**Tap 5 Syllabus (ages 8 - 11)**

*General Goals:* to progress through the Al Gilbert Grade 4 curriculum, andto expand their technical training, increase their performance quality, and continue to develop flexibility, spacial awareness, and staying focused in class.

***Skills Introduced:*** (all skills must be mastered before moving to a Level 6 class)

* Shuffles in Different Patterns
* Flaps in Different Patterns
* Scuff combinations
* Progressions On Shuffle BC Turns
* 3 Tap Riff BC
* Progressions On Riff BC Turns
* Maxie Ford combinations
* Soft Shoe Front Essence & Break
* Inside Paddle Turn
* Outside Paddle Turn
* Outside Paddle Turn Combo
* Flap Cramp Roll
* 5 Tap Riff Walk
* Flap Chug
* Single Traveling Time Step
* Buffalo Falling Off the Log & Bells
* Cincinnati/Back-to-the-Woods
* Back Essence Combo w/Paddle Turn
* Changeover Flap Cramp Roll
* Drawbacks
* Step Heel Turns
* Flap Heel Turns
* Flap Double Heel Turns
* Flap BC Turn
* Cramp Roll Turns
* Flap-Heel-Toe-Heel-Step-Brush-Heel Turns
* Maxie Ford Turn

***Classroom Etiquette to Introduce and Reinforce:*** (all skills must be mastered before moving to a Level 6 class)

* Entering Class Ready to Dance
  + tap shoes on, hair pulled back, no gum
* Putting dance bags and coats into a cubby
* Using the bathroom before class only

***Structure of Class:***

The first 30-40 minutes of each class is dedicated to warming up the student and 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 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 memorizes 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 6 class when the instructor assesses that they have mastered all the curriculum and are responsible in knowing their dance routines, OR when they turn 11 years old.