



Beverly's Weekly Lesson Plan

Class Level: 6-Year-Old	Class Length: 60 Minutes	Week 9
Instructor:	Class:	
Objectives: Relationships 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: Pathway; Energy; Opposites and Same; Speed; Level; Direction; Place; Body Awareness; Size; Weight		
National Standards:		
Music: Kids 2!; Kids!		
Props: LNL Mats; LNL Ribbon Rings; LNL Scarves		
Optional Props: Blue Painter's Tape; Autumn Colored Leaves; 2 Soft Pumpkins; Acorns; 2 Small Baskets		
Supplies: Roll Book; Lesson Plan; Music CDs/Playlist; Full Color Artwork Visuals; Coloring Sheet Handouts; Stickers		
Full Color Visuals: Demi-Plié 2 nd Position; Grand Jeté Over the Pumpkin		
Coloring Sheets for Handout: Demi-Plié 2 nd Position; Grand Jeté Over the Pumpkin		
Video Training: Refer to Video: LNL 6: Week 9 for complete explanation and demonstration of this lesson plan		
Teacher Notes: <ul style="list-style-type: none"> Our focus over the next few weeks will be moving in relationship to others. Explain to the dancers that we will be learning about moving and dancing with a partner. Remind the dancers to always be gentle with their partner. Remind the dancers to work as a team and never boss each other. To explore the concept of working side by side with a partner, pair up the dancers and have them stand and walk around the room with their magic string hooked between their shoulders. Be sure to make all the necessary sound effects when hooking the magic string between the dancers. The magic string is so magical that it helps them to stay exactly side by side to each other without even touching. Point out to the dancers how important it is for both partners to be moving at the same speed for this to work. For a greater challenge, ask the dancers to remain side by side as they remain shoulder to shoulder and turn to face the opposite direction. Without showing them, give the dancers time to figure out how to turn around and never break their magic string. Also, ask them to skip, gallop, or jump as they remain side by side. When pairing the dancers, be mindful of how much time they spend together outside of the dance class. For various reasons, best friends or siblings are not always the best partners within a group class. I also 		

like to establish for myself who will be partnered with who. It is also advised not to pair all strong students together and those that tend to struggle together. Instead, pair a strong student with one that needs a little more help and then both children in this partnership will benefit.

- Change up partners within the class. If you have partners for one exercise, then pair the dancers with a new partner for the next exercise.
- Over the next few weeks the dancers will be working on moving in various pathways such as straight, curvy, and zig-zag as they also work on combining steps and various other movement concepts together.
- Dancers will also explore moving with different types of energy such as moving sharply as compared to smoothly and moving lightly as compared to heavily. Take the time to talk about these concepts and how they are woven into traditional ballet steps. Allow dancers time to explore the quality of the desired movement to the technique of the movement as they pretend to be smooth as melting ice cream during port de bras or sharp as a robot in a dégagé. Reinforce the concept of energy as much as you can throughout the entire class by asking them to tell you what type of energy is needed to perform the given step properly
- This week we will continue with using the Kids 2! CD for class.
- There will be exercises that repeat from last week along with the addition of brand-new patterns or completely new exercises. All new activities will be marked with *** to easily help you know that this is new information.
- It will be impossible to cover everything presented in this lesson plan if your allotted class time is less than 60 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 studio 2. Ask dancers to sit in a circle formation near the stereo 3. Teacher will sit on floor with dancers and student assistant will sit directly across from the teacher 4. Introduce class assistant if applicable 5. Call roll and greet each dancer with a warm welcome. 	
Etiquette Reminders	<ol style="list-style-type: none"> 1. Take time to review these very important reminders. Ask the dancers to repeat the positive behavior reminders back to you. <ol style="list-style-type: none"> a. Eyes and ears on the teacher b. Keep hands to self c. First time listener d. Talking only when called upon e. Never leaving the studio building by themselves f. Never touching the barres or mirrors g. ***Being kind to your partner while waiting and dancing 2. If you are using a positive behavior sticker reward system, remind dancers that by remembering and following the Dancer Manners listed above throughout class will result in a special sticker at the end of class. LNL refers to this as "How do you get a sticker by your name?" 	<p>***Since the dancers will be dancing with a partner for several exercises, it is important to stress always being kind to their partner while waiting to dance and while dancing. Being kind means never pulling on a partner, holding hands gently, working hard together, and always</p>

		listening to the teacher. Also speak to the dancers about how partners speak to each other. No bossing of each other.
Beeper Time	<ol style="list-style-type: none"> 1. For beeper time – allow about 12 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 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>***Moving to Dance Space</p> <ol style="list-style-type: none"> 1. Assign partners for all dancers. 2. Ask dancers to stand side by side to each other without touching. Pretend to hook magic string. 3. Ask dancers to repeat the march and clap sequence from last week as they travel in a forward direction remaining side by side to their partner to form a circle in the center of the dance space. 4. March Clap Sequence: March right, clap, march left, clap, march right, clap, clap, clap; march left, clap, march right, clap, march left, clap, clap, clap 5. Ask the dancers to continue with the pattern as they form their circle in the center of the dance space 	<p>***Discuss with the dancers how they must move at the same speed and take the same size steps as their partner.</p>
Warm-Up Exercise #1: Kids 2! CD Track #1; Circle Dance & Claps; 3:55	<p><u>My Turn Around the Circle: Slow Feet, Fast Feet</u></p> <ol style="list-style-type: none"> 1. ***The dancers will travel in pairs around the circle. Assign partners and stress that they will be traveling side by side. 2. The dancers will continue to explore the concept of matching the movement of their body to the sound they are hearing as the seated dancers tap the floor with their hands while the traveling dancer moves around the circle as they also work on remaining side by side to their partner 3. The seated dancers will tap the following pattern on the floor: <ol style="list-style-type: none"> a. Both hands: 4 slow taps to floor – 1, 2, 3, 4 b. Alternating hands: 8 quick taps to floor – 1 & 2 & 3 & 4 & 4. The traveling dancer will match the movements of their feet to the seated dancers' pattern. <ol style="list-style-type: none"> a. 4 slow forward jumps using both feet b. 8 runs forward with heel reaching toward seat as the opposite foot strikes the floor c. Dancers can choose what to do with their arms 5. All sound should stop as the traveling dancers arrives back to their original place. That dancers will curtsy or bow as the next dancer stands. 6. Upon cue of the teacher, the process repeats. 7. This pattern will continue until everyone has had a turn traveling around the circle with a partner. 	<p>***Point out to the dancers that as they travel side by side around the circle, the outside dancer has to travel slightly faster or use bigger steps than the inside dancer. Encourage them to think of remaining shoulder to shoulder to achieve this rate of movement around the circle.</p>

	8. Once everyone has had a turn, guide the dancers through same side and crossbody tapping sequences until the music ends.	
Warm-Up Exercise #2: Kids 2! CD Track #2; Snuggle & Stretch; 2:08	<p><u>***Snuggle, Stretch, and Port de bras</u></p> <ol style="list-style-type: none"> 1. The music will need to stop in order to explain the next concept and exercise 2. Introduce the concept of mirroring movements as the dancers are facing tummy to tummy. 3. Establish partners across the circle and assign which group is to be the dancers first as the partners are the mirrors. The goal is for the mirror dancers to copy the exact movement and speed of movement to their partner. 4. With music, ask the dancers to hug their knees while tucking their head into their knees pretending to be a very small ball. Ask them to keep their body into a tight small shape as they hide their eyes in their knees. Remind the dancers to extend their feet into a pointed position and balance with only their bottoms touching the floor and the tips of their toes placed very lightly on the floor. 5. Ask the dancers to slowly open their tucked position and gracefully get bigger and bigger as they pretend to be a flower opening for the first time. Ask the dancers to sit tall with their legs stretched out in front and their arms overhead. Allow the dancers to decide how their flower will move (using port de bras and seated sways) as the mirror partner copies the exact movement at the same tempo. 6. Repeat the snuggle, stretch, & port de bras with the groups changing roles. 7. Repeat the dancer mirror concept as they celebrate the changing of the leaves in Autumn by pretending all their leaves fell off their tree limbs. 	<p>***If time allows, ask the dancers to stand in front of the mirror as they port de bras. Point out how the mirror image is doing exactly as they are doing. Now, turn them to face a partner and have them do the same. Remind them that one person will be the leader as the other follows being the mirror. Have them return to their circle to complete the Snuggle & Stretch exercise applying the concept of mirroring.</p> <p>***Note: each pair of dancers may be moving differently. That is okay for this concept. Remind them they must switch to snuggling upon your cue.</p>
Warm-Up Exercise #3: Kids 2! CD Track #3; 1:19	<p><u>Flex & Stretch of Feet</u></p> <ol style="list-style-type: none"> 1. Ask dancers to stretch their legs out in front of them brushing the legs to encourage stretching; pretend to glue them together; and tie the ankles with a bow. 2. Slowly and ***smoothly flex ankles (reaching toes to ceiling); slowly and smoothly stretch ankles (pointing toes to center circle); alternate ***sharply flexing and stretching feet (one is flexed while the other is stretched and then switch) 3. Walk fingertips down the legs reaching as far as possible. Hold position and count out loud for 8 counts. Walk fingertips up legs as back rolls up to sitting tall. 4. Add rotation with stretched feet by asking dancers to ***smoothly rotate both legs by turning thigh bone, knees, and feet outward. Ask dancers to place their hands on top of their knees so they can be sure they are actually turning out their entire leg. When they do, their hands will travel away from each other for turnout and return next to each other for legs parallel. Create a pattern of 2 turnout and holds followed by 4 turnout & parallel moving very ***sharply. Flex feet and repeat pattern. 	<p>***Add the concept of energy by asking them to move smoothly followed by the same movements being performed sharply.</p>

	5. Walk fingertips down the legs reaching as far as possible. Hold position and count out loud BACKWARDS from 8. Walk fingertips up legs as back rolls up to sitting tall.	
Warm-Up Exercise #4 Kids! CD; Track # 5; 2/4; 1:20	<p><u>Mermaid and Merman – Torso & Back Strengthening</u></p> <ol style="list-style-type: none"> 1. Ask the dancers if they have ever seen a mermaid or merman. Explain to them that we are now going to pretend to be one swimming in the sea. 2. Ask the dancers to spin around to lie on their tummy with their arms stretched up over their head and legs straight, creating a straight line on the floor. 3. Pretend to dive into the water, and then stretch arms, nose and lower legs a few inches off of the floor (in a Pilates dart position). 4. Ask the dancers to reach long with their necks as they look at the bottom of the sea (the floor). Remind the dancers to keep their eyes open and to be on the lookout for any sharks below. 5. Ask the dancers to slowly begin to move their arms and legs as if they were swimming. Remind the dancers to swim slowly so they don't make any splashes and alert the sharks. 6. The dancers will rest by lowering their body and then turning their head to one side and place their hands under their cheek. 7. While resting, the dancers will bend and stretch their knees as they keep their feet together. They are so proud of their colorful mermaid and merman tail and want to show it off to everyone on the shore. 8. The dancers will swim again since they have a way to go to reach the other shore. Remind them to gently swim keeping their eyes on the sharks below. 9. Ask the dancers to rest once more while they bend and stretch their knees showing off their tail. 10. Ask the dancers to place their hands under their shoulders and gently press their arms to almost straight as they look to the right and left for their mermaid and merman friends. 11. Push back into child's pose to stretch back. 12. Roll up to standing position 	<p>Be sure to make this exercise into a pretend play story. Watch that dancers keep their necks long with their eyes gazing on the floor rather than throwing their head back and pinching the back of their necks.</p> <p>Remind dancers to swim in the air and not strike the floor with their hands and feet.</p>

Center Barre

	<p><u>Moving from circle formation to line formation</u></p> <ol style="list-style-type: none"> 1. Give step by step instruction for the dancers to <ol style="list-style-type: none"> a. turn their bodies to face you b. move to form one line of dancers c. if necessary, every other dancer will step backward to form two lines d. spread out with a fingernail test 	<p>***Ask the dancers to move to line formations without any guidance from you.</p>
Center Barre Exercise #1: Kids 2! CD Track #9; 2:29	<p><u>***Demi-plié (parallel, 1st & *** 2nd positions) with Sharp & Smooth Port de bras</u></p> <ol style="list-style-type: none"> 1. Feet parallel with arms en bas. 2. 2 parallel demi-pliés; arms open to demi-seconde with each plié and return to en bas as the knees stretch 3. 1 very SMOOTH Port de bras: low (en bas), middle (1st), high (5th); open (2nd) 	<p>***This week the dancers will apply the concept of energy to their port de bras by performing them very sharply followed by very smoothly.</p>

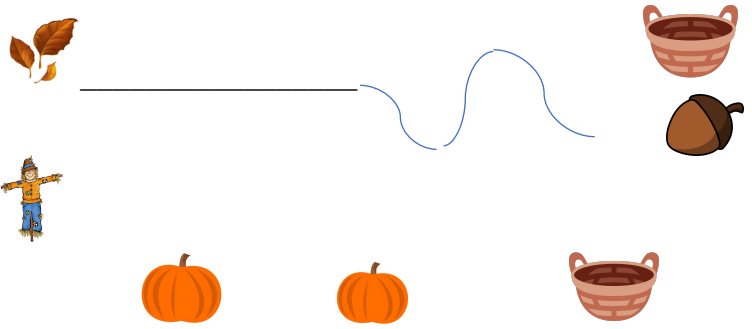
	<ol style="list-style-type: none"> 4. 2 parallel demi-pliés; arms open to demi-seconde with each plié and return to en bas as the knees stretch 5. 1 very SHARP Port de bras: low (en bas), middle (1st), high (5th); open (2nd) 6. Rotate legs to a small 1st position. 7. 2 demi-pliés in a small 1st position; arms open to demi-seconde with each plié and return to en bas as the knees stretch 8. 1 very SMOOTH Port de bras: low (en bas), middle (1st), high (5th); open (2nd) 9. 2 demi-pliés in a small 1st position; arms open to demi-seconde with each plié and return to en bas as the knees stretch 10. 1 very SHARP Port de bras: low (en bas), middle (1st), high (5th); open (2nd) 11. Tendu right leg to 2nd position 12. 2 demi-pliés in 2nd position; arms open to demi-seconde with each plié and return to en bas as the knees stretch 13. 1 very SMOOTH Port de bras: low (en bas), middle (1st), high (5th); open (2nd) 14. 2 demi-pliés in 2nd position; arms open to demi-seconde with each plié and return to en bas as the knees stretch 15. 1 very SHARP Port de bras: low (en bas), middle (1st), high (5th); open (2nd) 16. Tendu right foot, close to 1st position, rotate to parallel as the arms travel to 1st position. 17. 1 slow smooth rise to demi-pointe and lower; followed by 2 very SHARP presses through the floor rising and lower; arms in 1st position 18. Open arm and finish with arms en bas. 	<p>Exploring through contrast can sometimes help children to truly understand the quality of a specific movement.</p> <p>***Smooth movements are very continuous and never stop moving while sharp movements start and stop quickly with a pause before beginning again.</p>
Center Barre Exercise #2: Kids 2! CD Track #10; 1:18	<p>***<u>Energy Tendus and Port de Bras</u></p> <ol style="list-style-type: none"> 1. Begin standing tall in parallel with arms en bas. On intro, arms port de bras to 3rd middle with left arm forward. 2. 1 SMOOTH Tendu parallel devant with right leg (out 2 counts and in 2 counts, never stop moving); arms remain in 3rd middle 3. 2 SHARP Tendu parallel devant with right leg (out 5, in 6, out 7, in 8 – stopping in each position); arms remain in 3rd middle 4. 1 SMOOTH port de bras with left arm only – taking 4 counts moving from 1st to 5th to 2nd to en bas to 1st – never stop moving; right arm remains in 2nd 5. 1 SHARP port de bras with right arm only– taking 4 counts moving from 2nd to en bas, stop, 1st, stop, 5th, stop, 2nd, stop; as left arm remains in 1st; 6. Port de bras should return arms to 3rd middle with left arm forward. 7. Switch arms to 3rd middle with right arm forward as the next tendu begins. 8. 1 SMOOTH Tendu parallel devant with left leg (out 2 counts and in 2 counts, never stop moving) 9. 2 SHARP Tendu parallel devant with left leg (out 5, in 6, out 7, in 8 – stopping in each position) 10. 1 SMOOTH port de bras with right arm only – taking 4 counts moving from 1st to 5th to 2nd to en bas to 1st – never stop moving; left arm remains in 2nd 	<p>***Review arm movements prior to performing exercise.</p> <p>***During right leg devant use 3rd position with left arm forward; during left leg devant use 3rd position with right arm forward; during right leg a la seconde use 3rd position with right arm forward; during left leg a la seconde use 3rd position with left arm forward.</p>

	<ol style="list-style-type: none"> 1 SHARP port de bras with left arm only– taking 4 counts moving to en bas, stop, 1st, stop, 5th, stop, 2nd, stop; as right arm remains in 1st; Port de bras should return arms to 3rd middle with right arm forward. For easier balance, keep the right arm forward in 3rd position during right leg work. Rotate legs to 1st position Repeat entire sequence above but change to Tendu à la seconde and use the same arm forward as tendu leg. 	
Center Barre Exercise #3: Kids 2! CD Track #12; 1:17	<p>***<i>Energy Dégagé & Port de bras</i></p> <ol style="list-style-type: none"> Begin standing tall in parallel with arms en bas. Port de bras arms to 1st position during intro. Smoothly tendu right leg devant, lift leg from floor about 3 inches, lower foot to floor in tendu, slide in to parallel without stopping between each position. (Counts 1-4)); arms remain in 1st position 2 very sharp dégagés devant – stop out, stop in, stop out, stop in (counts 5-8); arms remain in 1st position Repeat smooth tendu right leg devant, lift leg from floor about 3 inches, lower foot to floor in tendu, slide in to parallel without stopping between each position. (counts 1-4); arms remain in 1st position Port de bras both arms smoothly as the right arm moves from 1st position to 5th, to 2nd, to en bas, and back to first; as the left arm moves to en bas, to 2nd, to 5th, to first (counts 5-8) Repeat all with the left Repeat all right and left again Finish 	<p>***Remind dancers to stretch their legs and feet long with each movement. Ask them to push through the floor on every dégagé.</p> <p>***During port de bras, the arms will be moving in opposite directions.</p>
Center Barre Exercise #5: Kids 2! CD Track #16; :44	<p>***<i>Passé Retiré Traveling Forward & Promenade</i></p> <ol style="list-style-type: none"> Ask dancers to move their line further back as they will be traveling forward Legs together parallel with arms en bas. On intro, port de bras arms to 1st position. Bring right foot to parallel passé retiré, lower to parallel (counts 1 & 2); arms in 1st position. Bring left foot to parallel passé retiré, lower to parallel (count 3 & 4); arms in 1st position. Dégagé devant right as left knee bends (count 5) step on right (count 6) as the left leg moves to parallel passé retiré, balance (count 7), lower parallel on 8; arms in 1st position. Repeat beginning with left leg; arms in 1st position. Repeat again beginning with right leg; end with balance on right leg with the left leg in parallel passé retiré; arms in 1st position. Promenade on right maintaining parallel passé retiré. End facing the opposite direction; arms in 1st position; lower leg to parallel as arms port de bras to 2nd, en bas; finish. Start music over; beginning with left leg; promenade ending facing the original starting position. 	<p>***Dancers at this age love the challenge of promenade. This is a great exercise to challenge the dancers balance, core strength, and ability to react to instability.</p> <p>***Be sure to review the mechanics of dégagé devant in fondu and how one leg remain straight as it extends forward and the other bends at the same time.</p>
Center Work		

<p>Center Exercise #1: Kids 2! CD Track #18; 1:05</p>	<p>***<u>Temps lié Side to Side with Partner and Scarves</u></p> <ol style="list-style-type: none"> 1. Give each dancer a scarf to hold. 2. Pair the dancers and have them face their partner while holding two scarves in between them. The dancers will mirror each other as they move. 3. For ease in cueing the direction of movement, have the dancers face each other so that when they rock in one direction, they go toward a specific wall such as the mirror wall or place tape on the wall to signify #1 and then the opposite wall can be the + wall. 4. Exercise sequence <ol style="list-style-type: none"> a. Temps lié, rocking sideways (1,2,3); as arms swing down and up; b. Temps lié, rocking sideways in opposite direction (1,2,3); as arms swing down and up; c. Temps lié, rocking sideways (1,2,3); as arms swing down and up; d. Freeze body while both dancer's arms draw a huge circle upward and around; dancers continue to hold scarves together. e. Repeat all starting in the opposite direction 	<p>***Explain to the dancers how they must move with their partner as one.</p> <p>***Check the distance the dancers are standing from their partner; be sure they can circle their arms without bending forward or backward. Ask the dancers to keep their scarves in the shape of a smile throughout the exercise.</p>
<p>Center Exercise #2: Kids 2! CD Track #20; :33</p>	<p>****<u>Sauté with a Partner and Scarves</u></p> <ol style="list-style-type: none"> 1. The dancers continue to hold their scarves from the previous exercise. 2. Optional to either keep the same partners or switch the dancers to new partners. 3. The dancers will continue holding two scarves in between them. The dancers will mirror each other as they move. Remind dancers to keep their scarves in the shape of a smile throughout the combination. Check for distance apart from each other. 4. Demi-plié, sauté, demi-plié, stretch legs (1-4) 5. Demi-plié, sauté, demi-plié, stretch legs (5-8) 6. Demi-plié, sauté, demi-plié, stretch legs (1-4) 7. Both dancers press into rise and balance (5-7), lower heels on (8) 8. Repeat all again. 	<p>***Remind dancers to keep their bodies tall and straight throughout exercise. If they bend forward they might accidentally bump heads with their partner.</p> <p>***Explain the importance of jumping exactly at the same time.</p>
<p>***Center Exercise #3 Kids 2! CD Track #22; :31</p>	<p>***<u>Pas de Chat Over the Vegetables with a Partner</u></p> <ol style="list-style-type: none"> 1. The exercise from last week will repeat but the concept of relationship to others will be added. 2. Divide the dancers into pairs. You will need 3 mats per dancer. 3. Ask dancers to form a line on each side of dance space and stand across from their partner. 4. Place 3 mats down in front of each dancer. As you place the mats down, ask each dancer what type of vegetables they would like to grow in their garden? 5. Ask the dancers to line up behind their vegetables (mats) with their feet in parallel and their hands on their hips. 6. The dancers will perform 3 pas de chats (one over each mat) traveling toward their partner. (1&2&3&4&5&6&) 7. The dancers will freeze as a scarecrow but this time they will freeze standing on one leg. They must also connect a body part of theirs to a body part of their partner scarecrow. For example: hand to hand; foot to foot; knee to knee; foot to hand; etc. 	<p>***Ask the dancers to mirror each other as they pas de chat.</p> <p>***Allow the dancers to decide on their scarecrow position. Remind them to be cautious and choose a position they can hold without knocking their partner over.</p>

	<ol style="list-style-type: none"> The scarecrows will connect on (7&8&); balance in position (1&2&3&4&) The dancers will quickly bourrée forward in a curvy pathway around their partner's vegetables and turn around on count 8. The dancers are now on the opposite side of the room. They will repeat the exercise using their other leg for pas de chat 	
<i>Across the Floor</i>		
	<p><u>Transition to Traveling Steps</u></p> <ol style="list-style-type: none"> Give step by step instructions on how the dancers will transition to across the floor. Give one instruction and wait for compliance before giving the next instruction. If multiple groups are necessary, take the time to establish groups and give reminders on the responsibility of waiting dancers. 	Check for understanding by asking the dancers to transition to lining up for across the floor work without giving them step by step instructions.
Across the Floor Exercise #1: Kids 2!; Track # 27; 1:39	<p><u>Dancer Walks with Partner (Ribbon Rings and Scarves)</u></p> <ol style="list-style-type: none"> Pair dancers. Give each pair one ribbon ring to hold between them and 2 scarves to hold in their outside hands Ask the dancers to stand in parallel with their arms in demi-seconde while holding their ribbon ring and scarves. Then ask the dancers to tendu their inside leg devant for their preparation. Remaining side by side, the dancers step and retiré 3 times (outside knee, inside knee, outside knee) While remaining with their outside knee in retiré, raise inside ribbon ring Repeat retiré 3 walks (inside knee, outside knee, inside knee) While remaining with their inside knee in retiré, raise outside scarves Keep repeating across the floor All waiting dancers will remain standing in parallel and will raise either their inside ribbon ring or outside scarves at the same time as the moving dancers. 	<p>***Discuss with the dancers which leg is their inside leg and outside leg when standing side by side to their partner.</p> <p>***Remind dancers to hook their magic string and to work with their partner by moving at the same speed and step the same size. As the teacher, be sure to match dancers appropriately for height and leg length.</p>
Across the Floor Exercise #2: Kids 2!; Track #26; 2:48	<p><u>***Marching, Dropping, Échappé & Sauté</u></p> <ol style="list-style-type: none"> The dancers will perform a variation of last week's marching & dropping exercise. The concept of traveling toward and away from one another will be added to the sequence. Sequence: <ol style="list-style-type: none"> March forward (4 counts) Drop (4 counts) Échappé sauté to standing, landing with legs in 2nd and arms extending making the shape of X with body and hold (4 counts) Jump together and drop in tuck at the same time (2 counts) Sauté from dropped position and land parallel with arms by side (2 counts) Teach sequence to dancers. 	<p>***Ask the dancers to say what they are doing out loud. Sing the combination without the music and again with the music. Finally, sing the combination as it is performed.</p> <p>***Ask the dancers to move at the same time as their partner that is traveling toward them.</p>

	<ol style="list-style-type: none"> Place dancers in 2 rows on each side of dance space. Place a tape line or mats for each pair of dancers on the center line. Ask the dancers to perform sequence traveling toward their partner. The dancers will never cross the centerline that you have marked. Ask the dancers to repeat the sequence traveling away from their partner. 	
<p>Across the Floor</p> <p>Exercise #3: Enchanting Track #31; 1:44</p>	<p><u>Squirrels Galloping Sideways, Skipping Around Leaf Piles, Storing Acorns</u></p> <ol style="list-style-type: none"> Place a pile of Autumn leaves on one side of the dance space. ***Place mats down in a zigzag pathway. The pile of leaves will be at the end of the mats. Be sure to place them far enough apart so that the dancers can gallop 4 times between mats. Explain to the dancers that they are going to pretend to be sideways galloping squirrels. The squirrels are preparing for Winter by gathering and hiding acorns in piles of leaves. The squirrels are very clever and know they must outsmart the other critters in the area, so they will zigzag to their acorn hiding place. Hopefully, this will make the critters unable to follow them. Give each dancer an acorn to hold. One at a time the dancers begin galloping in a zigzag pathway with 4 gallops (or 3 gallops and a hop). The squirrels must keep their eyes on the leaf pile, so their tummy and eyes will always face the hiding spot. The dancers will be changing legs in between each mat. Once the squirrel gets to the leaf pile, the squirrel will hide their acorn in the leaf pile. The squirrels then skip in a straight pathway along the outside of the dance space back to the starting side. If time allows, repeat the exercise finding an acorn instead of hiding one. 	<p>***Remind the dancers to gallop sideways with their tummy and eyes facing the leaf pile.</p> <p>***The actual step is 3 sideways gallops with a step hop to switch legs. Some dancers will naturally be able to perform this step while others will need to stop and switch legs. If your space is larger, the dancers may be able to gallop for 7 and hop switching legs on 8.</p>
<i>Creative Movement</i>		

<p>***Creative Movement #1; Kids! CD; #44 (You've Got Rhythm); 2:27</p>	<p><u>***Pumpkin Patch Obstacle Course</u></p> <ol style="list-style-type: none"> 1. Create an obstacle course (see visual) using the tape (or mats) from the previous exercise. The following items (or something similar) will be needed: 2 leaves for each dancer; a basket to place leaves into; 1 acorn for each dancer; basket to place acorns into; 2 pumpkins, and 1 scarecrow. 2. The dancers will choose their own movements in the following order. <ol style="list-style-type: none"> a. Each dancer will pick up two leaves and travel down the pathway choosing their own movements. b. Place the two leaves into the basket at the end of the curvy pathway. c. Pick up one acorn d. Move like a squirrel and place the acorn in the next basket. e. Dance around the first pumpkin f. Dance over the second pumpkin g. Freeze like a scarecrow h. Remain frozen until all dancers have finished the obstacle course. i. Upon the teacher's cue, all scarecrows become unfrozen and dance like a scarecrow all through the dance space. 	<p>***Even though this exercise is an obstacle course, allow the children to choose their movements for each section. Give them the structure and then allow them to create their own movement, otherwise the exercise is not creative movement.</p>
<p><i>Class Ending</i></p>		
<p>Class Ending Exercise #1: Kids 2! CD Track #37; Révérence; 1:02</p>	<p><u>Thank You</u></p> <ol style="list-style-type: none"> 1. Explain to the dancers how at the end of every class we thank each other for working hard. We say thank you with a curtsy or a bow. 2. Port de bras: Circle arms low (en bas); middle (1st); high (5th); open (2nd) 3. Rise to demi-pointe; bourrée turn to the right as the arms float upward to high 5th; open arms as heels lower and legs demi-plié 4. Port de bras: Circle arms low (en bas); middle (1st); high (5th); open (2nd) 5. Rise to demi-pointe; bourrée turn to the left as the arms float upward to high 5th; open arms as heels lower and legs demi-plié 6. Boys: Bow 7. 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 in class that day.</p>

	<p><i>Important Note:</i> <i>If you have run out of time, just perform the thank you and bow/curtsey at the studio door before releasing the dancers into the waiting room.</i></p>	
<p>Coloring sheet handouts for each dancer</p>	<p><u>Departing Class</u></p> <ol style="list-style-type: none"> 1. Dancers sit in share time space with teachers 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 in roll book. 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 place in special teacher's book, they walk to door to meet assistant 5. Teacher 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. 	