

**Year Three Jazz
Syllabus Breakdown**

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Lesson 16

Order	Exercise	Directions
1	Warm Up 6	Demonstrate the movement a total of 4 times alternating between right and left for the students to watch. Have the students perform the movements with you for the duration of a song approximately 2 minutes in length. Song speed should be 80 beats per minute (20 measures per minute).
2	Spinal Articulation 6	Demonstrate and verbalize the 2 repetitions of the exercise as the students watch. Have the students execute the full exercise as you demonstrate and verbally instruct them.
3	Upper Body Isolation 6	Demonstrate and verbalize the 2 repetitions of each movement as the students watch. Have the students execute the full exercise as you both demonstrate and verbally instruct them. Song speed should be approximately 96 beats per minute (24 measures per minute).
4	Lower Body Isolation 3	Have the students execute the full exercise as you both demonstrate and verbally instruct them. Song speed should be approximately 112 beats per minute (28 measures per minute).
5	Forward Walks 6	Demonstrate and verbalize the 2 repetitions of each movement as the students watch. Have the students execute the full exercise one at a time with each new student beginning after 8 counts. Have the students travel from upstage left to downstage right and upstage right to downstage left. Song speed should be approximately 96 beats per minute (24 measures per minute).
6	Backward Walks 6	Demonstrate and verbalize the 2 repetitions of each movement as the students watch. Have the students execute the full exercise one at a time with each new student beginning after 8 counts. Have the students travel from downstage left to upstage right and downstage right to upstage left. Song speed should be approximately 96 beats per minute (24 measures per minute).
7	Sideways Walks 5	Have the students perform the exercise 4 at a time across the floor. Have each group start 8 counts after the previous group. Have the students travel from stage left to stage right and stage right to stage left. Song speed should be approximately 112 beats per minute (28 measures per minute).
8	Triplet Exercise 4	Have the students go one at a time. Start the next student when the first student has completed 8 counts. Have the students travel from upstage left to downstage right and then upstage right to downstage left. Song speed should be approximately 96 beats per minute (approximately 24 measures per minute).
9	Spotting Exercise 6	Demonstrate 1 set of 4 $\frac{1}{4}$ turns as the students watch. Have the students perform the exercise with you as you both verbally instruct and demonstrate the exercise. Song speed should be approximately 80 beats per minute (20 measures per minute).
10	Center Work 4	Have the students perform the exercise as you verbally instruct them. Song speed should be 112 beats per minute (28 measures per minute).
11	Jumping Exercise 4	Demonstrate and verbally cue the students through the exercise as they do it with you. Song speed should be 112 beats per minute (28 measures per minute).
12	Performance Dance	Review the dance as taught so far. Once you have reviewed, have the students try the dance without you.

Hand out Activity Sheet #8

Warm Up 6

Music – 4/4 meter

Approximate Length – 2 minutes

Starting Position – Standing in the center of the room, preferably facing a mirror

Counts	Movement
1	Step the right foot to the right, turning 1/2 turn to the right.
2	Close the left foot to the right continuing to turn 1/2 to the right.
3	Step the right foot to the right continuing to turn 1/2 to the right.
4	Tap the left foot to the right without a weight change, at the same time clap the hands together.
5-8	Repeat the movement to the left.

Continue for the duration of the song.

During the duration of the exercise remind students of the following:

Spot the turn with the head maintaining focus in the direction of travel for the first 3 steps and returning to center on the tap.

Keep the body pulled up as much as possible without creating a rigid posture, use dynamic alignment.

Keep the knees soft, neither in a deep bend nor locked straight.

Keep the tap soft, stamping the feet is not necessary.

Maintain the tempo of the music.

Work together as a group, use your peripheral vision to help maintain group pace.

Once the students have the turning, adjust the arms during the clap so they are on the supporting side (right if the turn was to the right).

) Spinal Articulation - 6

Music - 80 Beats per minute 128 Counts

Approximate Length – 1 minute 40 seconds

Starting Position – Parallel second position, arms relaxed by sides

Beats	Movement
1-8	Roll down as described in the previous versions of Spinal Articulation.
1-4	Plie' as described in the previous versions of Spinal Articulation.
5-8	Stretch the knees while maintaining the rounded forward body position.
1-8	Roll up as described in the previous versions of Spinal Articulation.
1-4	Shift the eye focus up towards the ceiling allowing the head to follow (avoid dropping the neck backwards). Continue to lift up and back feeling the clavicle (collarbones) and sternum (where the ribs attach in the front) lifting up towards the ceiling without changing the position of the body from the bottom of the rib-cage down.
5-8	Beginning with the eyes, return the body to the vertical starting position. Verbally cue the students to check and correct any postural shifts you find.
1-8 x 12	Repeat 3 additional times.

Upper Body Isolations– 6

Music - 4/4 meter 224 Counts

Starting Position – Standing with the legs and feet hip width apart and parallel.

Counts

1-4 x 8

1-4 x 8

1-4 x 8

1-4 x 8

1-4 x 8

1-4 x 8

1-4 x 8

Movement

Repeat the head isolations taught in **Upper Body Isolations 3 and 4** a total of 4 times.

Have the students draw a circle with their nose. Begin by pointing the nose to the seam of the wall and ceiling and then following then continuing to trace the circle clockwise to use all 4 counts per circle. Repeat 3 additional times clockwise and then reverse to draw the circle counter clockwise.

Repeat the shoulder isolations taught in **Upper Body Isolations 3 and 4** a total of 4 times.

Press both shoulders forward, lift them up towards the ears, pull them back, and then pull them down, taking 4 counts to complete that circle. Repeat in the same direction 3 additional times. Repeat in the opposite direction 4 times.

Repeat the torso isolations taught in **Upper Body Isolations 3 and 4** a total of 4 times.

Hinge the torso forward, circle it to tilt to the right, hinge the torso backward, circle it to the left, using 4 counts to complete the circle. Repeat 3 additional times in that direction. Repeat 4 times in the reverse direction.

Repeat the arm circles taught in **Upper Body Isolations 1 and 2** a total of 4 times in each direction.

Lower Body Isolation—3

Music - 4/4 meter 160 Counts

Starting Position – Parallel first position, hands on hips.

Counts

1-2

3-4

1-4 x 3

1-4 x 4

1-4 x 8

1-4 x 8

1-4 x 8

1-4 x 8

Movement

Demi plie' in parallel first position

Straighten legs.

Repeat 3 additional times, opening the legs to parallel second position at the end.

Repeat in parallel second position. Maintain legs in parallel second and slightly bent (less than a demi plie) at the end.

Repeat the hip isolations taught in **Lower Body Isolation 2**, eight times in to each side.

Repeat the knee isolations taught in **Lower Body Isolation 2**, eight times in to each side.

Repeat the ankle isolations taught in **Lower Body Isolation 2**, eight times in to each side.

Repeat the flexing of the foot taught in **Lower Body Isolation 2**, eight times in to each side.

Forward Walks – 6

Music – 2/4 or 4/4 rhythm

Location – Across the floor—along the diagonal

Starting Position – Parallel first position, arms relaxed by the sides

Goal: Walking with shoulder movements

Movement:

Walk across the floor shrugging your shoulders and hands in an “I don’t know” gesture. Allow the elbows to bend and the hands to flex, palms up as the shoulders shrug. The movement can take up to 4 counts for the shrug and return gesture.

Points of Emphasis:

Maintain the cadence of the walk with the beat of the music.

Maintain proper dynamic posture throughout the exercise.

Walk with a natural gait—heel strike, roll through the foot and off the toes.

Encourage students to maintain a straight pathway of travel.

Maintain eye focus straight ahead throughout the walks.

Encourage students to keep the neck relaxed throughout the shoulder movement.

Encourage students to try for consistency through the movement.

Backward Walks – 6

Music – 2/4 or 4/4 rhythm

Location – Across the floor—along the diagonal

Starting Position – Parallel first position, arms relaxed by the sides, backing the direction of travel

Goal: Walking with head movements

Movement:

Walk backwards across the floor shaking your head “no”. Keep the movement smooth, not head isolations. The head movement can take up to 4 counts for the complete right and left gesture.

Points of Emphasis:

Maintain the cadence of the walk with the beat of the music.

Maintain proper dynamic posture throughout the exercise.

The footwork should roll from the toes through the ball of the foot to a flat foot.

Encourage students to maintain a straight pathway of travel.

Maintain balance throughout the walks.

Control the head movement, don’t move the neck in a jerky or sharp fashion.

Sideways Walks - 5

Music – 4/4 rhythm

Location – Across the floor—across the width of the studio, preferably facing the mirrors

Starting Position – Parallel first position, arms relaxed by the sides

Goal: Simple Grapevine

Count

Movement

- | | |
|---|--|
| 1 | Step on the right foot to the right. |
| 2 | Cross the left foot over the right foot, transferring weight onto the left foot. |
| 3 | Step on the right foot to the right. |
| 4 | Cross the left foot behind the right foot, transferring the weight onto the left foot. |

Continue across the floor

Points of Emphasis:

- Maintain the cadence of the walk with the beat of the music.
- Maintain proper dynamic posture throughout the exercise.
- The footwork should be fairly flat without stamping the feet.
- Encourage students to maintain a straight pathway of travel.
- Maintain eye focus straight ahead throughout the walks.
- Maintain the body alignment without excessive twisting throughout.

Triplet Exercise—4 Pas de Bourrée in Plié

Music - 4/4 Meter

Location – Across the floor

Starting Position – Legs in a parallel first position demi plié, hands on hips

Count

Movement

- | | |
|---|--|
| 1 | Maintain the plié and cross the right leg and foot behind the left foot. Allow the right leg to turnout to allow the crossing motion. |
| 2 | Uncross the left leg as you step on the left foot to the left side, maintaining the demi plié. Allow a slight amount of turnout (no more than 45 degrees). |
| 3 | Step forward on a rightwards diagonal with the right foot, maintaining the demi plié. Allow a slight amount of turnout on the right leg (no more than 45 degrees). |
| 4 | Maintain the position |
- Reverse to the left side

Points of Emphasis:

- Watch the alignment of the knee over the toes on the steps in plié.
- Maintain proper dynamic posture throughout the exercise.
- Encourage students to maintain a straight pathway of travel. The side to side movements should balance each other out.

Spotting Exercise – 6

Music – 128 counts 2/4 or 4/4 Meter

Location – Facing the mirrors

Starting Position – Parallel First Position – hands on hips

Count

<u>Count</u>	<u>Movement</u>
1	Have the students point their right foot to the side.
2	Have the students draw the right foot back to parallel 1st position and demi plie' with slightly more weight on the left foot.
3	Have the students lift their right foot into a parallel coupe' as they turn their head 1/4 turn to the right and allow the left foot and leg to turn to match.
4	Place the right foot on the floor.
1-4 x 14	Repeat 7 more 1/4 revolutions (2 complete turns)
1-4 x 16	Repeat on the left side

Points of Emphasis:

Encourage a controlled turning action with the head.

Remind students to maintain their balance.

Keep the focus at eye level, not higher or lower.

When the students turn their heads, have them avoid tilting the head to one side, looking up to the ceiling, or down to the floor.

Allow the student to remain flat footed or releve' to complete the turn. The emphasis is on balance and control.

Giving students a landmark on the side of the room that you are turning towards may help them with the left / right rotation the first time the exercise is taught. Try to use that method less as the year progresses.

Center Exercise – 4

Music – 128 counts 4/4 Meter

Location – Center floor, facing the mirrors

Starting Position – Parallel first position with hands on the hips

Counts

<u>Counts</u>	<u>Movement</u>
1-2	Cross the left foot behind the right foot.
3-4	Step forward on the right foot allowing the legs to separate.
1-2	Step to the left side with the left foot.
3-4	Close the right foot to the left foot
1-4 x 14	Execute 7 additional times.
1-4 x 16	Repeat beginning with the right leg.

Points of Emphasis:

Maintain proper dynamic alignment.

When the leg is crossing back, avoid having the bottoms stick out to allow the movement. Encourage a soft knee instead.

Allow the students to say, "cross, front, side, close" to help them learn the pattern in the beginning.

The pattern will progress forward slightly, so begin near the upstage side of the room.

Jumping Exercise – 4

Music – 64 counts 4/4 Meter

Location – Center

Starting Position – Right foot in a parallel coupe' – hands on hips

<u>Counts</u>	<u>Movement</u>
1	Demi pli� on the left foot.
2	Hop to the right side.
3	Hop to the right side.
4-7	Hop 4 more times to the right side.
8	Put the right foot down and pick up the left
1- 8	Repeat on the left foot.
1-8 x 6	Repeat right, left, right, left, right, left

Points of Emphasis:

Encourage students to roll through their feet in both directions. On the way up the footwork should be heel, ball, toe, jump and on the decent it is toe, ball, and then heel.

Remind the students to only bend their knees as far as they can maintain their alignment through the rest of the body. Maintain proper dynamic alignment throughout the movement.

Activity Sheet 8—Jazz Box

A jazz box or jazz square is a pattern of 4 steps that make an invisible square on the ground. Jazz boxes can travel forwards and backwards or stay in place.

Connect the pictures of feet to make a box.



Practice dancing your jazz box