

## Jazz/Lyrical 4 & Elementary Jazz/Lyrical Syllabus

*General Goals:* to expand their technical training, increase their performance quality, and continue to develop flexibility, spatial awareness, and staying focused in class.

**Skills Introduced:** (all skills must be mastered before moving to a Level 5 class)

- Sassy walks across floor (leading with toes)
- Walks through passé across floor (leading with toes)
- Walks in forced arch
- Sugars
- Grapevines
- Pas de bourré
- Step ball changes with arms in alternating fourth
- Jazz Square R & L
- Scissor step R & L
- Sauté Passé (alternating legs)
- Pivot turns
- Jazz 1<sup>st</sup>, 2<sup>nd</sup>, and 4<sup>th</sup> position (proper alignment and weight distribution)
- Walk around self in circle (focus on spotting the front)
- Paddle turns
- 3-step turn
- Chainés turn with Lunge R & L
- Chainés turn with jump R & L
- Jump turn (preparation for calypsos and barrel leaps)
- Single Pirouette R & L
- Chasse-step-jeté R & L (straight legs, pointed toes, arms in 4<sup>th</sup>)
- Battements across the floor – to the front and back only. (Straight back, straight bottom leg, and straight kicking leg; arms on hips or in 2<sup>nd</sup>)
- Fan kicks at 45-90 degrees only (no lifting of the moving hip)
- Add a drop to the knee from the battement
- Toe touches
- Standing Firebird jumps
- Standing double attitude

**Classroom Etiquette to Introduce and Reinforce:** (all skills must be mastered before moving to a Level 5 class)

- Entering Class Ready to Dance
- Going straight to warm-up (not playing on equipment)
- Jazz shoes on, hair pulled back, no gum
- Putting dance bags and coats into a cubby
- Using the bathroom before class only
- Raising their hands before sharing
- Taking turns & lining up
- Using kind supportive words & actions
- No whispering while classmates are speaking or dancing

### **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 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 Flexibility:**

Students will work each week on obtaining their right, left, and middle split. It is imperative that a dancer start to build their flexibility at this age. Lack of flexibility will impede their ability to execute future skills and tricks in the future if it is not developed now. Teachers lead stretches so that the student is in total control of their weight distribution and flexibility – students are **never** physically pushed or forced into their splits or any other stretch.

### **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 5 class when the instructor assesses that they have mastered all the curriculum and are responsible in knowing their dance routines, OR a Middle/High School class when they turn eleven years old.