

Ballet/Tap/Tumble 1 Syllabus (ages 3-4)

General Goals: begin to understand rhythm, develop coordination, understand correct alignment, work on flexibility, spacial awareness, and staying focused in class.

Ballet Skills Introduced:

(skills with a star should be mastered before moving to a Level 2 class)

- *First Position
- *Demi plies in first position (bottoms tucked under, knees over toes, straight back)
- *Second Position
- *Demi plies in second position
- *Relevé
- *Bourré Turn
- *Ballet walks with pointed toes
- Passé (balancing for at least a few seconds without the barré)
- Pre-Tendu (extending each leg straight, with pointed toe in parallel first)
- Third Position
- *Gallop R & L (pre-chassé)
- Sways (transferring weight)

Tap Skills Introduced:

(skills with a star should be mastered before moving to a Level 2 class)

- *Knee Bounces
- *Walk Fd & Bk
- Marches (in rhythm)
- *Right & Left Exercises
- *Side Together (spacial awareness-leaving space between dancers)
- Jump Out Jump In
- Jump Back Jump Front
- *Point Together
- *Heel Together
- *Toe-back Together
- Ball-heel steps
- Hop Step
- Shuffles

Tumbling Skills Introduced:

(skills with a star should be mastered before moving to a Level 2 class)

- *Butterfly Stretch
- *Straddle Stretch (without knees rolling in, pointed toes, straight legs, straight upper-bodies)
- *Pike Stretch (straight legs, pointed toes)
- *Lunges R & L leg (pre-splits)
- "Mermaid" Stretch (bellies on the floor, touch head to toes)
- Bridge Stretch (assisted; strength builder)
- *Jump two feet
- *Jump one foot, R & L
- *Skipping
- Step jump together R & L
- Log Rolls
- Somersault (Forward Roll)

Classroom Etiquette to Introduce & Enforce:

(all skills should be mastered before moving to a Level 2 class)

- Entering Class Ready to Dance
 - Ballet shoes on, hair pulled back
 - Leaving parents readily and without being coerced
- Putting dance bags and coats into their assigned cubby
- Using the bathroom before class only
- Knowing their teacher's and teaching assistant's names
- Raising their hand before sharing with the teacher or the class
- Taking Turns
- Lining Up

Transition Tools: We often work on ballet, tap, and tumbling during each one-hour class to keep students attentive and the class moving. Between genres, we often use a transition tool (such as reading a dance story, or an educational coloring page) to give students a mental break before focusing on a new 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 dance 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 student or instructor, excessive defiance, and others. Individual rewards will be offered at the end of each class for students who have not reached their third strike (i.e.: a sticker). Each instructor uses a different system, for example, a spotlight or a ballerina costume to illustrate this process to the students.

Future Placement: Students will move into a Level 2 class when the instructor feels they have the body strength, spacial awareness, classroom etiquette, and dance skills needed OR when they turn 5 years old.