

## Year Two Syllabus Breakdown

Section 1	<b>Introduction</b> Syllabus Goals, Student Profile, Manual Use, Class Structure, Music Activities, Applause in the Classroom, Activity Sheets, Lesson Plan Binder, Room Diagram, Starting Postures, Core Content Standards – Dance, Year Two Progress Chart
Section 2	<b>Learning Skills</b> 5 Exercises, 4 activity sheets
Section 3	<b>Anatomy</b> 8 Exercises, 2 activity sheets
Section 4	<b>Jazz</b> 10 Exercises, 5 activity sheets
Section 5	<b>Ballet</b> 19 Exercises, terminology, 4 activity sheets
Section 6	<b>Locomotor</b> 18 Exercises, terminology, 6 activity sheets
Section 7	<b>Creative</b> 13 Exercises, 8 activity sheets
Section 8	<b>Quality of Movement</b> 6 Exercises, terminology, 1 activity sheet
Section 9	<b>Musicality</b> 5 Exercises
Section 10	<b>Social Dance</b> 6 Exercises, 3 activity sheets
Section 11	<b>Holidays / Seasonal</b> 9 Exercises, 9 Activity Sheets

# ANATOMY



## **EXERCISE 1**

### ***“Bend and Straight”***

*Activity Sheet 5*

#### **Supplies/Equipment**

One pipe cleaner for each student in the class

#### **Directions**

1. Have the students sit in a half circle or in a line, making sure they have enough personal space to safely move different parts of their body.
2. Give every student a pipe cleaner. Ask the students to bend the pipe cleaner. If a student does not know what bend means, explain the action to them.
3. Next ask the students to stretch the pipe cleaner back to a straight line. If a student does not know what stretch means, explain the action to them.
4. Ask the students how many parts of their body they can bend and return to straight. How many different ways can they bend and stretch these joints? Have each student provide one answer and allow everyone a chance to move that body part. If the students miss any of the following body parts or directions of movement, provide the information to them:
  - a. Toes – curl and uncurl
  - b. Knee – bend and straighten
  - c. Waist – round forward / backward / sideways and straighten
  - d. Fingers – curl and uncurl
  - e. Elbow – bend and straighten
  - f. Spine – round forward / arch backwards and straighten
  - g. Neck – round forwards / arch backwards and straighten

#### **General Notes**

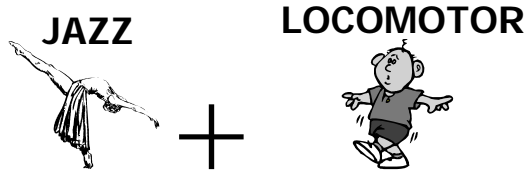
1. Allow the students to explore their body and how it moves.
2. Encourage the students to work lying on the floor, standing, and in the air (on all 3 levels).
3. Once a body part is named, have each student come up with a new way of bending that body part, whether it is by varying the direction or level of movement.
4. If a student does not know the name of the body part they are using, name the body part for them. Whether you or the student says the name of the body part, have all the students repeat the name.
5. Ask the students to identify what level that body part is moving in and what direction it is moving.
6. Use instrumental music that is easy to speak and hear over.

#### **Skills Developed**

Listening, Following verbal cues, Anatomy, Biomechanics, Auditory processing, Group participation, Visual processing, Verbalization, Creative thinking, Personal space, Critical thinking, Spatial awareness, Eye hand coordination, Fine motor coordination

#### **NSAE Dance Standards Covered**

1-1, 1-3, 1-4, 1-7, 2-5, 2-6, 4-1, 4-2



**EXERCISE 5**  
***”Low Walks Forward”***

**Supplies/Equipment**

Full length mirrors (if available)

**Directions**

1. Split the students into 2 groups. Have the students line up along wall number 5.
2. Ask the students to round their upper bodies forward and bend their knees so they are as low as possible.
3. Tell the students to walk forward in this low position. Allow the students to pick up their heads to watch their position in the mirrors.
4. Once the students have reached the mirrors, have them turn around and repeat the exercise back to their starting places. On the return, have the students keep their heads rounded down to look at the floor.
5. Have the second group of students repeat the exercise.

**General Notes**

1. Begin with a moderate 4/4 or 2/4 metered music. Encourage the students to walk with the beat of the music.
2. The rounded over position should be low, but not so low that the students cannot walk properly.
3. If a student bends their knees so far that the heels cannot touch the floor, have them straighten the legs until the heels touch the floor.
4. After the students are able to walk in a straight line forward, have them walk, as a group, around a circle. Make sure to change the direction of the circle.

**Skills Developed**

Listening, Auditory processing, Balance, Motor coordination, Group participation, Musicality, Personal space

**NSAE Dance Standards Covered**

1-1, 1-2, 1-4, 1-5, 1-6, 1-7, 2-5

# BALLET



## EXERCISE 2

### *“Preparatory Position”*

*Activity Sheet 12*

#### Supplies/Equipment

Full length mirror.

2 Tube shaped balloons – inflated – per student (optional)

#### Directions

1. Have the students stand in rows facing the mirrors.
2. Demonstrate the preparatory arm position for the students and tell them, “**This is preparatory position of the arms**”. Have the students repeat “**Preparatory Position**”.
3. The students’ postures should be as stretched up as possible. The students should place their feet in parallel first position with their arms down by their sides. Place a balloon in each student’s armpits. Ask the students to round their arms without squeezing the balloons. Have the students close their eyes and feel the air under their arms supporting their arms. Have the students open their eyes and take the balloons out.
4. Ask the students to round their arms to make a long circle down in front of their bodies. Tell the students to pretend that the balloons are under their arms and allow space for them. Remind the students that they will need to open their circles until their hands are in the middle of their thighs. If you are not using the balloons you can explain the opening movement by asking the students to imagine that there are strings attached to their elbows and someone is pulling them open.
5. Have the students return to their starting position.
6. Repeat the exercise (without using the balloons if possible) having the students take 1 measure to open the arms to preparatory position. Have the students hold this position for 1 measure. Allow 1 measure for the students to close their arms. Hold the starting position for 1 measure.
7. Repeat this exercise a total of 4 times.

#### General Notes

1. Use a slow waltz for this exercise.
2. Remind the students that their arms should be resting on a cushion of air all the way around. It is important to begin encouraging space in the armpit area from the very beginning of their training.
3. Watch for the students curling their fingers. Encourage the students to lengthen through their fingertips.
4. When opening the arms to preparatory position, the arms should open no further than just outside of the middle of the thighs.
5. Encourage the students to maintain proper posture throughout the exercise. The students should not grow taller and shrink as they move their arms.

#### Skills Developed

Listening, Posture, Auditory processing, Musicality, Memory, Spatial r, Personal space, Group participation, Visualization, Verbalization, Spatial awareness, Coordination, Responding to tactile cues

#### NSAE Dance Standards Covered

1-1, 1-4, 1-6, 1-7, 1-8, 4-2

Sample page from: *Dance – Teaching Beyond the Steps Year Two*

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## CREATIVE



### **EXERCISE 9**

#### *“Spring”*

*Activity Sheet 26*

#### **Supplies/Equipment**

A nice instrumental piece of music such as a piece off George Winston’s Winter into Spring or Spring, Birth from Cirque Du Soliel’s Journey of a Man, Rite of Spring by Stravinsky, etc.

#### **Directions**

1. Divide the class into 3 groups. One group will pretend to be flowers, the second group will pretend to be butterflies, the third group will pretend to be bumble bees.
2. “Plant” the students who are pretending to be flowers all around the studio. It is important that the students have enough room to move their limbs safely and that there is enough room in between the students for the bees and butterflies to travel.
3. Allow the students pretending to be bees and butterflies to begin moving around the studio. Talk about the differences in movements between bees and butterflies.
4. It is early spring, there is a still a little chill in the air. The flowers that are planted are small and just beginning to break through the earth. The bees and the butterflies are caught in the wind.
5. The sun begins to shine brighter and the days are becoming warmer. There is a gentle breeze in the air and the flowers are growing taller and fuller. The bees begin to travel from flower to flower looking for pollen that they use to make honey. The butterflies hover around the flowers.
6. There is a gentle rain falling. The flowers move under the weight of the rain drops. The bees and the butterflies rest in bushes instead of flying in the rain. You can end the exercise with the sun coming out and the bees and butterflies returning to the flowers or by picking the flowers to make a bouquet and having the bees and butterflies fly off to the bushes.
7. When repeating this exercise in subsequent classes, assign the students different roles so that each student has a chance to portray each “character”.

#### **General Notes**

1. Provide movement parameters without dictating the movements.
2. Suggest actions, pathways, and levels only if needed.
3. When the students create the drift at the end of the exercise encourage them to move together, but maintain some personal space.

#### **Skills Developed**

Listening, Critical thinking, Creative thinking, Personal Space, Group participation, Abstract thinking, Coordination

#### **NSAE Dance Standards Covered**

1-1, 1-2, 1-3, 1-4, 1-5, 1-7, 1-8, 2-1, 2-2, 2-3, 4-1, 7-1

# ROLLING LIKE A BALL

Connect the dots and color in your picture

