

Al Gilbert Grade 4 Syllabus

General Goals: to expand their technical training, increase performance ability, and develop a well rounded tap dancer.

Skills Introduced:

- 3 Tap Riff
- Progressions on Riff turns
- Shuffle combinations (front, side, back)
- Shuffle hop, shuffle hop toe, maxie ford combinations
- Shuffle, maxie ford, irish combinations
- Front essence
- Back essence
- Inside/outside paddle turns
- 5 Tap Riff walk
- Chugs
- Single Traveling Time Steps
- Falling off the log
- Bell kicks
- Cincy/Back to the woods
- Drawbacks
- Step heel/flap heel turns
- Flap double heel/flap ball change turns
- Cramp Roll Turn
- Maxie Ford turn

Classroom Etiquette:

- Entering Class Ready to Dance
- Going straight to warm up
- Tap 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's feet and ankles. The next 15-30 minute section focuses on technique and mastering skills both center floor and across the floor. 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 Consistency:

Students will work each week on new patterns and combinations, working towards continuing to build muscle memory and consistency. Building these skills will help students learn and perform combinations faster.

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).

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.

Future Placement:

Students will move to a class teaching Al Gilbert Grade 5 when the student has mastered and can consistently execute all patterns and skills in this level.