**Tap 7 Syllabus (ages 12+)**

*General Goals:* to progress through the Al Gilbert Grade 6 curriculum, to expand their technical training and increase their performance quality.

***Skills Introduced:*** (all skills must be mastered before moving to a Level 8 class)

* Crossing and uncrossing shuffles
* Riffles
* Scuffles
* Riffle and Scuffle with heels
* Riff cabriole
* Nerve tap
* Cutaways
* Pendulum wing
* Swap wings
* Single and Double front wings
* Double Triple Time Step
* Off Beat Travel Time Step
* Wing Time Step
* Flap Heel Syncopated
* Double Drawbacks
* Triple Drawbacks
* 11 and 13 Tap Riff Walk
* Over the Top Riff Walk
* Waltz Cramp Roll
* Triplet Turn
* Waltz Turn
* Nerve Tap Pirouette
* Out-and-In Paddle Turn
* Barrel Roll
* Double Pullback 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 8 class when the instructor assesses that they have mastered all the curriculum and are responsible in knowing their dance routines.