

# **Ballet/Tap Combo 2 Curriculum (ages 4)**

*General Goals:* continue to develop all Level 1 skills- understanding rhythm, developing coordination, understanding correct alignment, working on flexibility, spacial awareness, and staying focused in class.

## ***Ballet Skills Introduced:***

(all skills should be mastered before moving to a Level 3 class)  
All Level 1 Skills (review)  
Dancing at the barré (facing correct direction, not swinging or hanging, etc.)  
Third Position  
Passé (with & without the barré)  
Tendu front (with pointed toe in parallel first)  
Tendu side (turned out)  
Sways (transferring weight)  
Ballet Arms 1<sup>st</sup> Position  
Ballet Arms 5<sup>th</sup> Position  
Balance in relevé 1<sup>st</sup> & 2<sup>nd</sup> Positions (facing the barré)  
Echappes (facing the barré)  
Chassés across the floor (pointed toes, intro to feet)

## ***Tap Skills Introduced:***

(all skills should be mastered before moving to a Level 3 class)  
All Level 1 Skills (review)  
Dancing at the barré (facing correct direction, not swinging or hanging, etc.)  
Marches (in rhythm)  
Jump Out Jump In  
Jump Back Jump Front  
Ball-heel steps  
Shuffles  
Shuffle Step  
Shuffle Step Faster  
Shuffle Step Much Faster • Shuffle Hop  
Heel Ball Change  
Hop Step  
Hop Step Faster

## ***Tumbling Skills Introduced:***

(all skills should be mastered before moving to a Level 3 class)  
All Level 1 Skills (review)  
“Mermaid” Stretch (bellies on the floor, touch head to toes)  
Bridge Stretch (assisted; strength builder)  
Step jump together R & L  
Log Rolls  
Somersault (Forward Rolls)  
Straight Leg Lunges R & L (assisted intro to splits)  
Handstand/Headstand Intro (optional, using the wall)  
Grand Battements across the floor (forward only, low, pointed toes)

***Classroom Etiquette to Introduce & Enforce:*** (all skills should be mastered before moving to a Level 3 class)

- All Level 1 Classroom Skills (review)
- Saying “excuse me,” “I’m sorry,” & “I forgive you.”
- No “tattling.” Working together (and with the teacher) to recognize accidents and solve problems.
- Encourage and support other students by clapping after each turn

## ***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 stoplight or a ballerina costume to illustrate this process to the students.

***Future Placement:*** Students will move into a Level 3 class when the instructor feels they have the body strength, spacial awareness, classroom etiquette, and dance skills needed OR when they turn 6 years old.