

## **Ballet 5 - Primary 2 Syllabus**

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

**Skills Introduced:** (all skills must be mastered before moving to a Level 6 - Primary 3 class)

- Battement Tendu
- Character Balancé
- Chassé
- Chassé Temp Levé
- Curtsy
- Echappé/Sauté
- Gallop/Spring Pointe
- Grand Battement
- Grand Battement Center
- Partner Gallop
- Petit Jeté
- Pirouette
- Plie
- Polka
- Ports de Bras
- Ports de Bras/3rd Arabesque
- Relevé
- Retire
- Sauté
- Tambourine Dance

**Classroom Etiquette to Introduce and Reinforce:** (all skills must be mastered before moving to a Level 6 - Primary 3 class)

- Entering Class Ready to Dance
- Going straight to warm up (not playing on equipment)
- Ballet 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 and working on flexibility at the barre. 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 Knowledge of Terminology:**

Students will work each week on not only memorizing and executing their Primary 2 ballet patterns correctly but also being able to remember and recall all terminology learned in class and what it means.

### **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. 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 to a Level 6 - Primary 3 class when the instructor assesses that they have mastered all the curriculum and are responsible in knowing their dance routines or they take the Cecchetti Primary 2 examination.