

En Flight Section A Syllabus

General Goals: to continue to expand on proper training for aerial hammock in such a way that promotes safety as well as fun and artistry. This class will continue to fine tune skills from Middle/High School En Flight A as well as incorporating new drops.

Skills Introduced: (all skills must be mastered before moving up to Company)

- Continue to chart Middle/High School A skills
- Bullet drop (Slack drop)
- Double 360
- Triple 360
- Barrel drop
- Corset entrance
- Corset drop
- Inverted arabesque
- Superwoman drop
- Drop from "Peacock flow"
- Clamshell drop
- Tick Tock drop
- Secretary drop
- Kartwheel
- Split balance (double crochet)
- J drop
- Triple candy cane drop
- Hand to hand partnering (from superwoman entrance)
- Tear drop split
- "Boat Luggage" Flow (with drop)
- Wrist lock (with partnering)
- Iron T
- Kartwheel from skin the cat
- Single arm holds/balances

Classroom Etiquette to Introduce and Reinforce: (all skills must be mastered before moving up to Company)

- Entering Class Ready to Dance
- Going straight to warm up (not playing on apparatus)
- Hair pulled back, no gum, no jewelry or items to catch the fabric
- Using the bathroom before class only
- Remaining focused, engaged, and ready to learn
- 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. The next 15-30 minute section focuses on conditioning and strength building, focusing on the arms, shoulders, back, and core. During the last 20 - 30 minutes new skills are introduced and put into a combination or flow. 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 Strength:

Students will work each week on maintaining and improving their strength and control in the fabric. This is practiced by moving through various wraps and footlocks (varying support) to help the aerialist build strength and enhance their safety practices while in the fabric.

Emphasis on Performance:

Students are expected to think about class routines outside of class and continue their strength training. 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 hammock (i.e.: students unsure of their routine may not execute as demanding of a skill or be in the fabric as long). This is for their own comfortability and safety. Ultimately though, it is our goal that each student be able to achieve each 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 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 up when the instructor assesses that they have mastered all the curriculum and can execute it consistently.