



Beverly's Weekly Lesson Plan

Class Level: 3-Year-Old	Class Length: 45 Minutes	Week 27
Instructor:	Class:	
Objectives: Relationship to the Working Space and Stage; Rhythm; Expressing Emotions Through Movement; Relationship to Others; Musical Awareness; Class Etiquette & Format; Taking Turns; Working with Others; Listening Skills; Following Directions; Impulse Control; Language Development; Motor Coordination; Introduction to Pre-Ballet		
Movement Concepts: Body Shapes; Body Parts; Balance; Flow; Weight; Energy; Size; Pathway; Direction; Opposites and Same; Level; Place		
National Standards:		
Music: <i>Enchanting CD</i>		
Props: LNL Mats; LNL Ribbon Rings; LNL Scarves; LNL Floor Line		
Optional Props:		
Supplies: Roll Book; Lesson Plan; Music CDs/Playlist; Full Color Artwork Visuals; Coloring Sheet Handouts; Stickers		
Full Color Visuals: Parallel Passé Retiré		
Coloring Sheets for Handout: Parallel Passé Retiré		
Video Training: Refer to Video: LNL 3: Week 27 for complete explanation and demonstration of this lesson plan		

Teacher Notes:

- In week #27, the exercises will continue to build in complexity as the dancers continue exploring their relationship to the working space and stage and to the concept of creating various shapes with their bodies.
- If your dancers are working on choreography for an end of the season performance:
 - Include steps and skills that the dancers already know and have learned in the curriculum
 - Continue increasing the length of combinations & sequences so the dancers can practice memorization and develop stamina to dance longer without a break
 - Put a story, a character, and pretend play to the choreography to raise the level of engagement
 - It is strongly advised that you **DO NOT** use all of class time working on a dance
 - Be sure to include a creative movement exercise at the end of class
 - For time management, it will be necessary to remove several exercises from this lesson plan if your dancers need to learn a performance piece.
- All new material presented in this lesson plan will be marked with three asterisks (***)
- It will be impossible to cover everything presented in this lesson plan if your allotted class time is less than 45 minutes.

Pre-Class Activity

Approximately 10 minutes prior to the start of class, ask the student assistant to gather children near the studio door. Give ***Ready for Class Reminders*** such as dressed for class, hair pulled back, and going to the potty. Read a story book to the dancers while waiting for all dancers to arrive and for class time to begin. Keep the children engaged with smiles and questions. If this is the first class of the day, pre-class activity can take place inside the studio.

Class Beginning

Welcome	<ol style="list-style-type: none">1. Gather dancers from waiting area and invite them into the studio2. Ask dancers to sit in a circle formation near the stereo3. Teacher will sit on floor with dancers and assistant will sit directly across from the teacher4. Call roll and greet each dancer with a warm welcome	Be sure to place any dancers that may need a little redirection on each side of the assistant. The assistant should sit directly across from you.
Etiquette Reminders	<ol style="list-style-type: none">1. Take time to review the following very important reminders.<ol style="list-style-type: none">a. Eyes and ears on the teacherb. Keep hands to selfc. Not talking while the teacher is giving instructionsd. Not touching the barres or the mirrorse. First time listenerf. Being kind to your partner while waiting and dancing2. Ask the dancers to tell you "how do you get a sticker by your name?"3. Check to see if the dancers can tell you their special Dancer's Manners.	Be sure to ask the dancers to tell you how they get a star by their name.

Beeper Time	<ol style="list-style-type: none"> 1. For beeper time – allow about 10 seconds per dancer and ask the dancers a question where they will have to tell a story or relay information. It is fine to prompt a child that is having difficulty sharing their answers with a question. 2. It is important for the assistant and the teacher to also share their story. 	
Warm-Up		
Setting up for Warm-Up	<p><u>***Moving to Dance Space</u></p> <ol style="list-style-type: none"> 1. Ask dancers to stand in share time circle. 2. ***Ask the dancers to say the following statement, “Dancing is fun!” Ask them to say it again but this time a little louder. Now ask the dancers to count how many sounds or syllables are in the statement as you slowly repeat the statement so the young dancers can count the sounds. Now ask the dancers to clap the four sounds or syllables as they say, “dan-cing is fun” again. 3. ***While traveling to dance space, ask the dancers to match their steps to their claps as they repeat the statement several times. 4. Once the dancers arrive in the center of dance space, ask them to gently hold hands with their neighbor as they form a circle. Once the dancers are spread out enough in their circle formation, ask them to place their hands on their hips. 	***Refer to video for clarification of movements.
Warm-Up Exercise #1: Enchanting CD Track #1; Circle Dance & Claps; 2/4; (4:04)	<p><u>***My Turn Around the Circle and Dancer Claps</u></p> <ol style="list-style-type: none"> 1. Ask the dancers to sit like a dancer in the center of the dance space. 2. ***Each dancer will stand one at a time and say their name out loud. The class will then respond by clapping and chanting their name as the dancer travels around the circle. The dancer can choose between galloping forward, galloping sideways, or skipping around the circle. 3. ***The teacher will go first. Once the teacher returns to the starting position, the seated dancers will stop clapping and chanting the name as the teacher performs a curtsy or bow signaling for the next dancer to stand. 4. ***The next dancer will say their name out loud and the seated dancers will repeat clapping and chanting the traveling dancer’s name. 5. This repeats until everyone has had a turn traveling around the circle. 6. While seated, begin tapping various body parts such as head, ears, eyes, nose, chin, mouth, shoulders, elbows, fingers, tummy back, hips, thighs, knees, ankles, toes, etc. Be sure to call the name of each body part. Ask the dancers to repeat the name of the body part they are tapping. Tap in different rhythms and tempos. Be sure to incorporate lots of crossbody tapping by crossing the midline of the body with one hand and tapping a body part on the opposite side. Continue with various tapping until the music ends. 	<p>***Refer to video for clarification of movements.</p> <p>***Please note: shy dancers may have difficulty saying their name out loud. It may be necessary to repeat their name so that the seated dancers get the correct rhythm of their name.</p>

Warm-Up Exercise #2: Enchanting CD; Foot & Ankle Stretches: Track #3; 2/4; (1:17)	<u>Head, Shoulder, & Ankles</u> <ol style="list-style-type: none"> 1. Ask dancers to stretch their legs out in front of them; brush over them as if getting the wrinkles out; pretend to glue them together; and tie the ankles with a bow. 2. Sitting with a straight back with fingertips lightly touching floor <ol style="list-style-type: none"> a. Turn head to right & left b. Shrug shoulders twice c. Repeat a & b d. Flex both ankles (1-2); stretch ankles extending toes to center of circle (3-4) e. Flex & stretch ankles quickly twice f. Repeat c & d g. Repeat a-f 	<p>Repeat exercise as performed last week.</p> <p>Combining two exercises to create class time to work on performance piece.</p>
Warm-Up Exercise #3: Enchanting CD; Open & Close Straddle; Track #5; 4/4; (:53)	<u>Open & Close Straddle</u> <ol style="list-style-type: none"> 1. Ask dancers to keep their legs stretched out in front of them; remind them to sit with a long and stretched back 2. With toes and ankles extended, knees facing upward, and fingertips lightly touching floor in demi-seconde: <ol style="list-style-type: none"> a. With stretched ankles & feet: Open legs as wide as possible in one movement; close legs together; open legs; close legs together b. With flexed ankles & feet: Open legs as wide as possible in one movement; close legs together; open legs; close legs together c. Keeping legs and feet together, swing legs to one side and end with tummy on floor and hands under shoulders d. Push hands into floor as chest, shoulders, and head lifts in a Pilates swan e. Lower upper body f. Push into swan again g. Sit back into child's pose Roll up to standing 	<p>Repeat exercise as performed last week.</p> <p>Make sure dancers have enough space between them so they do not hit each other as they swing their legs around to swan.</p>
Center Barre		
	<u>Moving from circle formation to line formation</u> <ol style="list-style-type: none"> 1. Ask the dancers to tap their tummies. 2. The teacher moves to stand in front of the dance space. 3. Ask the dancers to turn their tummies to face you. 4. Ask the dancers to march to form one line. (You will need to signal where you want the dancers to stand) 5. Once all the dancers are standing in a single line, ask the dancers to do a fingernail test. 6. Check that everyone has room and can see you and the student assistant. 7. It may be necessary to have more than one line. If so, be sure to place the back line in the window space of the front line so they can always see you and you can always see them. 	<p>With only voice guidance, ask the dancers to stretch their arms sideways and do a fingernail test. If they are touching fingers, ask them what do they need to do?</p> <p>Teacher and student assistant should face dancers for all center exercises.</p>

<p>Center Barre Exercise #1: Enchanting CD; Demi- Plié; Track #9; ¾; (2:28)</p>	<p>***<u>Demi-plié & Cambré</u></p> <ol style="list-style-type: none"> 1. Begin with feet parallel with hands on hips 2. 2 parallel demi-pliés with hands on hips 3. Turn head to right; cambré, bending body at waist; straighten as the head turn to look forward; arms remain on hips throughout 4. Repeat 2 parallel demi-pliés with hands on hips 5. Turn head to left; cambré, bending body at waist; straighten as the head turn to look forward; arms remain on hips throughout 6. Rotate legs and feet to baby V 1st position 7. 2 baby V first position demi-pliés with hands on hips 8. Turn head to right; cambré, bending body at waist; straighten as the head turn to look forward; arms remain on hips throughout 9. Repeat 2 baby V first position demi-pliés with hands on hips 10. Turn head to left; cambré, bending body at waist; straighten as the head turn to look forward; arms remain on hips throughout 11. Tendu right leg to à la seconde and lower heel into 2nd position 12. 2 demi-pliés in 2nd position with hands on hips 13. Turn head to right; cambré, bending body at waist; straighten as the head turn to look forward; arms remain on hips throughout 14. Repeat 2 demi-pliés in 2nd position with hands on hips 15. Turn head to left; cambré, bending body at waist; straighten as the head turn to look forward; arms remain on hips throughout 16. Tendu right leg, close into 1st position, rotate legs to parallel. 17. Rise to demi-pointe and balance for 4 cts. 18. Lower heels and finish 	<p>***Refer to video for clarification of movements.</p> <p>***The dancers are learning two new skills in this exercise:</p> <ol style="list-style-type: none"> 1. Cambré 2. Demi-plié in 2nd position
<p>Center Barre Exercise #2: Enchanting CD; Tendu 2; Track #11; 2/4; (1:17)</p>	<p>***<u>Tendu Parallel Devant</u></p> <ol style="list-style-type: none"> 1. Begin standing tall in parallel with hands on hips. 2. Exercise: <ol style="list-style-type: none"> a. 1 tendu parallel devant right leg (4 cts) b. 1 tendu parallel devant left leg (4 cts) c. 1 tendu parallel devant right leg (2 cts) d. 1 tendu parallel devant left leg (2 cts) e. Clap hands twice (2 counts) f. Quickly tap knees twice; clap hands together once (2 counts) g. Repeat all starting on left leg. 	<p>***Refer to video for clarification of movements.</p>
<p>Center Barre Exercise #3: Enchanting CD; Piqué Pointes; Track #13; 3/4; (:30)</p>	<p>***<u>Battement Piqué with Heels & Toes</u></p> <ol style="list-style-type: none"> 1. Begin standing tall in parallel with hands on hips. 2. Explain to the dancers that they are going to perform their fairy taps with not just their toes, but with their heels also. 3. Exercise: <ol style="list-style-type: none"> a. Extend right leg and perform 6 parallel piqué; close parallel (Tapping with tips of toes) b. Extend left leg and perform 6 parallel piqué; close parallel (Tapping with tips of toes) c. Extend right leg with the foot flexed and tap the heel on the floor 6 times; close parallel d. Extend left leg with the foot flexed and tap the heel on the floor 6 times; close parallel 	<p>***Refer to video for clarification of movements.</p>

Center Barre Exercise #4: Enchanting CD; Cou-de- piéd/Passé/ Retiré; 2/4; (:40)	***Parallel Passé Retiré with Curved Cambré 1. The dancers will begin with their legs together parallel and their hands on their hips. 2. Exercise: <ol style="list-style-type: none"> Right leg lifts to passé retiré and lowers (4 counts) Left leg lifts to passé retiré and lowers (4 counts) Arms open to 2nd position allongé then the Right arm rounds overhead as the left arm round en bas (4 counts) Cambré bending the body to the left as the eyes look at the floor (2 cts) Straighten body and place hands on hips (2 cts) Repeat all, starting with left leg and Cambré to the right 	***Refer to video for clarification of movements. ***Cambré is a bending of the body.
Center Work		
Center Exercise #1: Enchanting CD; Rocking/ Temps lié; Track #18; ¾; (1:03)	***Rocking Forward and Backward with Circle Port de bras 1. Explain to the dancers that they are going to be rocking forward and backward as they shift their weight from one leg to the other. 2. Ask the dancers to begin with their legs in parallel and their arms in demi-seconde. 3. Exercise: <ol style="list-style-type: none"> On introduction of music, tendu right leg parallel devant Lower right heel and plié in parallel 4th as the weight shifts to the right foot as the left leg stretches to the back Lower heel of left leg and plié in parallel 4th as the weight shifts to the left foot as the right leg stretches parallel devant Repeat rocking forward and backward Remain in tendu parallel devant; turn head to look at right hand; draw two circles with right arms (pushing away from the body); Close the right leg into parallel; tendu the left leg parallel devant Repeat all on left 	***Refer to video for clarification of movements.
Center Exercise #2: Enchanting CD; Échappé Sauté; Track #21; 4/4; (:47)	Échappé Sauté ***with a Partner 1. The dancers will repeat the exercise but this week they will be connected to a partner. 2. Assign the dancers each a partner and ask them to face each other. 3. Give each dancer one ribbon ring. Ask them to share holding each other's ribbon ring. Make sure the dancers are not standing too far apart. Their elbows should be slightly bent as they share holding two ribbon rings. 4. Ask dancers to begin with their legs together in parallel. 5. Remind the dancers that they will be moving three times and then must freeze on the 3 rd jump of each set, either open or closed. 6. Exercise: <ol style="list-style-type: none"> Jump Open; Jump Close; Jump Open; Freeze Jump Close; Jump Open; Jump Close; Freeze Jump Open; Jump Close; Jump Open; Freeze Sauté in parallel 2nd; Sauté landing halfway closed; Sauté landing with feet together parallel 	Repeat exercise as performed last week ***but this time perform while facing a partner. For added fun, have the dancers connect to each other by holding onto the same two ribbon rings. ***It is important not to perform the exercise too quickly. ***Ask the dancers to say the combination aloud with you.

Across the Floor

	<p><u>Transition to Traveling Steps</u></p> <ol style="list-style-type: none"> 1. Ask dancers to tap their tummies. 2. Call them one at a time and place dancers in one or two groups on one side of the dance space for the next exercise. 3. Remind dancers to keep their eyes on the teacher and their hands to themselves. 	
<p>Across the Floor Exercise #1: Enchanting CD; Bourrée; 4/4; (1:20)</p>	<p><u>Weaving Through the Garden</u></p> <ol style="list-style-type: none"> 1. Ask dancers to form one line on the side of the dance space. 2. Place 6 pink flowered LNL mats in a row evenly spread out across the dance space. Explain to the dancers that there are going to walk through the garden of pink flowers. Remind the dancers how they must be very careful to never step on a blooming flower plant. 3. Explain to the dancers that they are going to bourrée in a weave pattern. This means their pathway will be curvy and they will bourrée on one side of one flower and then the opposite side of the next flower. This will continue until they have traveled through the blooming flower garden. 4. Optional: Give each dancer a pair of ribbon rings to lift and lower as they butterfly port de bras and bourrée through the garden. 	<p>Repeat exercise as performed last week.</p> <p>The next dancer will enter the garden once the previous dancer has passed two flowers.</p>
<p>Across the Floor Exercise #2: Enchanting CD; Ballet Walks; Track #27; 2/4; (1:30)</p>	<p><u>Learning to Travel in an X ***with a Partner</u></p> <ol style="list-style-type: none"> 1. The exercise will repeat as before but this time the dancers are going to travel in pairs from the opposite sides of the dance space at the same time. 2. Divide the class into two groups. Form a diagonal line with group one at the upstage left corner and another diagonal line with group two at the upstage right corner. 3. Explain to the dancers that they will cross at center stage with their partner who is traveling from the opposite side of the room at the same time. 4. The dancers in group one, traveling from the upstage left corner will line up with 3 red square mats – one upstage at the start, one at centerstage, and one at the opposite downstage corner. 5. The dancers in group two, traveling from the upstage right corner will line up with 3 green circle mats – one upstage at the start, one at centerstage directly behind the red square mat, and one at the opposite downstage corner. 6. Explain to the dancers that there is a very important rule in dance and theatre – the dancers traveling from stage left (group 1 red square mat dancers) will cross in front of dancers coming from the opposite direction 7. Exercise: <ol style="list-style-type: none"> a. The first pair of dancers begin standing on the upstage mats b. The first pair of dancers will bourrée to the correct centerstage mat with the stage left dancers stopping on their red mat and the stage right dancers stopping behind the stage left dancer on their green mat. 	<p>The base exercise will repeat ***however, the dancers will travel in pairs from opposite directions.</p> <p>***Theatre rule is for dancers coming from stage left cross in front of dancers coming from stage right. This is a complicated concept for young dancers but it can be worked on with the scaffolding help of using colored mats.</p> <p>***Before the exercise, bring dancers together, pair them up, then explain that they will be traveling from different sides of the dance space, not side by side.</p>

	<ul style="list-style-type: none"> c. The dancers continue traveling to the downstage mats and curtsy or bow on the mat. d. The dancers then flamenco passé walk on the floor lines and return to the back of the line on the opposite side of the room. They will repeat crossing the dance space with a different role. 	
	<u>***Spend time working on performance choreography</u>	

Creative Movement

<p>Creative Movement #1: Enchanting CD; Port de bras; Track #8; ¾ (1:19)</p>	<p><u>***Symmetrical & Asymmetrical Sculpture Garden</u></p> <ol style="list-style-type: none"> 1. The young dancers will explore making symmetrical and asymmetrical shapes. Review with the dancers what symmetrical and asymmetrical shapes look like before beginning the exercise. 2. Choose two different mats such as purple triangles and orange stars. Make sure there are enough mats for each dancer in the class. For example, if you have more than 12 dancers, you will need to bring in another color since a set of LNL mats contains 6 of each color/shape. Also note, the more the children have to remember the more challenging the exercise will be for them. 3. Assign a specific meaning to each mat. For example, when standing on a purple triangle mat you must become an asymmetrical statue. If you stand on an orange star mat you must become a symmetrical shape. 4. Randomly place the mats on the floor throughout the dance space. 5. Ask the dancers to choose a mat to stand on and shape their body into correct shape. Instruct the dancers that when you clap your hands three times in a row, they are to dance around the space. When you clap your hands one time, they are to find a mat to stand on and shape their body into the correct shape. 6. Encourage the dancers to change their movement each time they travel around the dance space. It is their choice how they move while they are dancing. 	<p>***Refer to video for clarification of movements.</p>
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Class Ending

<p>Class Ending Exercise #1: Enchanting CD; Révérence; Track #36; ¾ (:54)</p>	<p><u>Thank You</u></p> <ol style="list-style-type: none"> 1. Explain to the dancers that at the end of every class we thank each other for working hard. We say thank you with a curtsy or a bow. 2. Ask dancers to stand in parallel with their arms en bas. 3. Port de bras: Circle arms low (en bas); middle (1st); high (5th); open (2nd) 4. Rise to demi-pointe; bourrée turn to the right as the arms remain in 2nd, heels lower and legs demi-plié 5. Port de bras: Circle arms low (en bas); middle (1st); high (5th); open (2nd) 6. Rise to demi-pointe; bourrée turn to the right as the arms remain in 2nd, heels lower and legs demi-plié 7. Boys: Bow 8. Girls: Curtsey 	<p>It is important to always thank the dancers for dancing with you and for working hard. Always praise them for their participation and effort.</p> <p>It is also important for dancers to learn to thank the teacher for what they learned that day in class.</p>
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	9. Ask dancers to dance with you to the share time space	
Coloring sheet handouts for each dancer	<p><u>Departing Class</u></p> <ol style="list-style-type: none"> 1. Dancers sit in share time space where class began with teacher. 2. Assistant takes coloring sheets and special stickers to door. 3. Teacher thanks the students individually by calling their name and placing a sticker by their name. This sticker is for keeping their eyes and ears on the teacher and their hands to themselves. 4. Once their name has been called and sticker placed in special teacher's book, they walk to door to meet assistant 5. Teachers continues #3 & #4 for each child 6. Assistant thanks dancer for dancing with her, places special sticker on hand, and gives coloring sheet to dancer. Repeat for all. 7. Teacher comes to door and reminds dancers to practice at home and to be sure to share with family members all they have learned today. 8. Dancers and teacher/assistant give each other one more curtsey. 9. Open studio door and see that all dancers find their caregiver right away. 10. Share little tidbits of information with the caregivers on what the dancers learned in class today. 	<p>Be sure to speak to parents at the end of the class. If you have another class to teach, remain in the studio but let them know from the doorway how much you enjoyed teaching their children and you look forward to seeing them next week. Remind them to practice. Ask the parents to ask their dancer about their coloring sheet. Remember building relationships is crucial for the success of the business.</p>
Teacher's Notes:		

