

Ballet/Tap/Tumble 2 Curriculum (ages 4-5)

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:

(skills with a star 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 1st Position
- *Ballet Arms 5th Position
- Balance in relevé 1st & 2nd Positions (facing the barré)
- Echappes (facing the barré)
- Chassés across the floor (pointed toes, intro to feet meeting in the middle)
- Grand Battements across the floor (forward only, low, pointed toes)

Tap Skills Introduced:

(skills with a star 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:

(skills with a star 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)

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.