

Advanced Clog Syllabus

General Goals: to expand their technical training, increase their performance quality, knowledge of terminology, spacial awareness, and staying focused in class.

Skills Introduced:

- Basic Buck
- Triple Buck
- Gallop (Buck Pushoff)
- Buck Joey
- Basic Flatfoot
- Triple Flatfoot
- Skuffy Time
- Canadian
- Triple Canadian
- Canadian Rhythm
- Canadian Pullback (Tap Tap/Tch Tch)
- Pullback
- Slow Double Doubles
- Double Doubles
- Long Double Doubles
- Gregory
- Gregory Sequence
- Gregory Cross Touch
- Jeremy
- Birmingham
- Burton
- Burton Vine
- Carmie

Classroom Etiquette to Introduce and Reinforce: (all skills must be mastered before moving to an Advanced Clog Class)

- Entering Class Ready to Dance
- Going straight to warm up (not playing on equipment)
- Clog shoes on, hair pulled back, no gum
- Using the bathroom before class only
- Raising their hands before sharing with the teacher or the class
- 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 with clog routines that the student learns through the year. The next 15-30 minute section focuses on technique and mastering skills and formations in new routines. Clogging is a social dance. During the last 10 minutes a combination is taught, or recital choreography begins. 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 Memorization:

Students will work each week on not only execution of skills and steps but memorization of many routines and dances.

Emphasis on Performance:

Students are expected to rehearse class routines outside of class. 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 dance (i.e.: students unsure of their routine may be placed in the second or third row). This is for their own comfort ability so that they can watch other students who are more confident in remembering their moves. Ultimately though, it is our goal that each student memorize their routine.

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. the parent after class.