

Year One Syllabus Breakdown

Section 1	Introduction Syllabus Goals, Student Profile, Manual Use, Class Structure, Story Time, Applause in the Classroom, Coloring Sheets, Lesson Plan Binder, Room Diagram, Starting Postures, Core Content Standards – Dance, Year One Progress Chart
Section 2	Learning Skills Definitions, 3 exercises
Section 3	Anatomy Definitions, 5 exercises, 3 story time exercises, 4 coloring sheets
Section 4	Jazz Definitions, 11 exercises, 6 coloring sheets
Section 5	Ballet Definitions, 23 exercises, 6 coloring sheets
Section 6	Locomotor Definitions, 1 story time exercise, 9 exercises, 10 coloring sheets
Section 7	Creative Definitions, 4 story time exercises, 16 exercises, 11 coloring sheets
Section 8	Quality of Movement Definitions, 9 exercises, 2 coloring sheets
Section 9	Musicality 3 Exercises, 1 coloring sheet
Section 10	Social Dance 1 Story time exercise, 4 exercises, 1 coloring sheet
Section 11	Seasonal / Holiday 9 Exercises, 9 Coloring sheets

ANATOMY



EXERCISE 5

“Feet”

Coloring Sheet 3

Story Time Activity

Supplies/Equipment

Book – “**My Feet**”, Author – **Aliki**, Publisher – **Thomas Y Crown**, Copyright – **1990 by Aliki Brandenburg**, ISBN – **0-690-04813-0**, Library Binding – **0-690-04815-7**

Directions

1. Read the book aloud to the students, following the activities described in the book.
2. Identify anatomical terms by showing the students the parts of your feet and then asking them to show theirs.
 - A. Feet – stand up on them
 - B. Toes – sitting back down
 - C. Heel
 - D. Sole
 - E. Toenail
3. Have students try the following movements
 - A. Wiggling toes
 - B. Walking on heels
 - C. Walk on balls of feet (try to not call it tip toes). The book says “jumping on the balls of the feet”. Substitute “walk on the balls of the feet” instead.
 - D. Have them look at their arches standing up facing the mirror.
 - E. Walk
 - F. Run
 - G. Skip
 - H. March
 - I. Kick
 - J. Hop
 - K. Skip the walking on tiptoes as it is covered above.
 - L. Pretend to skate
 - M. Dance
 - N. Sitting on the floor – clap feet together
4. Homework Projects
 - A. Picking things up with the toes.
 - B. Coloring with a crayon between the toes instead of the fingers.
 - C. Tell the parents about the feet.

Skills Developed

Listening, Auditory processing, Creative thinking, Critical thinking, Balance, Gross motor coordination, Anatomy, Biomechanics, Personal Space, Group participation, Memory, Parental involvement (homework)

NSAE Dance Standards Covered

1-1, 1-2, 1-4, 1-7, 1-8, 2-2, 2-3, 2-5, 2-6, 3-1, 4-1, 6-2, 7-1

BALLET

EXERCISE 6
“Shifting”

Supplies/Equipment

Full length mirrors

Directions

1. Have the students stand so they can see themselves in the mirror. If you have the students in more than one line, make sure that the lines behind the first line are working in the “windows”.
2. The students’ postures should be stretched up with their elbows bent and their hands placed on their hip bones.
3. Starting in the parallel first position, the students rotate their legs outward from their hips, allowing their weight to shift onto their heels as their feet are opened into the turned out first position.
4. Have the students find their new center. Each student’s weight is evenly distributed between the pad of their big toes, their little toes, and their heels in the turned out first position.
5. Shifting weight onto their metatarsals, the students rotate their legs to a parallel position by allowing their heels to realign themselves behind their toes into the parallel second position.
6. Have the students find their new center. Each student’s weight is evenly distributed between the pad of their big toes, their little toes, and their heels in the parallel second first position.
7. Shifting weight back towards their heels, the students rotate their legs outward and their feet are opened into the turned out second position.
8. Have the students find their new center. Each student’s weight is evenly distributed between the pad of their big toes, their little toes, and their heels in the turned out second position.
9. Shifting weight back towards their heels, the students return their legs to the parallel second position by allowing the toes to realign themselves in front of their heels.
10. Have the students find their new center. Each student’s weight is evenly distributed between the pad of their big toes, their little toes, and their heels in the parallel second first position.
11. Shifting weight forward onto their metatarsals, the students rotate their legs outward while bringing their heels together into the turned out first position.
12. Have the students find their new center. Each student’s weight is evenly distributed between the pad of their big toes, their little toes, and their heels in the turned out first position.
13. Shifting weight back towards their heels, the students return their legs to the parallel first position by allowing their toes to realign themselves in front of their heels.
14. Each student centers his/her weight evenly over the pad of their big toe, their little toe and their heel.

General Notes

1. Use a slow piece of music metered in 4/4.
2. Hold every position for 1 measure and use 1 measure to transition between the positions.
3. As the students become more comfortable with the positions and the transitions, you may decrease the amount of time spent holding the positions as well as the transitions between the positions.
4. The weight shifts do not have to be very dramatic to be effective. Small rocking movements from one area of weight bearing to another works well and will not compromise balance as much as big changes.
5. Both legs need to rotate at the same time and to the same degree. At this age, match the leg with the lesser rotation rather than pushing the turnout to the more mobile leg.

Skills Developed

Balance, Listening, Auditory processing, Following verbal directions, Weight transfer, Biomechanics, Group participation, Personal space.
Posture, Musicality

NSAE Dance Standards Covered

1-1, 1-4, 1-6, 1-7, 1-8, 2-5, 2-6, 4-2

MY BODY

