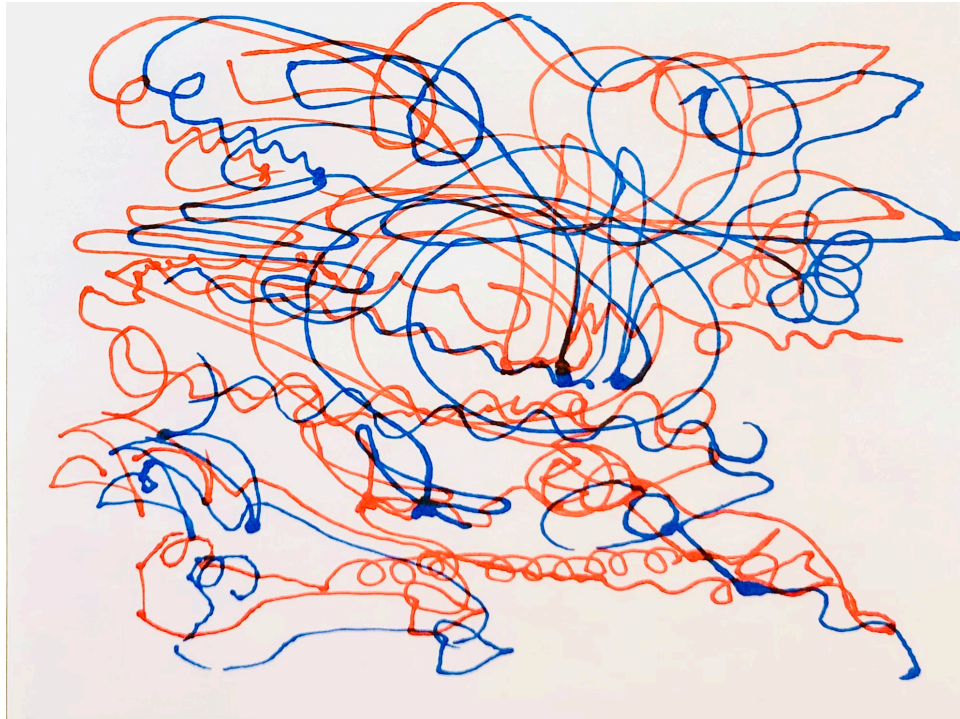


Lesson Plan: Firebird
an exploration of the Ballet by Igor Stravinsky

Meets the learning standards for grades 4-5 (can be adapted)

Media Type: Continuous line drawing

Subject Integration: Fine Arts (Visual, Music, Theatre), English Language Arts



Description of the Activities/Workshop: Using English Language Arts and Fine Arts lenses to explore continuity, fluidity and metaphor; Using fine motor skills, observation, form, and shape to create continuous line drawings and designs inspired by the ballet, *Firebird*.

Why am I teaching this: *Arts Integration Thread* (to catalyze the learning of content outside of art), *Art Skills Development Thread* (to deepen the development of art-making skills)

Materials: writing materials, color pencils/crayons/markers, bendable brass wire, metallic gold or red beads (optional)

Special Equipment: pliers or other tools for bending and shaping wire

TEKS: 110.6/110.7 knowledge and skills 1, 2, 3, 8, 9, 10

117.114/117.117 knowledge and skills 1, 2, 3, 4

117.115/117.118 knowledge and skills 1, 5

117.116/117.119 knowledge and skills 1, 2, 3, 4, 5

Lesson/Activity provides exposure and interaction to 10 New Vocabulary Words/Concepts:

Continuity, Emphasis, Fluidity, Balance, Melody, Dynamic, Articulation (music), Personification, Simile, Metaphor

Focus Question: How do the music and dance of Igor Stravinsky's Firebird inspire us to create continuous line drawings?

Opening:

(Teachers, allow some of the music from Stravinsky's Firebird to play as background music in the classroom while Learners are coming into the learning space just to get the learners accustomed to hearing the music. Here is a Spotify playlist:

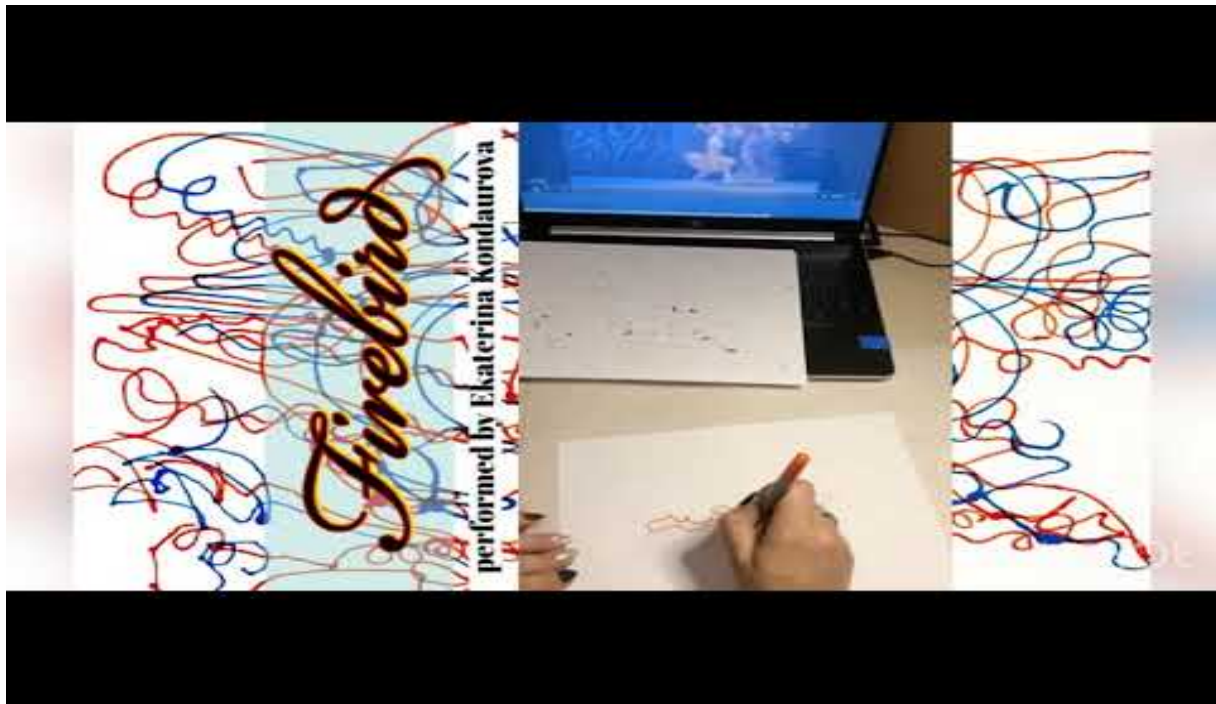
<https://open.spotify.com/playlist/1h12RXudhzatVwvQh5o3s?si=c00b3cf988684f0a> .) Ask learners for examples of fairytales, folktales, and legends in literature. Ask learners to identify commonalities such as **personification** and **metaphor**.

Activity 1:

1. Introduce Learners to the story of the Firebird through the synopsis given by the American Ballet Theatre: <https://www.abt.org/ballet/firebird-ratmansky/>.
2. Now ask Learners to imagine an orchestra using their instruments to convey the story. What **articulation** and instruments could be used to portray the characters? How can **melody** be used for **emphasis**?

Activity 2:

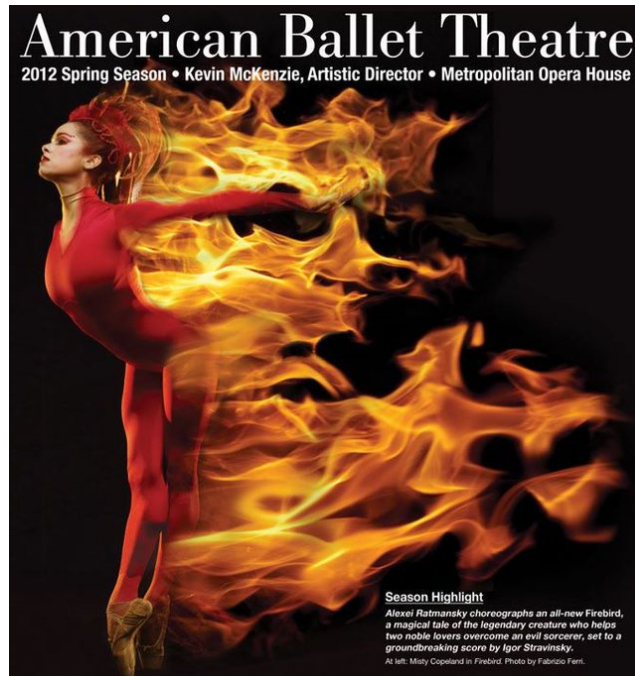
[A+ Lesson Activity: Exploring line, movement, and Continuity](#)



3. Discuss the terms **Continuity** and **Fluidity** with Learners.
4. Instruct Learners to choose two colors of crayon/marker/pen/pencil: one that represents the Firebird and one that represents the prince.
5. While watching **THIS** (<https://youtu.be/EC6MmmLKEmA>) video performance, Learners will use a piece of paper to represent a ballet stage and will use the two colors of marker to draw the paths and movements of the Firebird and Prince. (* Tip: The Firebird begins the dance by herself. The prince joins later.) Instruct Learners not to lift the markers off the page. These will be continuous line drawings representing the patterns, themes, repetition, **balance**, and **dynamics** of the dance.
6. Once the video of the performance has ended, encourage Learners to compare their drawings.
7. Instruct Learners to compose three different sentences with their observations about the music, the dance, and the continuous line drawing: One sentence should use a metaphor, one sentence should use a **simile**, and one sentence will use personification.

Activity 3:





8. Ask Learners if they have heard of the ballet dancer Misty Copeland. Misty's first role as Principal Ballerina for the American Ballet Theatre was in 2012 as the Firebird. This role inspired her to author the book, *Firebird*, which reflects her experience and encourages young people to follow their dreams. Share this video of Misty reading her book:
<https://www.youtube.com/watch?v=TzUZEaceZKc>
9. Ask Learners how they could encourage and support someone who was feeling discouraged. Practice!

Review of Vocabulary for this Lesson:

Continuity - the unbroken and consistent existence or operation of something over a period of time.

Fluidity - 1. the ability of a substance to flow easily 2. the [quality](#) of being [smooth](#) and [continuous](#)

Balance - an even distribution of weight enabling someone or something to remain upright and steady.

Emphasis - special importance, value, or prominence given to something.

Melody - a sequence of single notes that is musically satisfying.

Dynamic - (of a process or system) characterized by constant change, activity, or progress

Articulation (music) - the way in which a specific note or group of notes should be performed beyond the basics of pitch, duration and dynamic. In many ways, articulations are like musical punctuation.

Personification – the attribution of a personal nature or human characteristics to something nonhuman, or the representation of an abstract quality in human form.

Simile - a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid

Metaphor - a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.

Extending the lesson:

Did you know that the artist Pablo Picasso was considered a master of continuous-line drawings? Check out the Art Republic article for more ideas about how this drawing method can be used!

<https://artrepublic.com/blogs/news/281-the-line-drawings-of-pablo-picasso-html>