



Youth Syllabus

This syllabus is founded upon age and establishing dance progressions that help retain a basic understanding of steps, emotions and spatial awareness.

Classroom Objectives

To properly execute the technical aspects that are of each genre (Acro, Ballet, Jazz, Hip-Hop, Tap).

1. Classroom Etiquette
 - a. Positive Interactions
 - b. Teamwork
 - c. Taking Turns
 - d. Socialization
2. Body Awareness
 - a. Balance
 - b. Spatial Awareness
 - c. Deep grasp of Musicality
3. Building Confidence
 - a. Independence
 - b. Finding your "dance" voice
4. Memory Retention
 - a. Warm-up memorization
 - b. Routine/Performance Memorization
 - c. Technique

Class Objectives by Genre

Youth Acro

(Level 1-3 in gymnastics or Lower)

Working On:

- Baby Handstand
- Forward Rolls on Cheese Mat ONLY
- Candlestick/Backward Roll (on Cheese Mat ONLY)
- Seal/Cat (Child's pose)
- Baby Split introduction
- Shoulder Flexibility
- Baby Bridge (Including Rock N Rolls)
- Arabesque (Holding Barre/Wall/Mat)

- Arabesque off Wall (Lever In and Out)
- Forward Rolls (without using hands to stand up/on floor)
- Candlestick position
- Bridge with shoulders over hands
- Cartwheel (one side)
- Starting posture with one foot in tendu and arms reaching forward

Perfecting:

- Handstand on wall

Youth Ballet, Ballet 1, Tween Ballet

Use the following syllabus as a guide with a consideration for age/level, allowing creative expression while increasing the structure of class. Students should learn the basic foundations of ballet with an emphasis on:

- Floor stretches
- Skipping
- Gallops
- Run, run leap
- Spring points (intro to piqués)
- Rhythm based movement (e.g. combining sautés with clapping)
- Use of different floor patterns (e.g dancing in a circle, staggered lines)
- Use of props (e.g. scarves to strengthen port de bras)
- Dancing with partners
- Youth Ballet will not work from 5th position

Barre

- 1st, 2nd, and 3rd positions of the feet -Fondu
- Demi-plié, grand-plié -Frappé
- Relevé and élevé -Cou-de-pied (coupé)
- Battement tendu (from 1st position) -Passé and retiré
- Battement dégagé (from 1st position) -Sous-sus
- Rond de jambe à terre en dehors -Grand battement

Port de bras

- Introduction to proper ballet hand shape
- Basic positions of the arms: en bas, 1st, 2nd, 3rd, 4th, 5th en au

Center

- Basic floor stretches -Ballet walks and runs
- Tendu -Bourrées
- Port de bras -Sautés in 1st and 2nd position
- Basic pas de bourrée -Échappé
- 1st Arabesque -Glissade (from 1st)
- Balance relevé passé -Pas de chat
- Chaînés

Tween/Teen Ballet

Overall focus on introducing basic steps, proper alignment, and beginning foot articulation. Tween/Teen Ballet should utilize the barre and center steps listed above with the addition of:

Barre

- 4th and 5th positions of the feet
- Battement piqué
- Rond de jambe à terre en dedans

Port de bras

With increased understanding and strength students may begin to add full port de bras to barre combinations.

Center

- Pirouette preparation -Assemblé
- Piqué turn preparation -Jeté
- Soutenu turn -Sauté arabesque, sauté passé
- Balancé -Grand jeté
- Soubresaut -Saut de chat
- Changement

Youth Jazz

- Chasse
- Ballet positions (plié, tendu, chaîne, grande jeté)
- Jazz Walks
- Kick Ball-Changes
- Grapevine
- 3 step turn
- passe balance, passe jump
- basic understanding of Rhythm and Counts

Jazz 1

Must have everything from Youth Jazz plus:

- Pivot
- pique passe balance
- jazz square (both sides)
- intro into 6-step
- Chaîne (2)
- battement front
- pas de bourrée
- Understanding of posture/alignment in balance in passe relevé
- Alternating chasse
- floor fan kicks
- single pirouettes
- Introduction into ankle and foot strengthening exercises and foot articulation.

Tween Jazz

Must have everything from Youth Jazz plus:

- Pivot
- pique passe balance
- jazz square(both sides)
- intro into 6-step
- Chaîne (2)
- battement front
- pas de bourrée
- Understanding of posture/alignment in balance in passe relevé
- Alternating chasse
- floor fan kicks
- single pirouettes
- Introduction into ankle and foot strengthening exercises and foot articulation

Tween/Teen Jazz

Must have everything from Youth Jazz plus:

- Pivot
- pique passe balance
- jazz square(both sides)
- intro into 6-step
- chaîne(2)
- battement front
- pas de bourrée
- Understanding of posture/alignment in balance in passe relevé
- Alternating chasse
- floor fan kicks
- single pirouettes
- Introduction into ankle and foot strengthening exercises and foot articulation.

Beginning Tap

10 Basic Tap Steps

- Heel Drop
- Toe Tap
- Dig
- Toe
- Brush
- Spank
- Stomp
- Stamp
- Hop
- Jump

Other Steps

- Shuffle
- Flap
- Ball Change
- Paradiddle
- Drawback

Youth Hip Hop and Hip Hop 1

- Marching
- Bouncing
- Rocking
- Hopping
- Developing clear, strong arms
- Hip movement; hip shake
- Hip shake (w/ leg popped)
- Shoulder movement
- Jump clap
- Step, together
- Step touch
- Finding the beat in the music
- Working on performing (facials)
- Formations
- Chest Pops (without moving hips & arms)
- Grooves/freestyle
- Coffee grinder
- Full body isolations
- Body rolls (up & down)
- Chest isolation (box/front, back, side to side)
- Foot work

Tween Hip Hop

All moves above plus:

- Understanding levels in movement
- Starting to work on dynamics
- Picking up choreography based on timing and musicality

Instructor Notes Below in Italics

Basic Class Structure(s):

1. *Take Roll*
 - a. *This is SUPER Important, DA will lose money if we do not get the attendance correctly. Can't give away free classes, on the flip side we call home parents so it's embarrassing when the office staff have to say sorry that a child did not miss class but was marked accordingly.*
 - b. *We have to memorize ALL your kids' names, this is very important in building trust and solidifying that bond so they will listen and stay focused when you need them to.*
 - c. *The kids will all have an assigned dot to stand on and it will be the same for the duration of the class. Once recital hits, it will be their designated dot for their routine, EVERYTIME!!!! (I implore you to utilize this when making a dance the more you can bring their memory retention into play the faster their technique and skill building can begin).*
2. *Warm-Up*
 - a. *Begin with some cardio/Jumping Jacks, then get into some sort of strengthening (sit-ups, crunches, plank holds, push-ups). Then go through some sort of isolation, mixed with side stretches into lunges. It is very important to do the same warm-up every time until the kids look like they have a grasp on it. Then add some changes as they seem to be more comfortable.*
 - b. *Practice some passe balances on both sides; you can make a game out of it to see who can balance the longest. (I will give them about 15-30 seconds to finalize their balance then see who can hold the longest without dropping their foot from posse - coupe).*
 - c. *Can work on Pirouettes at this point as well to get them onto their leg. Always do both sides, we don't want to be lopsided.*
 - d. *General note about corrections during class: always announce to your students that you might be making "physical" corrections on them (i.e. touching and adjusting). Every student has the right to object to this and also must give permission.*
3. *Across the Floor*
 - a. *Practice Syllabus appropriate steps, (Don't be the "cool" parent who lets them do fouettes). Always alternate skills so they have both sides of their bodies and brains moving.*

- b. *Make sure to give them corrections at this point. You can have them go multiple times doing the same across the floors to give them a chance to do something they messed up on.*
 - c. *Make sure to do at least one of these 4 skill- sets: Battements, leaps, turns, then optional genre appropriate skill (i.e. Ballet- plie, Jazz- kick ball change)*
4. *Combination*
 - a. *Have them learn their first couple combos in the same spot. Don't have them move around too much or they will not retain the information.*
 - b. *This could also be a good time to use lyrical ideas from the song so they can connect the two things as a word and an action.*
 - c. *Try to do the same combo for a couple weeks to work memory retention. Then add on once they can do the dance without you physically doing it. You may however cue them through claps, words, or counts.*
5. *Class Ending*
 - a. *Give them a cool down to bring their energy back to neutral existence. Do plies, roll-downs, roll-ups, torso swaying, rounding back out.*
 - b. *Have a ritual that you always end class with. The more you can have the class be the same every week the more room they have in their brains to remember their technique and performance routines.*
 - c. *You can do stickers or "Air-Fives", Curtsey as a final goodbye. This is also where you can talk to a parent about a child's behavior, positive or negative. The parents LOVE to hear when their child is great.*

*Some popular Youth games you can use in class:
(to debrief their energy or try to switch their focus)*

1. *Freeze Dance*
2. *Animal Dance*
3. *Red Light Green Light*
4. *Prop Dances*
5. *Follow the Leader*
6. *"Mr. Nathan" (insert teacher name) Says*

We have a green tub with different props to use (make sure to put them back and try to keep them in a nice order. It can get messy pretty quickly.)

- *Fake Flowers*
- *Handkerchiefs*
- *Ribbon Wands*
- *Bean Bags*
- *Star Dots*
- *Dots*

- *Foam Circles*
- *Parachute*