



HoustonBallet

# *THE NUTCRACKER*

## **Student Matinee**

# **TEKS & Learning Outcomes**

**EDUCATION & COMMUNITY ENGAGEMENT**

EXPOSE.EDUCATE.INTEGRATE.

# TABLE OF CONTENTS

## Student Matinee TEKS & Learning Outcomes



<b>Learning Outcomes</b> .....	3
<b>TEKS Addressed</b> .....	4-14
English & Language Arts.....	4-7
Dance .....	7-9
Music.....	9-11
Theatre .....	11-14

# WHAT TO EXPECT

## ARRIVAL AND DEPARTURE

Houston Ballet's performance of *The Nutcracker* will take place at the Wortham Theatre.

## BUS PICKUP AND DROP-OFF WILL BE AT:



Wortham Theater Center  
550 Prairie Street Houston, TX 77002.

## INTERMISSION

There will be one interactive intermission during the performance. Your students will be able to use the restroom at this time, but you will not have time to eat. There are NO refreshments allowed in the theater. Concession stands will be closed before, during and after the performance.





# LEARNING OUTCOMES

STUDENTS WHO ATTEND THE **STUDENT MATINEE** PERFORMANCE AND UTILIZE THIS STUDY GUIDE'S EXTENSION ACTIVITIES WILL BE ABLE TO:



- Describe how ballets tell stories without using words;
- Use words and/or pictures to summarize the story of *The Nutcracker*;
- Identify different countries and animals that influence **Act II** of *The Nutcracker*;
- Demonstrate appropriate audience behavior.



Artists of Houston Ballet in Stanton Welch's *The Nutcracker*. Photo by Amitava Sarkar (2019).



# TEKS ADDRESSED

The following TEKS are addressed during Student Matinees and/or as a part of the extension activities included in the study guide

*(Please note: The TEKS addressed will vary depending upon the Student Matinee attended.)*

## ENGLISH & LANGUAGE ARTS



### LISTENING/SPEAKING

#### KINDER

ELA.K.21A: Listen attentively to speakers, ask relevant questions, and make pertinent comments.

ELA.K.21B: Follow, restate, and give oral instructions that involve a series of related sequences of action.

ELA.K.23A: Follow agreed-upon rules for discussion, including taking turns, and speaking one at a time.

#### GRADE 1

ELA.1.27A: Listen attentively to speakers, ask relevant questions, and make pertinent comments.

ELA.1.27B: Follow, restate, and give oral instructions that involve a series of related sequences of action.

ELA.1.29A: Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

#### GRADE 2

ELA.2.28A: Listen attentively to speakers, ask relevant questions, and make pertinent comments.

ELA.2.28B: Follow, restate, and give oral instructions that involve a series of related sequences of action.

ELA.2.30A: Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

#### GRADE 3

ELA.3.29A: Listen attentively to speakers, ask relevant questions, and make pertinent comments.

ELA.3.29B: Follow, restate, and give oral instructions that involve a series of related sequences of action.

#### GRADE 4

ELA.4.27A: Listen attentively to speakers, ask relevant questions, and make pertinent comments.

ELA.4.27B: Follow, restate, and give oral instructions that involve a series of related sequences of action.

#### GRADE 5

ELA.5.27B: Follow, restate, and give oral instructions that include multiple action steps.



## COMPREHENSION SKILLS



### KINDER

ELA.K.8B: Describe characters in a story and the reasons for their actions.

ELA.K.Fig19E: Retell or act out important events in stories.

ELA.K.Fig19F: Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence

### GRADE 1

ELA.1.9A: Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events

ELA.1.9B: Describe characters in a story and the reasons for their actions and feelings.

ELA.1.Fig19D: Make inferences about text and use textual evidence to support understanding.

ELA.1.Fig19E: Retell or act out important events in stories in logical order.

ELA.1.Fig19F: Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

### GRADE 2

ELA.2.6A: Identify moral lessons as themes in well-known fables, legends, myths, or stories.

ELA.2.9B: Describe main characters in works of fiction, including their traits, motivations, and feelings.

ELA.2.Fig19D: Make inferences about text and use textual evidence to support understanding.

ELA.2.Fig19E: Retell important events in stories in logical order.

ELA.2.Fig19F: Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.



### GRADE 3

ELA.3.5A: Paraphrase the themes and supporting details of fables, legends, myths, or stories.

ELA.3.7A: Explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.

ELA.3.8A: Sequence and summarize the plot's main events and explain their influence on future events.

ELA.3.8B: Describe the interaction of characters including their relationships and the changes they undergo.

ELA.3.Fig19D: Make inferences about text and use textual evidence to support understanding.

ELA.3.Fig19E: Summarize information in text, maintaining meaning and logical order.

ELA.3.Fig19F: Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.



### GRADE 4

ELA.4.3A: Summarize and explain the lesson or message of a work of fiction as its theme.

ELA.4.6A: Sequence and summarize the plot's main events and explain their influence on future events.

ELA.4.5A: Describe the structural elements particular to dramatic literature.

ELA.4.6B: Describe the interaction of characters including their relationships and the changes they undergo.

ELA.4.Fig19D: Make inferences about text and use textual evidence to support understanding.

ELA.4.Fig19E: Summarize information in text, maintaining meaning and logical order.

ELA.4.Fig19F: Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.



## GRADE 5

ELA.5.3A: Compare and contrast the themes or moral lessons of several works of fiction from various cultures.

ELA.5.6A: Describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.

ELA.5.5A: Analyze the similarities and differences between an original text and its dramatic adaptation.

ELA.5.6B: Explain the roles and functions of characters in various plots, including their relationships and conflicts.

ELA.5.13B: Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

ELA.5.Fig19D: Make inferences about text and use textual evidence to support understanding.

ELA.5.Fig19E: Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.

ELA.5.Fig19F: Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

## WRITTEN COMPREHENSION

### GRADE 1

ELA.1.19B: Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).

### GRADE 2

ELA.2.19B: Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).

ELA.2.20A: Write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.

### GRADE 3

ELA.3.20A.i: Create brief compositions that establish a central idea in a topic sentence.

ELA.3.20A.ii: Create brief compositions that include supporting sentences with simple facts, details, and explanations.

ELA.3.20A.iii: Create brief compositions that contain a concluding statement.

ELA.3.20B: Write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing).

ELA.3.21A: Write persuasive essays for appropriate audiences that establish a position and use supporting details.

### GRADE 4

ELA.4.17: Write about important personal experiences.

ELA.4.18A.i: Create brief compositions that establish a central idea in a topic sentence.

ELA.4.18A.ii: Create brief compositions that include supporting sentences with simple facts, details, and explanations.

ELA.4.18A.iii: Create brief compositions that contain a concluding statement.

ELA.4.18B: Write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing).

ELA.4.19A: Write persuasive essays for appropriate audiences that establish a position and use supporting details.





## GRADE 5

ELA.5.17A: Write a personal narrative that conveys thoughts and feelings about an experience.

ELA.5.18A.i: Create multi-paragraph essays to convey information about the topic that present effective introductions and concluding paragraphs.

ELA.5.18A.iii: Create multi-paragraph essays to convey information about the topic that include specific facts, details, and examples in an appropriately organized structure.

ELA.5.18A.iv: Create multi-paragraph essays to convey information about the topic that use a variety of sentence structures and transitions to link paragraphs.

ELA.5.18B: Write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing).

ELA.5.19A: Write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.



## DANCE



### KINDER-GRADE 2

DANCE.K–2.3.1: Understand the differences in dances through historical periods.

DANCE.K–2.2b.4: Understand and remember proper performer, audience, and classroom behavior.

DANCE.K–2.3.4: Apply dance concepts to the other content areas.

DANCE.K–2.4.1: Remember, understand, and perform movement sequences or dances communicating and expressing feelings and/or ideas.

DANCE.K–2.4.2: Evaluate and explain the dance content, meanings, or social/cultural context within the dance observed and/or performed.

DANCE.K–2.4.4: Observe and understand the differences of artistic movement choices and its effects on audience.

### GRADE 3-GRADE 5



DANCE.3–5.2b.4: Understand and apply proper performer, audience, and classroom behavior.

DANCE.3–5.3.1: Analyze and evaluate the differences in dances through historical periods as communicated through dance movement.

DANCE.3–5.3.4: Understand and apply dance concepts in various media to the other content areas. DANCE.3–5.4.1: Analyze, evaluate, and perform movement sequences or dances communicating and expressing feelings and/or ideas.

DANCE.3–5.4.2: Evaluate and apply dance content, meanings, or social/cultural context within the dance observed and/or performed.

DANCE.3–5.4.4: Analyze, evaluate, and apply the differences of artistic choices and its effects on audience and/ or performer.



## **MS DANCE I**

MS DANCE. 1.1A: Demonstrate basic kinesthetic and spatial awareness individually and in groups.

MS DANCE. 1.1D: Identify dance movement elements through space, energy, and time.

MS DANCE. 1.3D: Understand dances in various media and other content areas.

MS DANCE. 1.4A: Define the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances.

MS DANCE. 1.4B: Identify relationships between dance and other content areas.

MS DANCE. 1.4C: Define the content and choreographic structures used by various American choreographers.

MS DANCE. 1.4D: Define artistic decisions of personal dance works.

## **MS DANCE II**

MS DANCE. 2.1A: Demonstrate basic kinesthetic and spatial awareness individually and in groups.

MS DANCE. 2.1D: Explore and demonstrate dance movement elements through space, energy, and time.

MS DANCE. 2.3D: Evaluate dance in various media and other content areas.

MS DANCE. 2.4A: Demonstrate the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances.

MS DANCE. 2.4B: Interpret relationships between dance other content areas.

MS DANCE. 2.4C: Demonstrate the content and choreographic structures used by various American choreographers.

MS DANCE. 2.4D: Interpret and evaluate artistic decisions of personal dance works.

## **MS DANCE III**

MS DANCE. 3.1A: Demonstrate basic kinesthetic and spatial awareness individually and in groups.

MS DANCE. 3.1D: Develop dance movement elements through space, energy, and time.

MS DANCE. 3.4A: Design and apply criteria for evaluating the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances.

MS DANCE. 3.4B: Create relationships between dance and other content areas.

MS DANCE. 3.4C: Compare and contrast the content and choreographic structures used by various American choreographers.

MS DANCE. 3.4D: Interpret, evaluate, and justify artistic decisions of personal dance works.

## **HS DANCE I**

DANCE.I.1A: Demonstrate basic kinesthetic and spatial awareness individually and in groups.

DANCE.I.1C: Recognize knowledge of dance genres, styles, and vocabulary.

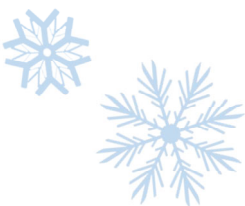
DANCE.I.1D: Identify images found in the environment through movement.

DANCE.I.2Ab: Explore, improvise, and demonstrate original movement during the creative process.

DANCE.I.4A: Incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance.

DANCE.I.4B: Demonstrate appropriate audience behavior and etiquette in the classroom and at performances.

DANCE.I.4C: Identify relationships between dance and other content areas.





## HS DANCE II

- DANCE.II.1A: Demonstrate kinesthetic and spatial awareness individually and in groups.
- DANCE.II.1C: Demonstrate effective knowledge of dance genres, styles, and vocabulary.
- DANCE.III.1C: Compare knowledge and skills of dance genres, styles, and vocabulary.
- DANCE.IV.1C: Demonstrate and evaluate a working knowledge and skills of dance genres, styles and vocabulary.
- DANCE.II.1D: Interpret details in movement in natural and constructed environment.
- DANCE.II.2Ab: Explore, improvise, and perform original movement during the creative process.
- DANCE.I.2Ac: Express ideas and emotions through movement.
- DANCE. II.2Ac: Expand the expression of ideas and emotions through movement.
- DANCE.II.4A: Identify characteristics of a variety of dances.
- DANCE.II.4B: Analyze qualities of performance and proper etiquette in dance.
- DANCE.II.4C: Identify similarities of form and expression in dance and other content areas.



## HS DANCE III

- DANCE.III.1A: Analyze kinesthetic and spatial awareness individually and in groups.
- DANCE.III.1D: Differentiate designs and images in natural and constructed environment.
- DANCE.III.2Ab: Experiment, improvise, and perform original movement during the creative process.
- DANCE.III.2Ac: Compare and contrast the expression of ideas and emotions through movement.
- DANCE.III.4A: Compare characteristics and qualities of a variety of dances.
- DANCE.III.4B: Analyze dance from a variety of perspectives such as those of dance critic, performer, choreographer, and audience member.
- DANCE.III.4C: Understand the relationship of dance performance skills and other content areas.



## HS DANCE IV

- DANCE.IV.1A: Evaluate kinesthetic and spatial awareness individually and in groups.
- DANCE.IV.1D: Create designs and images found in natural and constructed environment.
- DANCE.IV.2Ab: Improvise, construct, and evaluate original movement studies.
- DANCE.IV.2Ac: Evaluate the expression of ideas and emotions through movement.
- DANCE.IV.4A: Evaluate personal dance compositions and the work of others.
- DANCE.IV.4B: Create and reconstruct a choreographic study using varied media and environments.
- DANCE.IV.4C: Create a portfolio based on personal artistic works, performance works, or research.



## MUSIC

### KINDER

- 3C: Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.
- 5B: Identify simple interdisciplinary concepts related to music.
- 6A: Identify and demonstrate appropriate audience behavior during live or recorded performances.
- 6D: Respond verbally or through movement to short musical examples.

## **GRADE 1**

3C: Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.

6A: Identify and demonstrate appropriate audience behavior during live or recorded performances.

6D: Respond verbally or through movement to short musical examples.



## **GRADE 2**

3C: Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.

5C: Identify simple interdisciplinary concepts related to music.

6A: Begin to practice appropriate audience behavior during live or recorded performances.

6D: Respond verbally or through movement to short musical examples.



## **GRADE 3**

3C: Move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.

5C: Identify the relationships between music and interdisciplinary concepts.

6A: Exhibit audience etiquette during live and recorded performances.

6D: Respond verbally or through movement to short musical examples.

## **GRADE 4**

3C: Move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.

5D: Examine the relationships between music and interdisciplinary concepts.

6A: Exhibit audience etiquette during live and recorded performances.

6D: Respond verbally or through movement to short musical examples.

## **GRADE 5**

3C: Move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.

5D: Examine the relationships between music and interdisciplinary concepts.

6A: Exhibit audience etiquette during live and recorded performances.

6D: Respond verbally or through movement to short musical examples.

## **MS MUSIC I**

MUSIC I.1A: Experience and explore exemplary musical examples using technology and available live performances.

MUSIC I.5E: Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.



## **MS MUSIC II**

MUSIC II.1A: Compare and contrast exemplary musical examples using technology and available live performances.

MUSIC II.5.F: Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances



### **MS MUSIC III**

MUSIC III.1A: Evaluate exemplary musical examples using technology and available live performances.

MUSIC III.5.F: Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.



### **HS MUSIC I**

MUSIC I.1A: Experience and explore exemplary musical examples using technology and available live performances.

MUSIC I.5A Compare and contrast music by genre, style, culture, and historical period.

MUSIC I.5D: Identify and explore the relationship between music and other academic disciplines

### **HS MUSIC II**

MUSIC II.1A: Compare and contrast exemplary musical examples using technology and available live performances.

MUSIC II.5A: Compare and contrast music by genre, style, culture, and historical period.

### **HS MUSIC III**

MUSIC III.1A: Evaluate exemplary musical examples using technology and available live performances.

MUSIC III.5A: Classify representative examples of music by genre, style, culture, and historical period.

### **HS MUSIC IV**

MUSIC IV.1A: Evaluate exemplary musical examples using technology and available live performances.

MUSIC IV.5A: Discriminate representative examples of music by genre, style, culture, and historical period.

## **THEATRE**

### **KINDER**

K.1B: Explore space using expressive movement.

K.1C: Imitate sounds.

K.1D: Imitate and recreate objects in dramatic play.

K.2A: Demonstrate safe use of movement and voice.

K.2B: Assume roles through imitation and recreation.

K.3D: Cooperate with others in dramatic play.

K.5A: Discuss, practice, and display appropriate audience behavior.



### **GRADE 1**

1.1B: Develop spatial awareness in dramatic play using expressive and rhythmic movement.

1.1C: Imitate actions and sounds.

1.1D: Imitate and create animate and inanimate objects in dramatic play.

1.2A: Demonstrate safe use of movement and voice.

1.2B: Create roles through imitation.

1.3A: Discuss aspects of the environment for use in dramatic play, such as location or climate.

1.3D: Cooperate with others in dramatic play.

1.5A: Discuss practice, and display appropriate audience behavior.

1.5C: Discuss the use of music, creative movement, and visual components in dramatic play.



## GRADE 2

- 2.1B: Expand spatial awareness in dramatic play using expressive and rhythmic movement.
- 2.1C: Participate in dramatic play using actions, sounds, and dialogue.
- 2.1D: Role play, imitate and recreate dialogue.
- 2.2A: Demonstrate safe use of movement and voice.
- 2.2B: Role play in real life and imaginary situations through narrative pantomime, dramatic play, and story dramatization.
- 2.3D: Cooperate and interact with others in dramatic play.
- 2.5A: Discuss, practice, and display appropriate audience behavior.
- 2.5C: Integrate music, creative movement, and visual components in dramatic play.



## GRADE 3

- 3.1B: Create playing space using expressive and rhythmic movement.
- 3.1C: Respond to sounds, music, images, language, and literature using movement.
- 3.1D: Reflect the environment, portray character, and demonstrate actions in classroom dramatizations.
- 3.2A: Demonstrate safe use of movement and voice.
- 3.2B: Participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization.
- 3.3A: Identify technical theatre elements, such as props, costumes, sound, and visual elements that define character, environment, action and theme.
- 3.3D: Cooperate and interact with others in dramatic play.
- 3.5A: Apply appropriate audience behavior consistently.
- 3.5C: Discuss the use of music, movement, and visual components in dramatic activities and performances.



## GRADE 4

- 4.1B: Develop body awareness and spatial perception using rhythmic and expressive movement.
- 4.1C: Respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue.
- 4.1D: Express emotions and ideas using interpretive movements, sounds, and dialogue.
- 4.2A: Demonstrate safe use of the voice and body.
- 4.2B: Describe characters, their relationships, and their surroundings.
- 4.3A: Describe the appropriate use of props, costumes, sound, and visual elements that define character, environment, action, and theme.
- 4.3D: Interact cooperatively with others in brief dramatizations.
- 4.5A: Apply appropriate audience behavior at formal and informal performances.
- 4.5C: Discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.





## GRADE 5

- 5.1B: Develop body awareness and spatial perceptions using pantomime.
- 5.1C: Respond to sounds, music, images, languages, and literature using movement.
- 5.1D: Express emotions and relate ideas using interpretive and planned movement and dialogue.
- 5.2A: Demonstrate safe use of the voice and body.
- 5.2B: Describe characters, their relationships, and their surroundings in detail.
- 5.3A: Demonstrate character, environment, action, and theme using props, costumes, and visual elements.
- 5.3D: Interact cooperatively with others in dramatizations.
- 5.5A: Analyze and apply appropriate audience behavior at a variety of performances.
- 5.5C: Identify and discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.



## MS THEATRE I

- THEATRE.1.1.B: Expand body awareness and spatial perceptions using mime;
- THEATRE.1.1.C: Respond to sounds, music, images, and the written word, incorporating movement;
- THEATRE.1.2.A: Demonstrate safe use of the voice and body;
- THEATRE.1.5.A: Identify and apply audience etiquette at all performances;
- THEATRE.1.5.C: Identify production elements of theatre, film, television, and other media;

## MS THEATRE II

- THEATRE.2.5.C: Demonstrate knowledge of production elements in theatre, film, television, and other media;
- THEATRE.2.1.B: Develop and apply theatre preparation and warm-up techniques;
- THEATRE.2.1.C: Create expressive and rhythmic movements
- THEATRE.2.2.A: Demonstrate safe use of the voice and body
- THEATRE.2.5.A: Understand and demonstrate appropriate audience etiquette at various types of performances;

## MS THEATRE III

- THEATRE.3.5.C: Demonstrate knowledge of production
- THEATRE.3.1.B: Explore preparation and warm-up techniques
- THEATRE.3.1.C: Create expressive movement and mime to define space and characters;
- THEATRE.3.2.A: Demonstrate safe use of the voice and body;
- THEATRE.3.5.A: Understand and demonstrate appropriate audience etiquette at various types of live performances

## HS THEATRE I

- THEATRE.1.2A: Demonstrate safe use of the voice and body
- THEATRE.1.2B: Define creativity as it relates to personal expression
- THEATRE.1.5A: Analyze and apply appropriate behavior at various types of live performances

## MS THEATRE I

THEATRE.II.2A: Model safe, appropriate techniques to allow for physical, vocal, and emotional expression

THEATRE.II.2B: Explore creativity as it relates to self and ensemble

THEATRE.II.5A: Evaluate and apply appropriate audience etiquette at various types of performances



## HS THEATRE II

THEATRE.III.2A: Employ safe, appropriate techniques to allow for physical, vocal, and emotional expression;

THEATRE.III.2B: Creativity as it relates to self and ensemble and its effect on audience;

THEATRE.III.5A: Compare behavior at various types of performances and practice appropriate audience etiquette;

## HS THEATRE IV

THEATRE.IV.2A: Model safe, appropriate techniques to allow for physical, vocal, and emotional expression;

THEATRE.IV.2B: Demonstrate creativity as it relates to self and ensemble and its effect on audience;

THEATRE.IV.5A: Evaluate and practice appropriate audience behavior at various types of performances;

Readiness Standards/Aligned Readiness



Artists of Houston Ballet in Stanton Welch's *The Nutcracker*. Photo by Amitava Sarkar (2019).