

En Flight Lyra 1 Syllabus

General Goals: to introduce students to lyra (aerial hoop) in such a way that promotes safety as well as fun and artistry

Skills Introduced: (all skills must be mastered before moving up)

- Standing spins
- Side mount
- Delilah Mount
- Straddle Mount
- Straddle Invert
- Pike under bar
- Tuck under bar
- Bump Up
- Double Knee Hang/Hocks Hang
- Open/Closed Delilah
- Gazelle Under Bottom Bar
- Vine Climb
- Stag Seat
- Man in the Moon
- Scissor Seat
- Secretary
- Pike away/Trash can
- Triangle Seat/Fast spin
- Side star
- Single Leg Cradle/Lion
- Martini
- Birdie
- Inside/Outside Mermaid
- Cradle
- Double Hip Hang (Pike over from bottom)
- Pull overs
- Pike/Tuck/Straddle Dismounts
- Flying V
- Backbend under bottom bar/Scorpion
- Splits under bar
- Star under bar
- Birds nest
- Chest stand
- Carousel
- Clock split
- Figure 4
- Wine Glass
- Knee beats
- Amazon front/side
- Birdie Roll
- Split away/Trash can split
- Elbow Delilah
- Half back balance
- Gazelle in the hoop
- Gazelle from top bar
- Double knee hang from top bar
- Front balance
- Double elbow hang
- Scarab

Classroom Etiquette to Introduce and Reinforce: (all skills must be mastered before moving up)

- Entering Class Ready to Dance
 - going straight to warm up (not playing on apparatus)
 - hair pulled back, no gum, no jewelry or items to catch the fabric
- Using the bathroom before class only
- Remaining focused, engaged, and ready to learn
- Trying all new moves introduced in class

Structure of Class:

The first 10-15 minutes of each class is dedicated to warming up the student and working on flexibility. The next 15-30 minute section focuses on conditioning and strength building, focusing on the arms, shoulders, back, and core.. During the last 20 - 30 minutes new skills are introduced and put into a combination or flow. It is important for our students to build the skills of learning and retaining choreography, as performance is the culmination of their technical training. The last 4-6 weeks before a performance, instructors may choose to shorten the technique portion, or omit it, in order to prepare and polish the routine.

Emphasis on Strength:

Students will work each week on maintaining and improving their strength and control in the lyra. This is practiced by moving through various poses (varying support) to help the aerialist build strength and enhance their safety practices while in the fabric.

Emphasis on Performance:

Students are expected to think about class routines outside of class and continue their strength training. CenterStage offers many tools to do this, including uploading music and practice videos to our YouTube channel. During class, teachers may choose to have students perform their routine in groups or individually, to assess what the student knows and what they need to work on. A student's knowledge and execution of their routine will also affect their positioning in the lyra (i.e.: students unsure of their routine may not execute as demanding of a skill or be on the lyra as long). This is for their own comfortability and safety. Ultimately though, it is our goal that each student be able to achieve each skill.

Reinforcement:

We emphasize positive reinforcement in class, using high fives, clapping/cheering, giving a hug/pat on the back, and offering praise to encourage good behavior and technique. If a student displays good behavior or work, we will often use them as an example for the class. We also use a three – strike system to inform each student of how well they are focusing in class. A “strike” could be handed out for any of the following behaviors: refusal to participate in activities, unkind behavior towards a fellow classmate or instructor, etc. If “strike 3” has been given, an instructor will ask the student to sit out and will speak with the parent after class.

Future Placement:

Students will move up when the instructor assesses that they have mastered all the curriculum and can execute it consistently.