



“ALWAYS TEACH THE WAY YOU WOULD WANT TO BE TAUGHT”

General Goals

Understanding rhythm, developing coordination, understanding correct alignment, working on flexibility, spacial awareness, and staying focused in class. Utilize correct terminology to help dancers learn the appropriate name of the steps. When dancers are comfortable speed up steps and put together different rhythms. Introduce dancers to Broadway choreographers, shows and stage directions

Classes will vary depending on the students. Keep dancers engaged and wanting to learn! At the end of the day we want dancers saying how much fun they had in dance class!

Always 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.

Nice Words

Young dancers are learning the importance of patience, taking turns, and following directions.

Remind

Remind them often how proud you are of them for working hard, remembering steps/terminology.

Explain

Most dancers are eager to learn and are eager to please. Be sure to set clear rules and expectations at the beginning of class.

Tough Days

Some days are just tough with even the best classes. Just take a deep breath and be willing to change up your plans for the day.

1

INTRODUCE

Introduce steps to dancers.

2

EXPLAIN

Explain patterns, what type of the body or why you're teaching it.

3

TRY IT WITH MUSIC

Try steps half tempo, up to tempo and then quickly!

MUSICAL THEATRE SYLLABUS

Structure of Class

The first 10-15 minutes of each class is dedicated to warming up the student and working on flexibility.

The next 15-30 minute section focuses on technique and mastering skills both center floor and across the floor. During *the last 10-15 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 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 Choreography:

Students will work each week to week on new choreography from different musicals. Muscle memory is needed in musical theatre rehearsals and auditions. It is a skillset, and changing up patterns and combinations will help develop this.

Emphasis on Performance:

Students are expected to rehearse class routines outside of class. 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.

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. towards a fellow classmate or instructor, etc.

Class Room Etiquette

Classroom Etiquette to Introduce & Enforce:

- Entering Class Ready to Dance
- Going straight to warm up (not playing on equipment)
- Character/Jazz shoes on, hair pulled back, no gum

Skills Introduced:

- 3 Step Turn
- Ball changes in all directions
- Battements across the floor R & L (Front, Side, Back)
- Bell Kick
- Chaines Turn
- Chasses across the floor
- Drag step
- Fan Kicks R & L
- Grapevine
- Hitchkick
- Jazz Square R & L
- Kick Ball Change
- Paddle Turns
- Participation in Improvisation Activities
- Pas de bourrée R & L
- Pirouettes R & L
- Pivots R & L
- Ponies R & L
- Roll to the ground
- Shimmy
- Stag Leap
- Sugars