activities to suit the needs of their curriculum and level of study.

We here at The Georgia Ballet are so pleased to be able to present this production for study. We hope that it inspires an appreciation for dance and music in those it reaches.

Sincerely,

Amy Cassaniti
The Georgia Ballet
September 2016

Synopsis

Act I

The ballet opens in the bustling city of London. Families and friends spend their afternoon in the park enjoying the sights and sounds of children playing and a talented flutist.

We then move to the Darling children's room. The children are playing one last time before the evening folds. Mr. and Mrs. Darling come into their bedroom with their nanny and prepare the children for bed.

A green light begins to flicker and Tinkerbell flies through the open window with Peter Pan quickly following. Peter is frantically looking for his lost shadow. When he finds it he can't get it to stick to him. Wendy wakes up to see Peter Pan's dilemma and helps sew his shadow back on.

John and Michael finally wake up to the evening's commotion. Peter Pan, with the help of Tinkerbell's fairy dust, teaches all of them how to fly.



Meanwhile, in Never Land, Captain Hook and his faithful pirates are searching for Peter. Tinkerbell is the first to arrive in Never Land. Out of jealousy, she flies to the mermaids and fairies to tell them about Wendy stealing Peter away from her.



ACT 2

We open on another part of the island the Indians are rallied together enjoying the evening and all of a sudden Captain Hook emerges and captures their leader, Tiger Lilly.

As the children approach Peter's home, Tinkerbell tells the Lost Boys that Wendy is coming. One of the boys shoots her down from the sky. Peter argues with Tinkerbell because she tricked the boys in hurting Wendy, and sends her away.

Wendy and Peter are left alone. Wendy confesses that she is quite homesick and she doesn't want to stay a child forever. She pleads for Peter to return with her. Peter refuses to grow up and leaves.

Moments later Captain Hook and his crew ambush the children and kidnap everyone except for Peter Pan. He decides to poison Peter's drink instead.



Peter Pan wakes up to find everyone missing. Tinkerbell tries to explain to him what happened, but in his denial Peter reaches for his cup. Tinkerbell steals the cup away and drinks it to show Peter that it is poisoned.

Peter Pan and Tinkerbell fly to Captain Hook's ship. They see their captured friends surrounded by pirates and Wendy being walked to the plank. A great fight takes place between Peter Pan and Captain Hook. Eventually Captain Hook is overpowered and falls into the water with the crocodile.

The Darling children come home to find Mr. and Mrs. Darling, along with their nanny and dog stricken with grief over their disappearance. As soon as they show up, everyone is happy and tears of joy are shed.

Science Technology Engineering Mathematics (STEM)

Lesson: Principles of Flight

People have always understood, from observing birds, that flight was possible, but it took thousands of years for humans to actually achieve flight, and there were many hurdles along the way. Flying is defined as controlled movement through the air and includes sustained, controlled, and powered flight. Flight is the actual process of flying. Objects of all kinds can become airborne, but in order to be considered “in flight,” they must be airborne AND under control.

Some questions to think about:

- ❑ What are some examples of things that fly? Birds, planes, hot air balloons, more?
- ❑ What role does gravity play in our efforts to fly?
- ❑ What are the four forces of aerodynamics? (answer: drag, gravity, lift and thrust)
- ❑ What must we do to manage these forces to achieve flight?

Try It!

Understanding the Four Forces of Aerodynamics:

Drag is when air resists the forward motion of an object. There are many factors that affect the amount of drag. The shape of an object is one of them. In order to reduce drag and allow an object to fly as far as possible, one must utilize a shape that creates as little drag as possible.

Drag Demonstration

1. Ask students to hold one of hand in front of their body with the palm facing sideways so that the thumb is on top and pinkie is facing the floor (as if reaching out to shake someone’s hand). Have the class swing the hand back and forth.
2. Notice the amount of air pushing against the hand?
3. Next, ask students to turn their palm so their hand is horizontal and parallel to the floor.
4. Have them to swing their hands back and forth like they’re slicing it through the air.
5. They should still be able to feel the air, but now their hands are able to move more smoothly than when the hand is positioned the other way.

Changing the position of the hand changed the “shape” of the object moving through the air, and therefore, changed the resistance of the air moving over the hand.

Gravity is the force that attracts a body toward the center of the earth. In order for objects to fly, they must be able to overcome the force pulling them toward the ground. One way to overcome gravity is to reduce the weight of an object trying to fly.

Gravity Demonstration

1. Slip a paper clip on the edge of a sheet of paper and see how quickly the sheet falls to the floor.
2. Now remove the paper clip and watch how long it takes the paper to float back and forth before finally landing on the floor.
3. The lighter an object the less it will need to fight against gravity pulling it to the ground.

Thrust is the forward motion of a plane. For full size airplanes, the engine is what generates the thrust. For paper airplanes, thrust is created by the forward launch of the thrower's arm.

Lift is created when the air below the airplane wing is pushing up harder than the air above it is pushing down. Lift is needed to overcome gravity and the weight of an airplane pulling it to the ground. The wings of a plane are usually curved slightly so that the air can move more quickly over the top of the wing than the air moves below the wing. This creates an upward push on the wing which generates lift.

Paper Airplane Flight Experiment:

It's time to have your students make paper airplanes. Use the template provided or let them create their own designs. Once each student's plane is ready, go outside and find a suitable open area. Encourage your students to start with a smooth, steady throwing motion, then gradually have them increase their throw (or thrust). Paper airplanes with the larger amounts of wing area (more lift) should stay aloft longer. Sleeker designs with swept wings (less drag) should fly faster and farther.

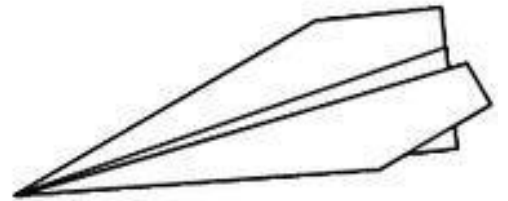
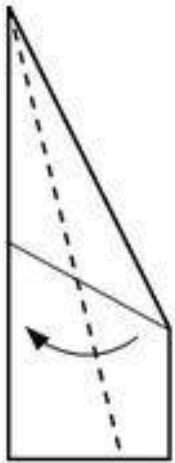
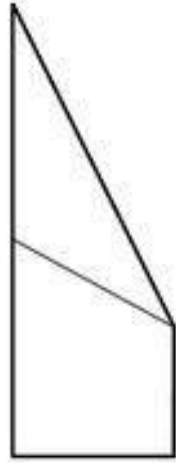
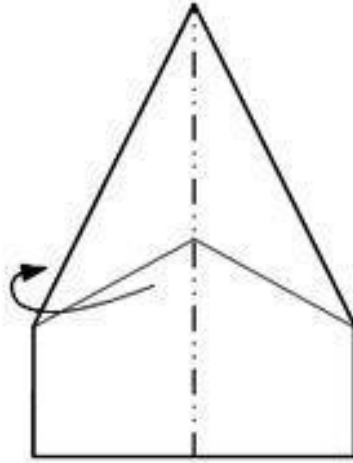
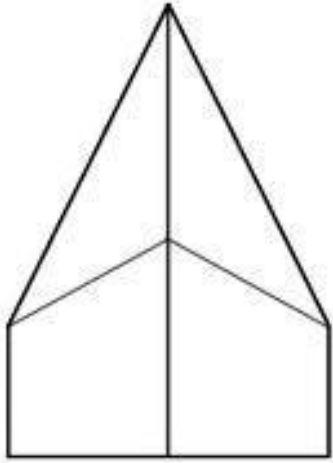
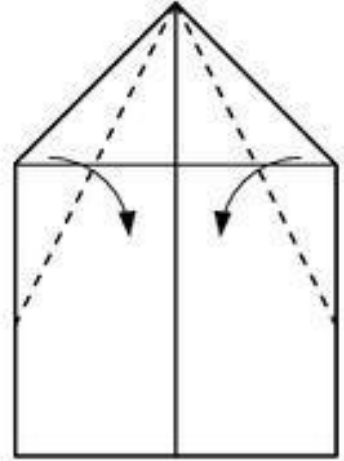
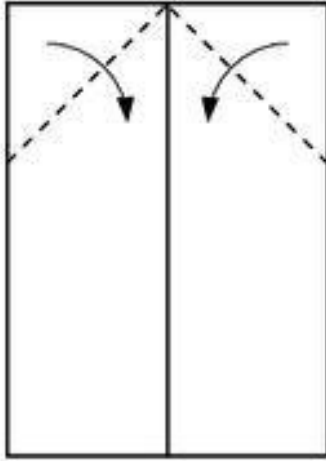
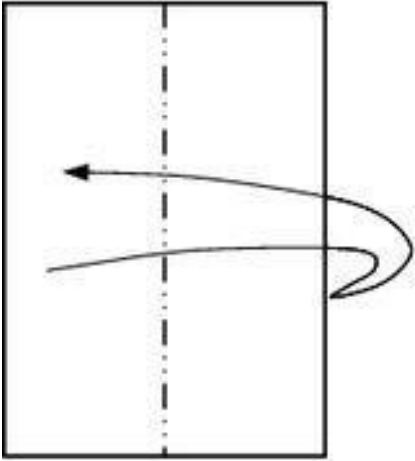
❓ Which airplanes flew the farthest distance and why?

❓ Which airplanes flew the fastest and why?

The motion of the plane through the air depends on the balancing of forces. The aircraft can cruise at constant speed (velocity), if the forces are balanced. If the forces are unbalanced, the plane will accelerate in the direction of the greatest force.

(Included is a diagram of the basic "dart" style paper airplane. Also included is a YouTube video link with instructions https://www.youtube.com/watch?v=gZQl1Z_vINg courtesy of Fold N Fly website.)

(Lessons adapted from sciencekids.co.nz and pimaair.org)



Could Peter Pan (or any human) Really Fly?

Peter Pan conquered the skies with the help of Tinkerbell's fairy dust. But could humans one day take to the skies like our avian friends and fly unaided by technology?

Although mankind has conquered the skies with airplanes, we have yet to match up to our winged animal counterparts who fly on their own. And now, scientists have determined that we never will: it is mathematically impossible for humans to fly like birds.

A bird can fly because its wingspan and the wing muscle strength are in balance with its body size. It has a lightweight skeleton with hollow bones, which puts a smaller load on its wings. A bird also has air sacs connected to its lungs, which makes it even lighter and allows for easy passage of air through its lungs during flight.

On the other hand, calculations of the ratio between human size and strength reveal that our species will never be able to take flight unaided. As an organism grows, its weight increases at a faster rate than its strength. Thus, an average adult male human would need a wingspan of at least 22 feet to fly. This calculation does not even take into account that these wings themselves would be too heavy to function.

The great white pelican has one of the widest wingspans known to scientists, measuring 12 feet across. This wingspan is strong enough to support the lesser weight of the bird. If humans were to fly, they would require wings so large that the weight of the wings themselves would prevent flight.

So, in order for humans to fly, we'll just have to wait for Tinkerbell to share her fairy dust!



The Teacher's Guide to Theater Etiquette

Introduction to the theater: Going to see a production at the theater is an exciting experience. You will be watching live dancers perform on stage. This makes each performance very special. No two performances are alike due to the spontaneity of live performances. If a dancer forgets his/her steps, accidentally trips on stage, or if there is a problem with scenery, it all becomes a part of the performance. However, you might need a keen eye to pick out these blunders. The dancers are very skilled at staying in character and making sure that the show continues on.

What to expect: After entering the lobby of the theater, you should stay in a single file line. This will make it easier for your class to walk together down the aisles without getting separated or interrupting other groups of audience members.

What is expected of me: Everyone uses hushed voices in the theater. Noise carries very easily due to the high ceilings and raised seating. The theater is made this way so that the performers can be heard all over the theater when they are on stage. After you are seated, the lights will dim until it is dark in the seating areas, but there is some light near the stage (don't worry – you'll still be able to see). This is a sign that the performance is starting. You will notice that the curtains are closed on the stage. The curtains will open only after the lights have dimmed. The opening of the curtains means that the performance has begun. If you need to talk to someone during the performance, please use a quiet voice (remember – the dancers are on stage, and if you can hear them, they can hear you). This is a courtesy to the performers and others around you. However, if you see the performers do something you like – **CLAP!** Clapping lets the performers know that you are paying attention and enjoying the show.

When the curtain closes: After the performance is over, the curtain will close. This is the appropriate time for applause. Your applause is greatly appreciated by all of those who worked on the production; however, please remember that yelling is never appropriate behavior for the theater.

Please note: Please remain in your seat until the entire performance has ended and the lights have come on in the theater. This ensures that you do not block anyone's view of the stage. We ask that afterwards you stay in your seat until your teacher has designated that it is time for your class to leave the theater.

Finally...The most important rule of the theater is the golden rule: "Do unto others as you would have them do unto you." Courtesy makes everything run smoothly in the theater, making the experience much more pleasant for everyone.

Information courtesy of www.depaul.edu/~sleigh1/study.html

Suggested Activities Post-Performance:

1. In Peter Pan, Wendy makes many decisions. She decides to help Peter Pan by sewing his shadow even though she does not know him. She decides to leave for Never Never land, and allow her brothers to go along, without telling their parents that they intend to leave. Were these good decisions? Why or why not? When Wendy is in Never Never Land, what right or wrong decisions does she make? What right or wrong decisions does Peter Pan make while the children are in Never Never Land? Discuss with the class or write about some of the moral lessons that were learned from the ballet.

[Georgia Quality Core Curriculum Standards, Second Grade, Character Education (Respect for Others: Respect for Self): 13; (Respect for Self: Respect for Others): 11]

2. Peter Pan chose to stay a child in Never Never Land. But what about the other lost boys? Create a name for one of the lost boys and tell a story about what happens when he returns to London with Wendy and her brothers. Where will he live? What will he do? Who will be his friends at school? Draw pictures to go along with your story about a lost boy who returns to grow up.

[Georgia Quality Core Curriculum Standards, Second Grade, Language Arts (Listening/Speaking/Viewing): ELA2LSV1b, ELA2LSV1d.]

3. Tinkerbell uses fairy dust to help the children fly. She has to have a handful of dust for every child who flies. Each bag of fairy dust is 3 handfuls. See if you can help her know how many bags of fairy dust it will take for the lost boys to fly if:

1. There are 18 lost boys total. 9 lost boys want to fly before breakfast. 3 want to fly after lunch. All 18 want to fly after dinner. How many bags of fairy dust will Tinkerbell need at breakfast, lunch, and dinner? (*Substitute different numbers for more word problems.*)

2. Tick-Tock (the crocodile who ate Capt. Hook's hand) swallowed a clock. When Tick-Tock swallowed the clock the time was 10:00 a.m. If Tick-Tock returns to Capt. Hook's ship 2 ½ hours later, what time would the clock read? What if Tick-Tock returns 5 hours later? (*Substitute different times for more word problems.*)

[Georgia Quality Core Curriculum Standards, Second Grade, Mathematics (Problem Solving: Addition and Subtracting): 29; (Problem Solving: Word Problems): 31, (Whole Number Computation; Estimation; Whole Number Operations: Addition and Subtraction): 36,43,44]

ABOUT THE CHOREOGRAPHER

What is a Choreographer: a person who creates dance compositions and plans and arranges dance movements and patterns for dances and especially for ballets.

	<p>Origins</p>	<p>Daet was born and raised in Cuba. Margit was born in Cuba also.</p>
	<p>Training</p>	<p>He graduated from the National School of Ballet in Habana in 1990. His training consisted of his parents Jorge Rodriguez Vede and Clara Diaz along with Fernando Alonso, Alberto Alonso, Laura Alonso, Pablo More and Lazaro Carreno.</p> <p>She trained with the teachings of prestigious teachers like: Ramona de Saa, Laura Alonso, Loipa Araujo, Fernando Alonso, Jorge Vede, Alberto Alonso, and Clara Díaz.</p>
	<p>Career</p>	<p>Daet's professional career began with Ballet de Camaguey, where he performed many classical and contemporary principal roles. His career extended to many other countries including: Cuba, Jamaica, Argentina, Chile, Mexico, Canada, Martinique, Guadalupe and the United States. In 1995, Mr. Rodriguez joined Teatro Centro de Arte-Leon Febres Cordero in Ecuador where his Balanchine performance experience added to his professional repertoire.</p> <p>The career of Margit began in the "Ballet de Camagüey", Cuba. In the company she interpreted principal roles of some classic repertoires like: La Fille Mal Gardee, Swan Lake, Coppelia, Nutcracker, Sleeping Beauty, Grand Pas de Paquita, Don Quijote and Giselle. She danced in different countries in the Americas and the Caribbean like: Cuba, Jamaica, Argentina, Chile, México, Canada, USA, Martinica, Guadalupe and Ecuador. Margit won the gold and the medal of excellence for the best dance of the event "Danzamerica 2010" on Argentina.</p>
	<p>Accomplishments</p>	<p>In 2001, Daet and his wife Margit, opened their own ballet school, Cuballet-Ecuador, where they served over 200 students in a classical and contemporary training program.</p> <p>Daet and Margit have trained numerous students for competitions such as Youth America Grand Prix, CIAD in Ecuador, Latin-American Danza in Chile, Danzamerica in Argentina, All Dance International in Ecuador and the American Ballet Competition in the US.</p> <p>In February of 2015, Daet, Margit and their two children moved to the United States and set ballets and choreography on schools around the region before joining us here at The Georgia Ballet.</p>



A coloring page to take to the theatre...