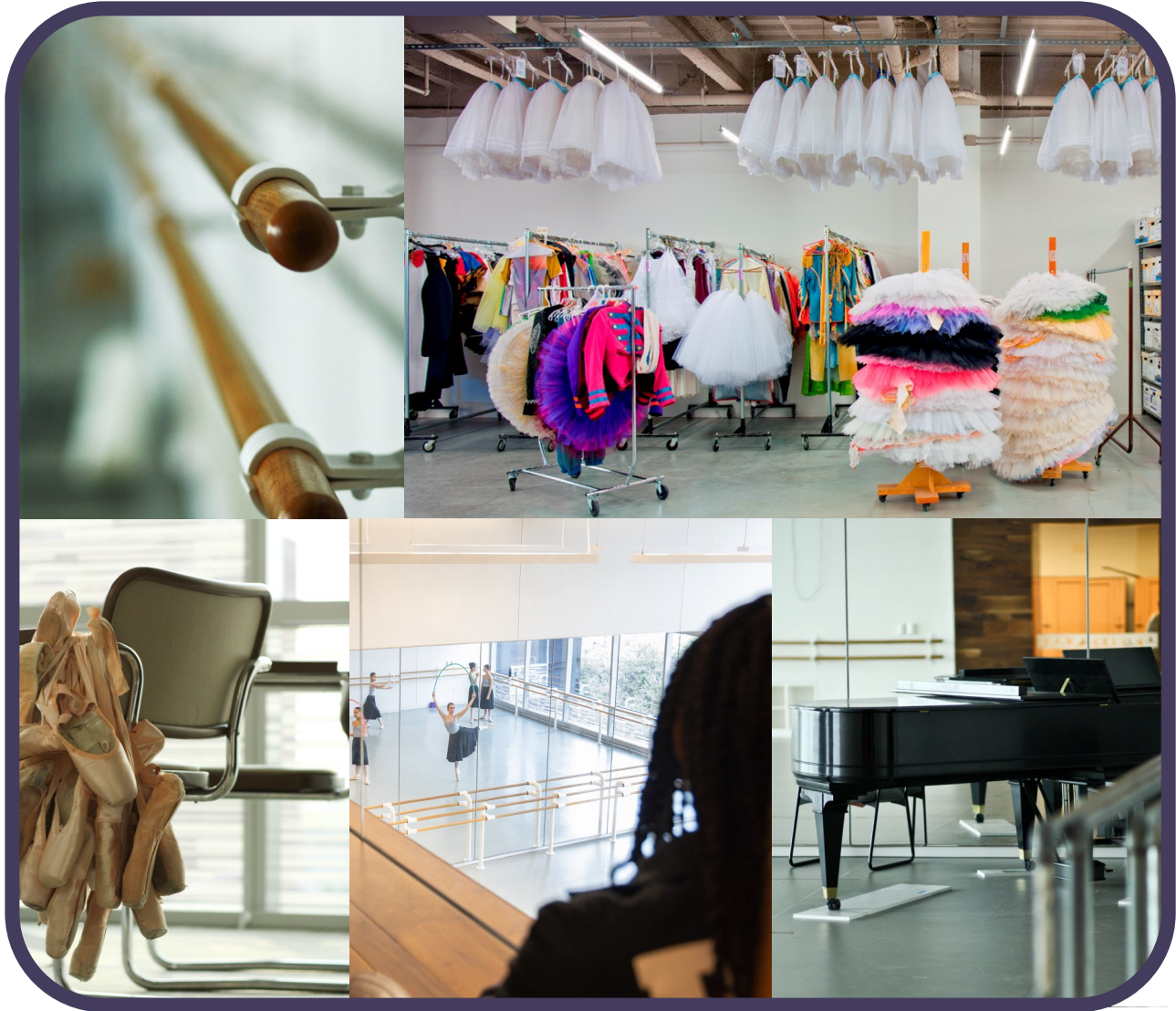


HoustonBallet



BEHIND THE SCENES TOUR TEKS & LEARNING OUTCOMES

EDUCATION & COMMUNITY ENGAGEMENT
EXPOSE. EDUCATE. INTEGRATE.

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WHAT IS A BEHIND THE SCENES TOUR?

Ever wondered how a ballet makes it to the stage? Ever wondered how a dancer trains? On this hour long look behind the scenes, come see a day in the life at Houston Ballet. Trained docents will guide you through our six-story, 115,000-square-foot facility located in the heart of downtown Houston's theater district.

LEARNING OUTCOMES

Students who participate in a *Behind the Scenes* tour and utilize this Study Guide will be able to:

- Identify multiple departments in a Ballet Company and their functions.
- Give examples of and explain how the functions of different departments work together to bring a ballet to life.

WHAT SHOULD I EXPECT?

Your group will receive a tour of the building called
“The Margaret Alkek Williams Center for Dance”
(not the Wortham Theater Center, which is where Houston Ballet performs)

Margaret Alkek Williams Center for Dance

601 Preston St.

Houston, TX 77002

- Groups of 25 - 100
- A trained docent will guide you on a tour through our six-floor facility.

Average time for a *Behind the Scenes* tour is 50 to 60 minutes.

TEKS ADDRESSED

The following TEKS are addressed during Behind the Scenes Tour and/or as a part of the extension activities included in this study guide.

English & Language Arts

Listening/Speaking

KINDER

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

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.1.29A: 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.2.30A: 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.

GRADES 5 & 6

ELA.5&6.27B: Follow, restate, and give oral instructions that include multiple action steps.

GRADE 7 & 8

ELA.7-8.27B: Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.

Written Composition

GRADE 2

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.3.21A: 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.

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.

GRADE 6

ELA.6.16A Write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

ELA.6.18B 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.6.19A Write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives

GRADE 7

ELA.7.16A Write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

ELA.7.18A Write a persuasive essay to the appropriate audience that establishes a clear thesis or position.

GRADE 8

ELA.8.16A Write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

ELA.8.18A Write a persuasive essay to the appropriate audience that establishes a clear thesis or position.

Reading/Vocabulary Development

GRADE 5

ELA.5.2E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

GRADE 6

ELA.6.2E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

GRADE 7

ELA.7.2E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

GRADE 8

ELA.8.2E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

Comprehension Skills

GRADE 6

ELA.6.12B Interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

HIGH SCHOOL

HS ELA.1.2A use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary.

HS ELA.1.4D create mental images to deepen understanding.

HS ELA.1.4E make connections to personal experiences, ideas in other texts, and society.

Dance

KINDER-GRADE 2

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

GRADE 3 - GRADE 5

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

DANCE.3–5.3.4: Understand and apply dance concepts in various media to the other content areas.

MIDDLE SCHOOL

MS DANCE. 1.5B identify relationships between dance and other content areas.

MS DANCE. 2.4B interpret relationships between dance other content areas.

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

HIGH SCHOOL

HS DANCE. 1.2cC demonstrate effective knowledge of dance genres, styles, and vocabulary.

HS DANCE. 1.5C identify similarities of form and expression in dance and other content areas.

Music

GRADE 2

5C: Identify simple interdisciplinary concepts related to music.

GRADE 3

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

GRADE 4

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

GRADE 5

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

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

MUSIC I.5A Demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings.

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

MIDDLE SCHOOL

MS MUSIC II.4C Identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences.

MS MUSIC II.5A Demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings.

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

MSMUSIC III.4C Compare and contrast relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, sciences, and language.

MS MUSIC III.5A Demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings.

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

HIGH SCHOOL

HS MUSIC I.6A practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings.

HS MUSIC II.5C Identify and explore the relationships between music and other academic disciplines.

Theatre

KINDER

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

GRADE 1

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

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

2.5A: Discuss, practice, and display appropriate audience behavior.

GRADE 3

3.3A: Identify technical theatre elements, such as props, costumes, sound, and visual elements that define character, environment, action and theme.

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

4.3A: Describe the appropriate use of props, costumes, sound, and visual elements that define character, environment, action, and theme.

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

5.5A: 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.

MIDDLE SCHOOL

MS THEATRE.I.5.C identify production elements of theatre, film, television, and other media.

MS THEATRE.II.5.A understand and demonstrate appropriate audience etiquette at various types of performances.

MS THEATRE.II.5.C demonstrate knowledge of production elements in theatre, film, television, and other media.

MS THEATRE.III.5.A understand and demonstrate appropriate audience etiquette at various types of live performances.

MS THEATRE.III.5.C demonstrate knowledge of production elements in theatre, film, television, and other media.

HIGH SCHOOL

HS THEATRE.I.1.F Demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

HS THEATRE.I.1.G Analyze and describe the interdependence of all theatrical elements.

THEATRE.III.1.F evaluate the interdependence of all theatrical elements.

THEATRE.III.5.C apply the concepts of evaluation to performances and evaluate theatre, film, television, and other media with depth and complexity using appropriate vocabulary.

THEATRE.III.5.D compare communication methods of theatre with those of art, music, dance, and other Readiness Standards/Aligned Readiness



Artists of Houston Ballet rehearsing *The Merry Widow*
Photo by R. Hynd (2019). Courtesy of Houston Ballet.