

CURRICULUM CONNECTIONS

The Chocolate Nutcracker



Major support for the Student Enrichment Through the Arts program has been provided by



Frederick A. DeLuca
FOUNDATION

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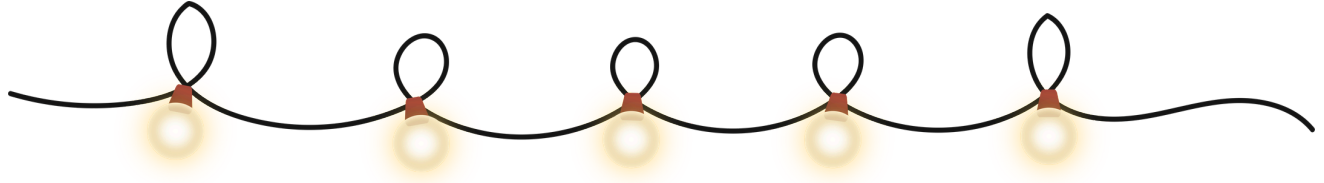
Know Before you Go:

- Arrive at the theater 15 to 20 minutes before show time. Allow extra time for Broward County traffic. We are unable to start a show late.
- Please stay on the bus until greeted by a SEAS usher. At that time, please give the usher your BUS document and the usher will escort you to the theater.
- Remember to watch our Know Before You Go Video:

<https://tinyurl.com/ElementarySeasWelcome>



The Chocolate Nutcracker



The Dillard Center for the Arts Dance Company, presents **The Chocolate Nutcracker**, a soulful and creative approach to a holiday classic under the direction and choreography of Alina Guerrero-Peña.

This winter classic will be performed by high school dancers of diverse backgrounds in race, culture and economic status. Although DCA incorporates its own innovative twist by exploring other forms of modern dance, the production does not stray far from the traditional interpretations of The Nutcracker Ballet.

The Chocolate Nutcracker will be performed by black and brown high school students who push the boundaries of traditional ballet. The concept of accessibility and diversity make the Chocolate Nutcracker a unique experience enriched beyond the expected, providing students access and exposure to classical ballet dance.

This annual performance is an effort to help Dillard students gain a competitive edge at the next level when preparing for conservatory, college or industry dance opportunities.



Dear **TEACHER**,



We are excited to present this Curriculum Connection (Study Guide) as a valuable resource to support your teaching journey. This guide has been carefully designed to offer engaging and meaningful activities for use in your classroom before and after seeing a S.E.A.S. performance at The Broward Center's Amaturo Theater, The Parker, or Miniaci at NSU. Each section is structured to make it easier for you to integrate cross-curricular connections, providing a seamless experience for students to deepen their understanding while exploring the creative process.

The activities and lessons in this guide have been intentionally crafted to complement Florida's B.E.S.T. standards. By utilizing these resources, you will be able to foster a dynamic and creative learning environment while ensuring students meet key academic goals. We encourage you to adapt the materials to best fit your classroom's needs and objectives, empowering students to think critically and creatively across all disciplines.

We want to take a moment to express our sincere appreciation for the passion and dedication you bring to your classrooms every day. Your commitment to infusing art-full moments into education not only enriches your students' learning experiences but also ignites their curiosity and creativity. Thank you for inspiring the next generation of thinkers, creators, and innovators. We are truly grateful for the impact you have on your students' lives. Consider joining the Teacher's Lounge (QR code below) to be notified of special events and discounts just for Teachers.



Don't forget to distribute your S.E.A.S. stickers when you return to school (after the trip) and share the magic that is Student Enrichment Through the Arts!



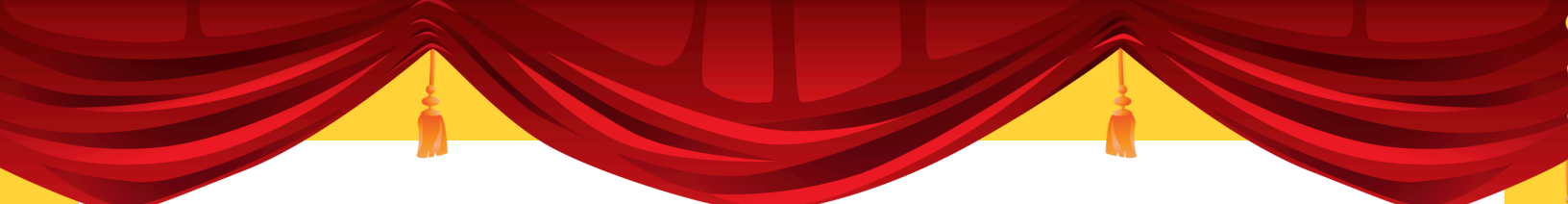


Theater Etiquette

There is so much that goes into creating a show for the stage. Behind the scenes, there are people who control the lights and the sound, the sets and the props. There are directors, writers, producers, musicians, and choreographers. So many people work together to create the performance you and everyone in the audience watches.

It is helpful to remind students of appropriate audience etiquette by explaining and discussing WHY these rules of behavior are important:

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- Pay attention to the lighting, scenery, costumes and music. All of these elements help provide more details to tell the story in an interesting way.
- Applaud (clap) and laugh at the right moments. This shows the performers that you respect and appreciate their work.



My Theater Review

I saw: _____

Reviewed by: _____

This play/musical was about...

Here's a drawing of
my favorite character:

It made me feel:

I learned:

I gave this play/musical stars.



**We'd love to hear from you! If you'd like to submit this review,
please send to jenriquez@browardcenter.org**

The Nutcracker Synopsis

Act 1:

The ballet begins on Christmas Eve. Clara, a young girl, eagerly awaits the arrival of her family's Christmas party. Her mysterious godfather, Herr Drosselmeier, a toymaker and magician, arrives with special gifts for the children. Among the gifts is a beautiful nutcracker in the shape of a soldier.

During the party, Clara's mischievous brother, Fritz, accidentally breaks the nutcracker. Devastated, Clara places the broken nutcracker under the Christmas tree. Later that night, unable to sleep, Clara sneaks back to the living room to check on the nutcracker. As the clock strikes midnight, strange things begin to happen. The Christmas tree grows tall, and mice, led by the Mouse King, invade the room. The nutcracker comes to life, and a fierce battle ensues between the toy soldiers and the mice.

Act 2:

Clara finds herself magically transported to a fantastical world ruled by the Sugar Plum Fairy. The nutcracker has transformed into a handsome prince, who guides Clara through the enchanting Land of Sweets. They encounter various characters representing different sweets and treats from around the world. Each character performs a beautiful dance to entertain Clara and the Prince.

As the festivities come to an end, Clara awakens from her dream, finding herself back in her home. Uncertain whether it was all just a dream or a magical adventure, she cherishes the memory of her enchanting journey to the Land of Sweets.

"The Nutcracker" ballet has become a holiday tradition worldwide, captivating audiences with its timeless tale of adventure, magic, and the spirit of Christmas.



The Chocolate Nutcracker ... Vocabulary and Terms



Ballet – a theatrical art form using dance, music, and scenery to create a story

Peter Ilyich Tchaikovsky – Russian composer who composed The Nutcracker

Choreograph – to design or plan movements of a dance

E.T.A. Hoffmann – the author of The Nutcracker and the Mouse King

Pantomime – acting by body movements and gestures without speaking

Pas de deux – a dance for two people used to display their beautiful technique

NUTCRACKER CHARACTERS AND DANCES:

Nutcracker – a character in the ballet who comes to life as a prince

Mr. and Mrs. Petrov – Nicholas and Clara's parents

Herr Drosselmeier – Clara's godfather and ingenious toymaker

Sugar Candy Kingdom – a fantasy land where dancers from exotic places celebrate the defeat of the Rat King

Sugar Plum Fairy – a fairy who rules over the Sugar Candy Kingdom

Trepak – a lively Russian folk dance

Mother Matrushka – a character who keeps her children under her skirt

Nesting Dolls – Mother Matrushka's puppet children



The Chocolate Nutcracker... Pantomime

Pantomime (sometimes called just mime) is the art of using actions or gestures without words as a means of communication. It plays an important role in ballet, as it helps the audience better understand the story and what the characters are feeling. A dancer must use the arms, hands, fingers, head and eyes, as well as the feet to make a role "come alive." Here are descriptions of some of the most familiar gestures used in ballet.

Try them in your group:

group work!

Anger	Fist shaken
Ask	Hands clasped together in pleading gesture
Beautiful	Hand circling face
Call	Hand or hands cupped around mouth
Fear	Body leaning away with hands open and palms out
Hear	Hand pointing to or cupping ear
I/Me/Mine	Hand to chest indicating oneself
Love	Hands over heart
Marriage	Index finger pointing to ring finger on left hand
Remember/Think	Touch or point to temple
Royal	Hand circling top of head to indicate crown
Sad	Finger tracing tears down face/wiping tears away
See	Finger pointing to eyes

1. Which ones were the easiest to interpret?

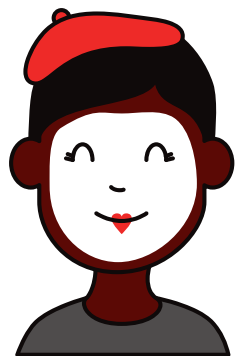
2. Which were the hardest?

3. Which made you laugh out loud?

Now, as a group, create an original one:

What is the feeling? _____

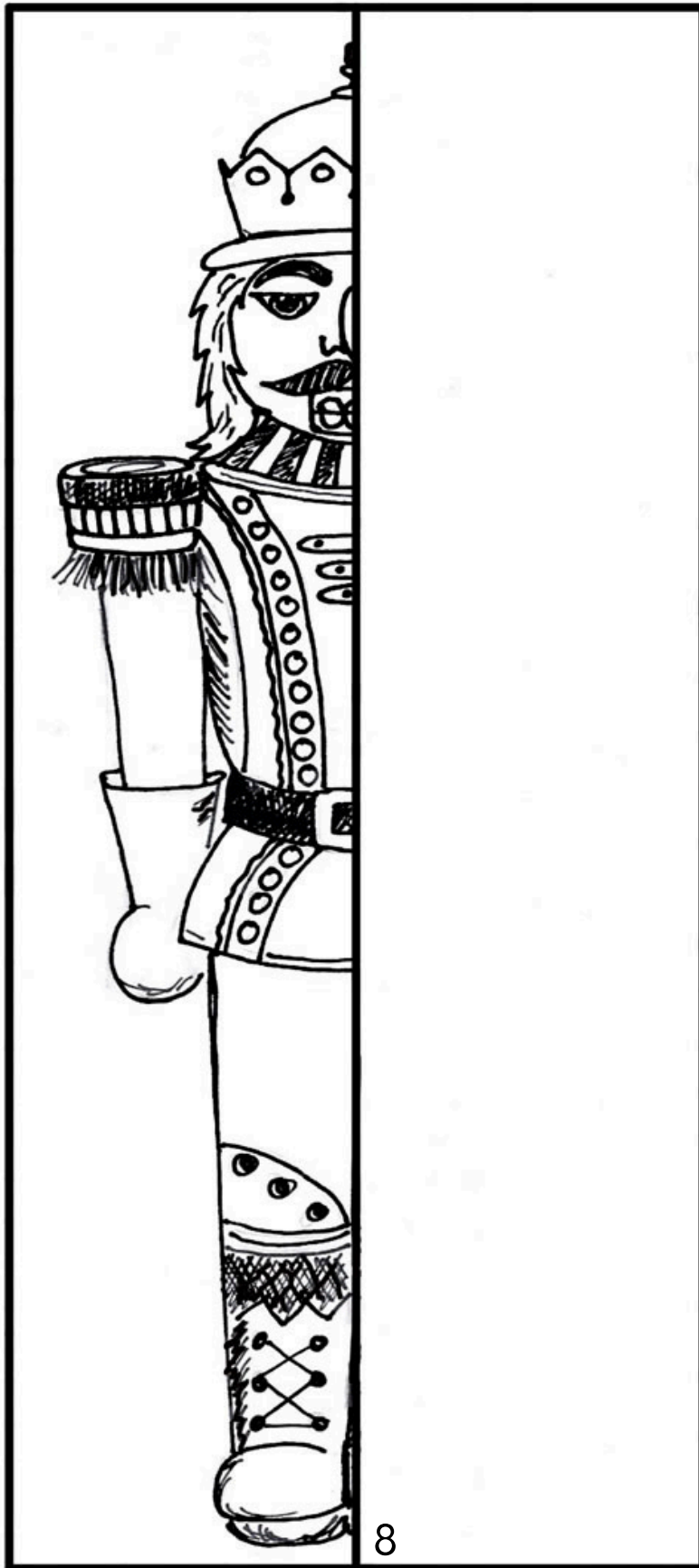
What is the gesture (explain or draw) _____



The Chocolate Nutcracker... Draw It

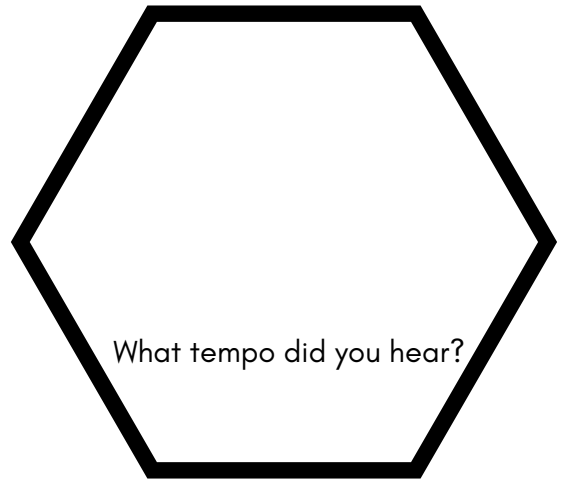


Can you draw the rest of the nutcracker? Complete and color.



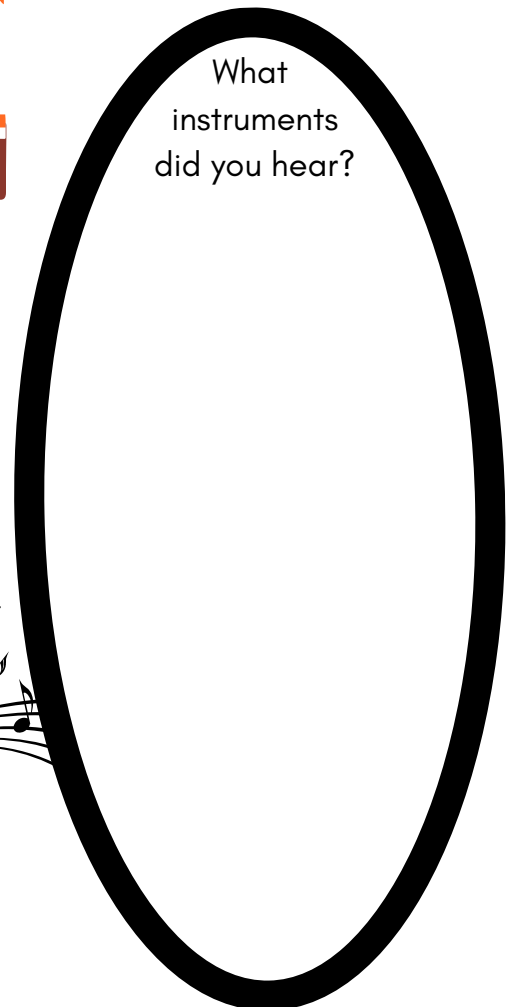
The Chocolate Nutcracker... After the Performance

Directions: Answer the following questions contained in each shape AFTER seeing The Nutcracker.



What was your favorite scene? _____

Which musical elements did the composer use to create the MOOD of your favorite scene?



The Chocolate Nutcracker: Let's Write About It! Grades 2-3

Choose one of the writing prompts below, and write about it:

- My favorite role in the story of the Chocolate Nutcracker is _____. I like it because...
- The Nutcracker himself told me a secret. I'm sharing it privately here with you. Now don't tell anyone!

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The Chocolate Nutcracker: Let's Write About It! Upper Elementary

Choose one of the writing prompts below, and write about it:

- How did the sound of the music help you to understand what was happening on stage?
- Did the costumes tell you who the characters were? How?

This image shows a blank sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the paper.

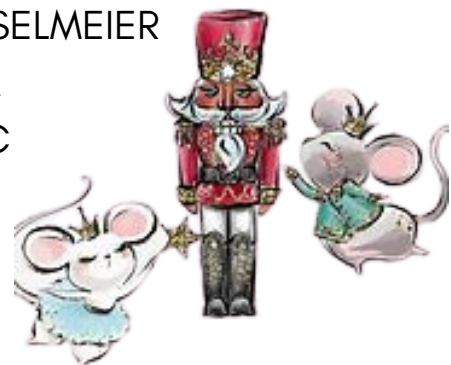
The Chocolate Nutcracker ...

Word Search

M	J	H	Q	D	O	Q	B	C	R	R	I	O	J	G	G	T
X	Q	J	S	A	N	H	V	F	A	R	Z	M	T	K	O	S
B	D	G	E	R	K	A	C	R	T	X	P	I	U	Y	U	D
O	R	U	K	A	S	R	D	I	V	I	Y	Q	S	G	C	S
W	O	X	A	L	C	L	T	T	L	J	D	O	A	O	B	T
O	S	P	L	C	I	E	J	Z	M	U	L	R	L	F	F	E
G	S	B	F	N	G	Q	J	S	Y	D	P	U	K	T	A	E
E	E	A	W	Y	A	U	Q	U	I	L	M	F	Z	L	O	W
C	L	L	O	N	M	I	X	E	U	B	O	Y	D	I	M	S
N	M	L	N	T	M	N	R	M	I	J	S	I	G	B	T	F
I	E	E	S	O	X	S	F	N	J	E	E	Q	A	I	E	O
R	I	T	M	T	E	A	E	N	C	E	G	I	A	N	I	D
P	E	L	F	B	I	L	E	F	W	R	L	F	U	J	S	N
M	R	Q	W	R	M	K	B	B	U	Y	Y	J	I	Y	U	A
W	B	Q	Y	W	O	N	F	N	Y	V	O	Q	P	U	V	L
L	D	L	X	R	N	E	N	Y	X	F	R	S	S	D	K	Z
Z	F	L	B	R	E	K	C	A	R	C	T	U	N	A	O	N

SUGARPLUM FAIRY
BROKEN
HARLEQUIN
FRITZ
NUTCRACKER
SNOWFLAKES
TOY SOLDIERS

PRINCE
BALLET
LAND OF SWEETS
COLUMBINE
DROSSELMEIER
CLARA
MAGIC

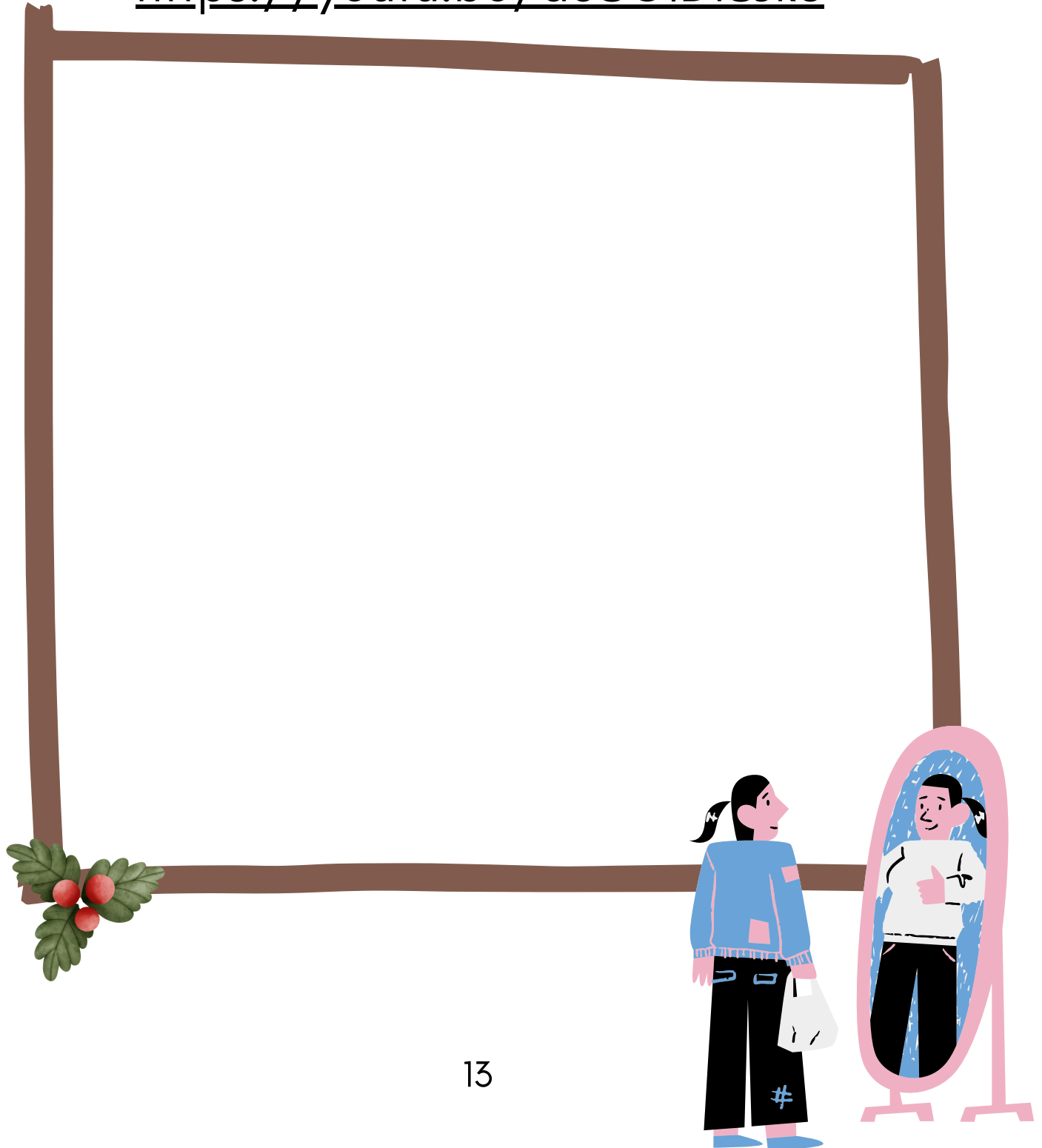


The Chocolate Nutcracker...S.E.L.

The performers you will see in the Nutcracker are very talented, but we all have things about us that are AMAZING!

Watch (or read) **The Best Part Of Me** by Wendy Ewald and then describe or draw the best part of you!

<https://youtu.be/a6SGIDiSJk8>



Theater Vocabulary: "From Script to Spotlight"

Play: A story told live on stage by actors in front of a live audience.

Musical: A story told live on stage by actors in front of a live audience that also involves singing and dancing.

Genre: The style of a play.

Plot: The timeline of actions in the story from beginning to end.

Setting: Where a story takes place.

Characters: Who the story is about.

Conflict: A problem that the characters in the story have to face and overcome. A conflict arises when a character wants something but something else gets in their way.

Objective: What a character wants to achieve or solve in the story. In other words, a character's goal.

Protagonist: The story's **hero**. This is the character who is out to accomplish a goal or find purpose.

Antagonist: The story's **villain**. This character is usually against what the protagonist(s) needs to accomplish their objective or goal.

Dialogue: a conversation between two or more people in a play or musical.

Moment Before: an acting term that encourages actors to consider what is going on in their character's life just before the present moment.

Blocking: Movement the director give to the actors to show them where to go on the stage

Choreography: A sequence of dance moves assigned to a dancer in a musical number (song) that are used to help tell the story.

Cue: In theater, a cue signals when another action should begin. Ex: The actor's cue to enter the stage might be after they hear the thunder sound effect.

Make-Up: Artistically designed cosmetics to enhance an actor's portrayal of a character.

Playwright: The writer or writers of the play. Playwrights write the dialogue between characters in a play.

Composer: The artist who writes music for a musical.

Lyricist: the artist who writes words to the music in a musical.

Actor: the artist who embodies or puts themselves "in the shoes of" a character or characters in a play or musical to tell that character's story to the audience.

Audience: a group of people who attend a live event like a theatre performances to watch, listen, and respond to the event on stage.

Director: the artist who works with the writers, actors, and designers to tell a clear story on stage for the audience.

Stage Manager: The artist who manages the onstage and backstage areas before, during, and after a performance.

Costume Design: A costumer designer chooses and creates the articles of clothing that characters wear on stage to help tell the audience who the characters.

Sound Designer: an artist that creates the mood or atmosphere of the play through the use of sound, sound effects, and music in a play or musical.

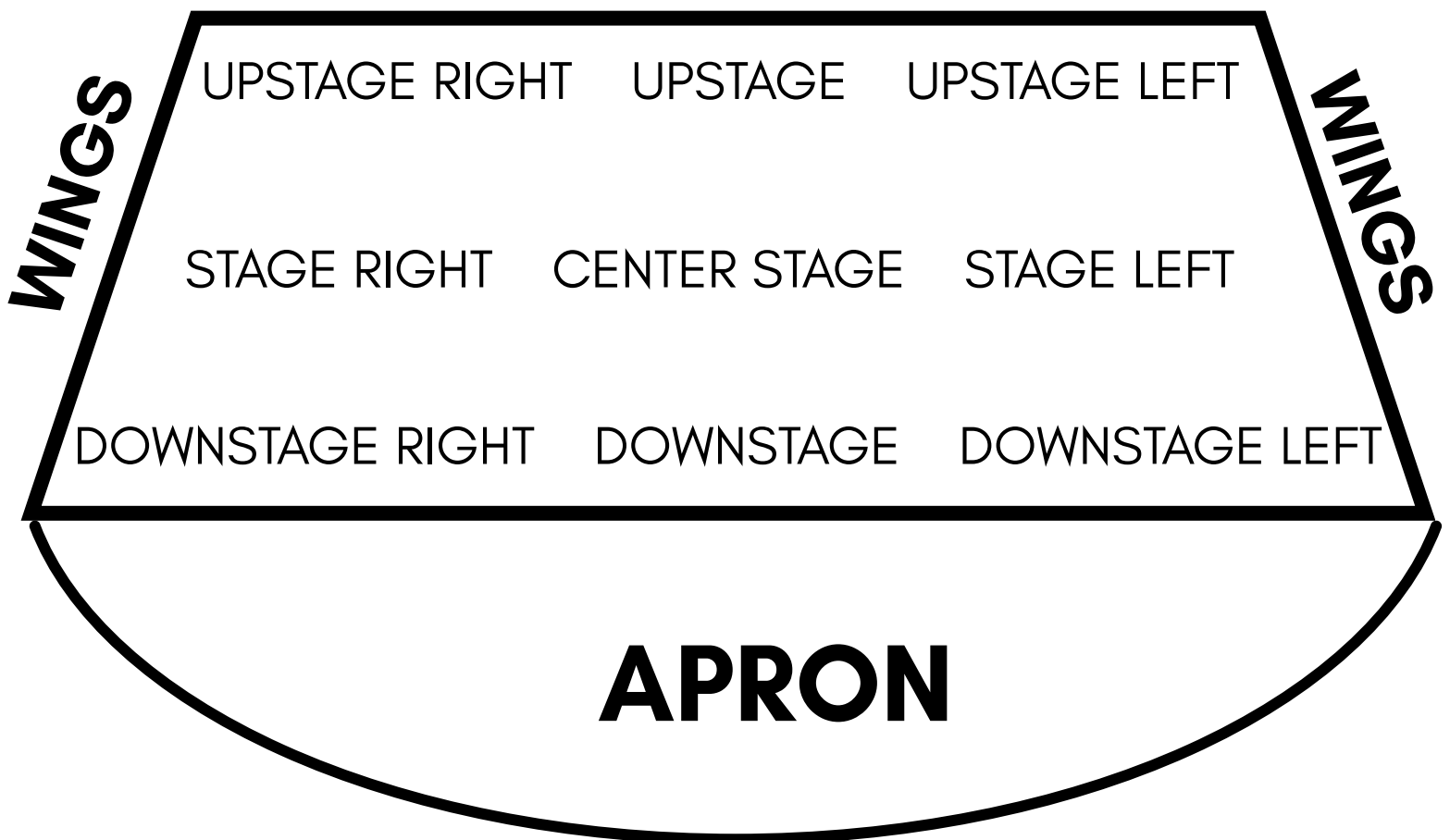
Props: Objects used by a character on stage to help tell the story. Ex: A character may use a prop like an umbrella on stage if it is raining in that scene of the play.

THE PARTS OF A STAGE

A proscenium stage is a traditional theatre configuration where the audience views the performance through a "picture frame" arch, separating the stage from the seating area.

- Stage Left and Stage Right are named from the actor's point of view while facing the audience, **not** from the audience's view.
- Upstage means the back of the stage, and downstage means the front. These terms come from old stages that were sloped upward toward the back.
- Wings are the areas on the sides of the stage where actors wait to enter and where scenery and props are kept out of the audience's sight.

BACKSTAGE



HOUSE

THE PARTS OF A STAGE FOUR CORNERS GAME

Adapt Four Corners with you as the **DIRECTOR**. Start at center stage, close your eyes and count to 10. Students move to a part of the room. Call out a stage direction. Students in that section are “out” and become part of the “house” to watch the rest of the game until there is a winner!

BACKSTAGE

UPSTAGE RIGHT UPSTAGE UPSTAGE LEFT

STAGE RIGHT CENTER STAGE STAGE LEFT

DOWNSTAGE RIGHT DOWNSTAGE DOWNSTAGE LEFT

APRON

HOUSE

Post Show Cooperative Learning Opportunities

(Group Work Ideas for Teachers)



1. Group Reflection Circle

Sit together and share your favorite moments, characters, or songs from the performance. Encourage everyone to explain why they liked those parts.

This builds listening skills and helps everyone appreciate different perspectives.

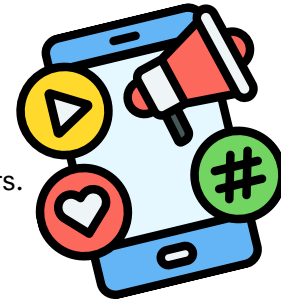


2. Create a Mini Review Together

Work as a team to write a short review of the show.

Assign roles: one person writes, another edits, others brainstorm key points.

You can post it on social media or keep it in a class journal.



3. Reenact a Scene

Pick a favorite scene and act it out as a group.

Add your own twist—maybe change the setting or improvise new dialogue.

This sparks creativity and teamwork.



4. Design a Poster or Program

Collaborate to create a poster or program for the performance you saw.

Include drawings, quotes, and fun facts.

This is great for artistic expression and memory keeping.



5. Plan a "Behind the Scenes" Discussion

Research how the performance was made (costumes, music, choreography).

Assign each group member a topic to present.

This turns curiosity into a cooperative learning activity.



K-5 Student to Family Cooperative Activity Ideas:

- Create a home theater space: Dedicate a specific area in your home as a temporary theater space. It can be anywhere with a little bit of space to "put on a show". Create a cozy ambiance with lighting and comfortable seating.
- Create tickets and programs: Design and print them at home or even hand made. Deliver the tickets to family members, and the programs can include information about the performance, cast, and crew. This adds a touch of authenticity and excitement.
- Snack bar and concessions: Set up a snack bar or concessions stand with a variety of treats and refreshments. You can even create special themed snacks related to the performance you are watching.
- Interactive viewing experience: Encourage audience participation during the performance. For example, during a musical, you can sing along to the songs and clap during applause-worthy moments!
- Post-show discussions: After the performance, have a family discussion about the show. Share your thoughts, favorite moments, and discuss the themes or lessons portrayed. This can foster critical thinking and encourage creativity in your kids.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**

Additional Activity Ideas:



- Memory jars: Create a memory jar with your children. Write down favorite childhood memories on small pieces of paper and put them in a jar. Each week or month, take turns pulling out a memory and sharing it. This can spark conversations and lead to further discussions about your childhood experiences, and theirs too!
- Bedtime stories: Instead of reading traditional bedtime stories, take turns sharing personal stories from your childhood. These could be tales of adventure, funny incidents, or heartwarming experiences. This can create a strong bond between you and your children as you share personal narratives.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Create traditions with your child/children!: Establish special rituals or traditions that you can share. It could be a weekly movie night, cooking together on weekends, going for a walk after dinner, or singing at the top of your lungs before bedtime.

M/H Student to Family Cooperative Activity Ideas:

- Cook a themed meal: If the play had cultural or culinary references, consider cooking a themed meal together as a family. Research recipes from that culture or recreate dishes mentioned in the play. This culinary exploration can add a delicious dimension to your theater experience and allow you to immerse yourselves further in the production.
- Watch a related film or documentary: If there are any film adaptations or documentaries related to the play or its subject matter, plan a family movie night to watch them together. This can provide additional context, offer a different perspective, or deepen your understanding of the themes explored in the theater production.
- Share impressions and discuss the play: Sit down with your kids and have a conversation about the play you all watched. Share your impressions, thoughts, and emotions. Discuss the elements that stood out to each of you, such as the performances, the set design, or the storytelling. This exchange of perspectives can deepen your understanding and appreciation of the production.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**

Additional Activity Ideas:

- Attend workshops or classes: Look for theater workshops or classes that interest you and your child. Participating in these educational opportunities can help your kids develop their skills, gain confidence, and connect with others who share their interest in the performing arts.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Volunteer or participate in theater activities: If your kids have developed a keen interest in theater, encourage them to get involved in local theater groups or school productions. Volunteer backstage, audition for roles, or assist with set design and costumes. This hands-on experience allows us to gain practical knowledge and further nurture a passion for the performing arts, and the whole family can volunteer with the show!

Standards Alignment: The Nutcracker

Standards Alignment: The activities in this guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternate means for students to demonstrate what they know.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)	
Kindergarten through Grade 12/ English Language Arts	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

CURRICULUM CONNECTIONS

DONORS

We thank the Broward Performing Arts Foundation and the following funding partners for their support of educational programming at the Broward Center this season.

Linda and Ed Appleby & Family
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Community Foundation of Broward
The Frederick A. DeLuca Foundation
Florida Power & Light Company
Florida Panthers Foundation
Florida Theatrical Association
Charles F. and Esther M. Frye Foundation
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Genesis Inspiration Foundation
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David Kilmnick Scholarship Fund
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Kapila Family Foundation

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Doug Gorab & Ron Plotkin
Fund for Children's Education
Dr. Stanley & Pearl Goodman Endowed Fund
Gotta Dance Ted Stephens Endowed Fund
Barbara & Arnold Grevior Education Endowed Fund
Mary Jane Harlow Charitable Trust
Education Endowed Fund

JM Family/Jim & Jan Moran Endowed Fund
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