

Ballet/Tap Combo 3 & K-2nd Grade Curriculum (ages 6)

General Goals: continue to develop all Level 2 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 4 class)

Demi plié in 1st and 2nd
Tendu in 1st front parallel
Relevé in 1st
Prep for Retiré - point side lift foot to retire, calf height close 1st
Ports de Bras 1st and 3rd
Butterfly arms
Arabesque, step side arabesque a terre (pointing on the ground)
Bouree steps in circle
Two Step side with parallel jump
Parallel Balancé 3 Step
Glisé side in Parallel and 1st, demi plié
Curtsy
Spring Points front parallel
Sauté in Parallel and 1st holding plie at end
Echappé Sauté
Skipping forward backward and in a circle
Parallel Step lift knee parallel
Petit Jeté Parallel
Ballet Runs Parallel ending in curtsy
Character Dances
Reverence (step curtsy)

Tap Skills Introduced: (all skills should be mastered before moving to a Level 4 class)

Shuffles
Shuffles Faster
Shuffle Hop
Shuffle Hop Toe
Hold Ballchange
Shuffle Ball Change
Shuffle Ball Change faster
Maxi ford
4 Marches and a Maxi Ford
Heel Ballchange Combo
Kick Ball Change Combo
Buffalo
Buffalo Faster
Irish
Irish Faster
Flap
Flap Faster
Walking Flaps
Flap Heel
Walking Flap Heels
Hop Step
Hop Step Faster

Classroom Etiquette to Introduce & Enforce: (all skills should be mastered before moving to a Level 4 class)

- 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 and tap 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 4 class when the instructor feels they have the body strength, spacial awareness, classroom etiquette, and dance skills needed OR when they turn 7 years old.