

Pointe 3 Syllabus

General Goals: to expand their technical training, increase their performance quality, knowledge of terminology, and strength.

Skills Introduced:

- Echappe 4th
- Single Releve
- Tendu/Passe
- Pique Passe Side
- Coupe Fouette/Ballone
- Sissone de Cote
- Releve Arabesque
- Pose Arabesque
- Slow Roll ups
- Chasse Arabesque
- Quick Releve
- Pas de Bouree/Pique
- Arabesque Releve
- Pirouette Prep
- Fouette Prep
- Releve 5th
- Emboite
- Sissone
- Pose Arabesque
- Pirouette Prep
- Pirouette en dehors
- Pirouette en dedans
- Soutenu turns
- Pique turns
- Petit Tours
- Echappe/Passe
- Pose Arab/Pirouette
- Waltz
- Pirouette from 5th
- Pirouette from 4th
- Fouette Turns
- Lame Ducks

Classroom Etiquette to Introduce and Reinforce:

- Entering Class Ready to Dance
- Going straight to warm up (not playing on equipment)
- Ballet shoes on, hair pulled back, no gum
- Using the bathroom before class only
- Raising their hands before sharing with the teacher or the class
- 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 at the barre. 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 Strength:

Students are expected to condition and strengthen their feet and ankles outside of class. True progress cannot be made if students are only thinking about pointe in the classroom.

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.

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.