



## ***Moulin Rouge*<sup>®</sup> -The Ballet**

### **Curriculum Connections Lesson Plan**

#### **Grades:**

- 6-8
- 9-12

#### **Brief Description**

Canada's Royal Winnipeg Ballet: **Moulin Rouge<sup>®</sup> - The Ballet** – a professional ballet experience

#### **Objectives**

Students will:

- Understand that the elements of music, dance, and drama are intentionally applied in creating and performing.
- Describe and analyze the relationships between and among music, costumes, lighting, props/scenery, and choreography.
- Analyze or evaluate how choreographers and dancers use the elements of dance, forms and styles to communicate ideas and feelings through creating and performing.
- Observe, classify, and perform dance representing a variety of world cultures and historical/style periods.
- Understand that responding to and critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.





## Lesson Description

The most famous cabaret in history, the Moulin Rouge has been the subject of many books, paintings, movies and musicals - birthplace of the Quadrille, the Cancan and home to a cast of outrageous dancers known as the Diamond Dogs. When the Moulin opened, Paris was a city of exquisite contradiction; art was both elevated and abused, pomp and excess ran hand in hand with poverty and hardship, and the heady elixir of personal freedom bred lifestyles that were often reckless and addictive. Drawn to Paris by the city's passion, a flame fuelled by the hearts of lovers and the souls of poets, Matthew and Nathalie tempt the fates as they seek love and destiny in the infamous cabaret...The Moulin Rouge (*excerpt from synopsis taken from the RWB website*).

The Royal Winnipeg Ballet website offers many teaching tools. The first is through the complete synopsis. The storyline of the ballet can be explained easily to students before they come to see the show. This will help them to follow along during their visit.

<http://www.rwb.org/moulinrougetour/synopsis>

The Royal Winnipeg Ballet website also has a ten part video mini-series (left hand column on webpage) that is a “making of” documentary on different aspects of the *Moulin Rouge®-The Ballet* Production. These episodes include the making of the *Poster, Costume Design, Wig Making, Set Design & Construction, A Trip to Paris, The First Steps, The Music of Moulin Rouge, Make-Up*, and a two-part episode on *The Characters*.

After the showing of each 3-5 minute episode teachers should take the opportunity to discuss:

- That the elements of music, dance, and drama are intentionally applied in creating and performing.
- The relationships between and among music, costumes, lighting, props/scenery, and choreography.
- How choreographers and dancers use the elements of dance, forms and styles to communicate ideas and feelings through creating and performing.
- How the time period and location of the show affect the design of the production.

## Assessment

- After watching the live performance of *Moulin Rouge®-The Ballet* students should write a formal critique of the performance and reflect upon their experience.



## National Standards

NA-D4	Applying and demonstrating critical and creative thinking skills in dance
NA-D5	Demonstrating and understanding dance in various cultures and historical periods.

## Kentucky Standards

### *Arts and Humanities*

AH-8-SA-U-1	Students will understand that the elements of music, dance, and drama are intentionally applied in creating and performing.
AH-HS-SA-U-3	Students will understand that responding to and critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.
AH-HS-SA-S-Da1	Students will use appropriate terminology to analyze and evaluate the use of elements in a variety of dance (space, time, force)
AH-HS-HA-S-Da2	Students will observe, classify, and perform dance representing a variety of world cultures and historical/style periods
AH-HS-SA-S-Da3 AH-HS-1.2.2	Students will describe and analyze the relationships between and among music, costumes, lighting, props/scenery, and choreography
AH-HS-1.2.1	Students will analyze or evaluate how choreographers and dancers use the elements of dance, forms and styles to communicate ideas and feelings through creating and performing.
AH-HS-2.2.1	Students will analyze or evaluate how factors such as time, place and ideas are reflected in dance.
AH-HS-PCA-S- DT2	Students will create or write new, observe, choose and perform dramatic works to fulfill a variety of specific purposes

### ***Moulin Rouge*®-The Ballet Lesson Plan Prepared By:**

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