

Ballet/Tap/Tumble 1 Syllabus (ages 3)

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

Ballet Skills Introduced:

(all skills 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:

(all skills 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: (all skills 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 4 years old.