

BALLET

RENCONTRE: confrontation à la différence (relation entre l'individu et le groupe)

Ballet: an inclusive art?

Toutes les tâches intermédiaires sont des propositions. Elles ne sont pas toutes obligatoires pour tous les élèves.

OPEN UP

“The art of boxing, the sport of ballet” (poster / video?)
Try to get idea of ART / DIVERSITY / MEETING of OPPOSITES



Edinson Cavani Football and ballet:

<https://talksport.com/football/758448/edinson-cavani-ballet-new-club-release-paris-saint-germain/>

EO TASK: Talk 10 minutes with your neighbor or group about: “I believe that girls and boys have to be free to seek their happiness in what they are most passionate about, because that's the best way to be well-trained, growing day by day in a firm structure.”

STEP 1 - Origins & codes of ballet

HISTORY with **audio / video** (<https://www.youtube.com/watch?v=5ajheLRRreE8>) and/or short **text vidéo2'20**

The roots of ballet are steeped in the Renaissance and Baroque eras in Europe, specifically France under the decadent rule of Louis XIV. Ballet was created for nobility, to be performed by nobility, and it took many years for the art form to become accessible to the wider public. Even today, it is performed by a select and well-trained few. By the 19th century, ballet had spread from France to the world stage and grew as a technique in Europe and the Americas. If for no other reason than the intense training required and the elaborate aesthetics, ballet remained exclusive for several hundred years. Perhaps because so much of the early form was devoted to portraying the European idealist outlook and history, the assumption was often made that non-white dancers could not understand or embody something presumed alien to them.

Vocabulary: (brainstorm & given list)

EO TASK: On peut demander aux élèves de reprendre la vidéo et demander aux élèves de changer les photographies et justifier leurs choix ou demander de créer leur propre document audio avec leur voix en « voice over ».

STEP 2 - racial integration

1) DANCE THEATRE of HARLEM

Choose you path round to discovering The Dance Theatre of Harlem (2 docs minimum, more possible for faster working students).

PATH 1 - 100% CO	Meet at the end: group with 1 or 2 others who have worked on different documents and share your findings about:
PATH 2 - CO1 /	

CE2		
PATH 3 - CE1 / CO2	- What is DTH?	- key dates
PATH 4 - 100% CE	- Arthur Mitchell	- reasons, motivations and goals

EO TASK: Echanger des informations sur les supports travaillés.

EE TASK: You have just seen ballet 'The Movement' (<https://www.youtube.com/watch?v=0zsTKHV-6EM>).

Write a review.

2) Tech aspect

CE - Coloured ballet shoes

<https://www.nowness.com/picks/pointe-black-marie-astrid-mence-rebecca-murray>

'That took long enough!' Black ballerinas finally get shoes to match their skin

[Lyndsey Winship](#) *The Guardian* Mon 1 Apr 2019

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When Ballet Black pack their bags for their coming spring tour, there'll be some unusual footwear among their costumes. Not just the wellies they wear to portray striking South African miners in Ingoma, their latest work, but dozens of pairs of pointe shoes that are making their own little piece of history. Ballet Black have collaborated with shoemaker Freed to create the UK's first pointe shoes in colours to match black and mixed-race skin tones.

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The new shoes come in two versions, bronze and brown, and they're a huge leap forward for inclusion in the ballet world. Indeed, the most common reaction from outside ballet, says troupe director Cassa Pancho, has been shock that they didn't already exist. "I was a bit put out by that," says Pancho. "All the effort that's gone into this and the first thing they say is, "That took long enough!" But you forget how different the dance world is to the wider world."

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Travail sur le champ lexical. Zoom sur un ou deux danseurs cités dans le texte.

TASK EO : Présentation de la biographie d'un des danseurs.

TASK EO : Demander aux élèves de discuter sur une citation du texte : choisir une citation, développer et argumenter.

3) Focus on an artist

Misty Copeland on diversity and inclusion in ballet.



Misty Copeland / **Diversity and Inclusion in Ballet**

- 5 American Ballet Theatre principal dancer Misty Copeland teaches you how to build your technique, embrace your story, and own your movement. Misty speaks to her hope for a legacy that fosters more inclusivity in ballet. She urges you to actively participate in the conversation around diversity to change the perception of what a ballet dancer should be.

STEP 3 – ballet & disability

1) Scoops of inclusion (Infinite Flow)

Who can dance? Video 2'20 (le document est sous titré en anglais) :

<https://www.youtube.com/watch?app=desktop&v=tBmGKKz10wg&feature=youtu.be>

Web page + the founder



2) Tech aspect

CE – How able-bodied dancers joined disabled dancers playing field thanks to COVID-19



COVID-19 Has Shown Us What a More Equitable Field for Dancers With Disabilities Could Look Like

For many people, the isolation and heightened attention to contagion of the past several months has been a shocking detour from their routines. For some of us with disabilities or chronic illnesses (CI), however, the able-bodied world is beginning to meet us where we are.

Kakki Kalogridis, Dance Magazine, Sept 04, 2020

3) Focus on an artist/company

Dancing Wheels (website opening page + Video CNN report)

https://www.youtube.com/watch?app=desktop&v=Eg-e_S3Fh9k

Watch the first 2 minutes of the CNN report to learn more about Mary Veri-Fletcher, the founder of the company.

https://www.youtube.com/watch?app=desktop&v=Eg-e_S3Fh9k

Feel free to watch to the end for more information about the company and the benefits it brings.



EE TASK: Write an article “wheelchair ballet” comparing Mary Veri-Fletcher (Dancing Wheels) and Marisa Hamamoto (Infinite Flow): what they have in common and how they differ.

STEP 4 - free style

Choose one subject among the following. Show, through the example of your choice, how ballet has evolved to become more inclusive. (Pair work or individual)

L’objectif est d’aider les élèves à contruire leur portfolio.

If you know of any other example that fits the subject, feel free to present it.

- Yuli (film trailer)
- Anthony Mmesoma Madu (video & article)
- Kamal Singh (Bollywood-backed prodigy)
- Joel Kioko (dancing in the slums - Kenya’s rising ballet star)
- Rebels on Pointe (film about NY based drag ballet c^{ie} Ballet Trockadero + article pointe shoes for men)
- Ballet adaptation of literary classics (Romeo and Juliet / Jane Eyre / A Christmas Carol / The Handmaid’s Tale)
- Hiplet
- Ballet & photography (NYC Dance Project : Degas/Copeland)
- Boxing and ballet
- How does your own ballet class deal with diversity? Ask your teacher.
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EO TASK: Show and Tell: Create a Pecha Kucha style presentation of your subject (6 / 8 slides)

FINAL TASK

Choose the one you like best.

- EO** 1. Interview a ballet dancer or choreographer from the “Opéra de Paris” ou the « Royal Opera House » or any other company : inclusion in their ballet

company. If the class manages an interview with two different companies, compare and contrast the way they promote inclusion.

EE. **2. The other half of the class.** Write an e-mail to an artist (dancer / choreographer) to try and get an interview. Then write an article following the interview (yours or from audio or video document)

Autres propositions pour la tâche finale:

EO

1. Present and promote your candidate for the 'Integrated Dancer of the Year' trophy.
2. Present a news reel about an unusual show that mixes ballet & *whatever you like*.
3. Draw the portrait of an artist for the 'from dream to reality' programme.

EE

1. Write an article about a 'dancer with a difference' for a Dance Magazine.
2. Write an article about how ballet helped you overcome some kind of difficulty.
3. Write a review of a ballet you have seen.

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