



Beverly's Weekly Lesson Plan

Class Level: 4-Year-Old	Class Length: 60 Minutes	Week 29
Instructor:	Class:	
Objectives: Learning about Pantomime; 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: Review of Concepts Previously Learned; 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 Ribbon Rings; Beanie Babies		
Optional Props		
Supplies: Roll Book; Lesson Plan; Music CDs/Playlist; Full Color Artwork Visuals; Coloring Sheet Handouts; Stickers		
Full Color Visuals: Pantomime: Dance; Pantomime Card Game 1 & 2 (cut into 8 individual cards)		
Coloring Sheets for Handout: Pantomime: Dance		
Video Training: Refer to Video: LNL 4: Week 29 for complete explanation and demonstration of this lesson plan		
Teacher Notes: <ul style="list-style-type: none"> In Week #29 the dancers will be learning about pantomime. The dictionary defines pantomime as the telling of a story without words, by means of bodily movements, gestures, and facial expressions. Children love to pantomime! Reinforce the importance of performing their pantomimes with very clear movements, lots of facial expressions, and no words. Relate pantomime to talking – if you talk too fast or mumble, no one can understand what you are saying. Pantomime has no words, but if the movements are not performed slowly and clearly no one will understand what you are saying. Using pantomime during dance performances is a great way to make children more comfortable on stage. I would never put a young child on the stage and ask them to just perform a dance. This could become a frightening experience for some young dancers. However, once the young children put their focus on pretending to be a special character within a story, such as a fish, a princess, or a leprechaun, they are more at ease and delightfully go out on the big stage to tell their story with their dance and acting. 		

- For the next several weeks, the dancers will review the movement concepts learned throughout the year. Ask questions of the young dancers to check their recall and understanding of place, size, level, direction, pathway, speed, energy, relationship to others, and body shapes.
- 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 60 minutes.

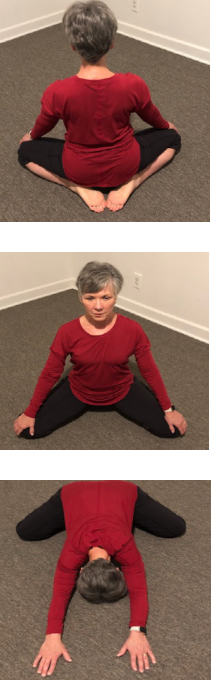
Pre-Class Activity

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 assistant will sit directly across from the teacher 4. 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 teacher b. Keep hands to self c. Not talking while the teacher is giving instructions d. Not touching the barres or the mirrors e. First time listener f. Being kind to your partner while waiting and dancing 2. 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	<u>***Moving to Dance Space</u> 1. Ask dancers to stand in share time circle. 2. ***Ask the dancers to walk at a high level to the center of dance space as they also pretend to be a penguin. 3. 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)	<u>***My Turn Around the Circle and Dancer Claps</u> 1. Ask the dancers to sit like a dancer in the center of the dance space. 2. ***Two dancers will stand at the same time and turn to face each other. Have each dancer pantomime the phrase “will you dance with me?” by performing the traditional gestures of opening their arms with palms up in front of the body (referring to you), then hands circling each other as the arms move from the center of their body to overhead (referring to dance), and finally touching their chest with their hand (referring to me). Next, each partner will nod their head “yes” to each other then take each other’s hands and gallop sideways around the circle together as they remain facing each other. 3. ***The teacher and a partner will go first. Once they return to the starting position, the teacher and partner perform a curtsy or bow signaling for the next two dancers to stand. 4. The next pair of dancers will stand and repeat the sequence. This repeats until everyone has had a turn traveling around the circle with a partner. 5. 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.	***Refer to video for clarification of movements.
Warm-Up Exercise #2: Enchanting CD; Foot & Ankle Stretches: Track #3; 2/4; (1:17)	<u>***Flex, Stretch, Rotate & Parallel</u> <i>(If time is limited, perform this exercise during the above exercise.)</i> 1. Sitting with a straight back with fingertips lightly touching knees and ankles flexed. <ol style="list-style-type: none"> Stretch both ankles as the toes reach long (1-2); flex both ankles (3-4); Repeat stretch (5-6); Repeat flex (7-8) Rotate thighs so knees look away from each other as the feet create the shape of a V (1-2); return legs & feet to 	***Refer to video for clarification of movements. ***If dancers are having trouble keeping their spine lengthened as they sit with their legs

	<p>parallel (3-4); Repeat rotate (5-6); Repeat return to parallel ((7-8)</p> <p>c. Repeat a (1-8)</p> <p>d. Bring arms overhead as arms port de bras, open and then place fingertips lightly on the floor. Check that the back is lengthened. (1-8)</p> <p>e. Repeat all with fingertips on floor.</p>	<p>extended forward, have the dancers sit on a yoga block.</p>
<p>Warm-Up Exercise #3: Enchanting CD; Cat Balance: Track #7; 4/4; (:53)</p>	<p>***Cat Balance & Stretch</p> <ol style="list-style-type: none"> 1. Ask dancers to maintain their circle formation as they balance on their hands and knees in a crawling position. Remind dancers to keep their backs and necks long. 2. Stretch right arm forward with elbow straight; draw big circle up and back as the eyes follow the hand; place hand on floor (1-4); repeat with left arm (5-8) 3. Reach right leg back; balance with shoulders and hips level; place leg down (1-4); repeat with left (5-8) 4. Place feet together & open knees (1-4); walk fingers forward as body lowers forward (5-8); hold stretch (1-8); See images to right 5. Walk fingertips back to body returning to crawling position; curl toes under to place feet on floor; roll body to standing position. 	<p>***Refer to video for clarification of movements.</p> 
Center Barre		
	<p><u>Moving from circle formation to line formation</u></p> <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. 8. It is advised that both the assistant and the teacher face the dancers and work in opposition. For example, when facing the 	<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>

	dancers if you are asking the dancers to use their right leg, you must say right, but you are actually using your left leg.	
Center Barre Exercise #1: Enchanting CD; Demi- Plié; Track #9; ¾; (2:28)	<p>***<u>Demi-plié with Pantomime</u></p> <ol style="list-style-type: none"> 1. Begin standing in parallel with hands on hips. 2. Four parallel demi-pliés with hands on hips. 3. Pantomime: "I Love You" using the right hand and then using the left hand. 4. Rotate legs to small "V" position. 5. Four parallel demi-pliés with hands on hips. 6. Pantomime: "I Love You" using the right hand and then using the left hand. 7. Rise to demi-pointe and balance. 8. Lower heels turning head slightly to the right and freeze for 3 counts. 	***Refer to video for clarification of movements.
Center Barre Exercise #2: Enchanting CD; Tendu 2; Track #11; 2/4; (1:17)	<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. 3 tendu parallel devant with right leg b. Teacher calls out a body part and the dancers quickly tap it three times c. 3 tendu parallel devant with left leg d. Teacher calls out a body part and the dancers quickly tap it three time e. Repeat all 	***Refer to video for clarification of movements.
Center Barre Exercise #3: Enchanting CD; Déagagé; Track #12; 2/4 (1:17)	<p><u>Déagagé Parallel Devant with Piqué Posé Downstage & Upstage</u></p> <ol style="list-style-type: none"> 1. This combination is loaded with new information for the dancers. 2. Explain to the dancers that a déagagé is a tendu that comes three inches off the floor. The word means to disengage or to come apart. The tendu comes apart from the floor and becomes a déagagé. Remind the dancers to keep both legs straight. 3. Also remind the dancers that when a dancer travels toward the audience (or make-believe audience in a studio) they are traveling downstage. When dancers travel toward the scenery on a stage they are traveling upstage. When performing this combination, the dancers are to say aloud which way they are traveling when they piqué posé downstage and upstage. 4. Exercise: <ol style="list-style-type: none"> a. Legs parallel with hands on hips and one ribbon ring in the right hand. b. Déagagé parallel devant twice on right leg (1-4) c. Right leg - piqué posé parallel to demi-pointe traveling downstage (1-2). Dancers are to say "downstage" as they piqué pose. d. Remain on demi-pointe and bourrée turn to right (direction of hand holding ribbon ring) and finish facing back. Lower heels. e. Repeat entire exercise with right leg. However, when the dancers piqué pose this time they will be traveling upstage and will say the word "upstage" as they step. 	Repeat exercise as performed last week.

	f. Switch ribbon ring to left hand, place hands back on hips and repeat entire exercise with left leg and turning to the left each time.	
Center Barre Exercise #4: Enchanting CD; Piqué Pointes; Track #13; 3/4; (:30)	<u>Battement Piqué with Heels & Toes</u> 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 only their toes, but with their heels also. 3. Exercise: 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	Repeat exercise as performed last week. Remind dancers to try and keep their supporting leg straight when their heel taps the floor.
Center Barre Exercise #5: Enchanting CD; Cou-de- piéd/Passé/ Retiré; 2/4; (:40)	<u>Parallel Passé Retiré with Curved Cambré</u> 1. The dancers will begin with their legs together parallel and their hands on their hips. 2. Exercise: a. Right leg lifts to passé retiré and lowers (4 counts) b. Left leg lifts to passé retiré and lowers (4 counts) c. Arms open to 2 nd position allongé then the Right arm rounds overhead as the left arm round en bas (4 counts) d. Cambré bending the body to the left as the eyes look at the floor (2 cts) e. Straighten body and place hands on hips (2 cts) f. Repeat all, starting with left leg and Cambré to the right	Repeat exercise as performed last week.
Center Work		
Center Exercise #1: Enchanting CD; Rocking/ Temps lié; Track #18; ¾; (1:03)	<u>***Pantomime Rock (side-to-side & forward & backward)</u> 1. Place a Beanie Baby on the floor in front of each dancer. Have the dancers begin standing behind their baby with their hands on the hips and their legs in parallel. 2. Let the dancers know they will be pretending to hear and then find a crying baby. Discuss with the dancers how to treat the baby with gentleness as they rock and then put the baby down for a nap. 3. Dancers pantomime hearing a sound as they look & listen to right and then look & listen to the left. 4. Dancers travel forward with 3 ballet walks then place their feet together as they pantomime being surprised as they find the baby. 5. Dancers bend to pick up baby; while cradling baby in arms as they step to 2 nd position. 6. Rock side to side – right, left, right, left 7. Upon teacher's cue, dancers bring one foot forward and then rock forward, backward, forward, backward; switch legs and rock forward, backward, forward, backward	***Refer to video for clarification of movements. ***This exercise is all about pretending and acting. The dancers will practice their rocking and weight transfer skills from side to side and forward and backward as they joyfully practice telling a story without words.

	8. Upon teacher's cue, dancers quietly tiptoe forward and carefully place baby down at front of studio (or in special box); quietly tiptoe away so the babies remain asleep.	
Center Exercise #2: Enchanting CD; Sauté; Track #20; 2/4; (:32)	<u>Sauté & Partner Claps</u> 1. Assign the dancers each a partner and ask them to face each other. The dancers will place their hands on their hips. 2. Ask dancers to begin with their legs together in parallel. 3. Exercise: a. Plié, Sauté, Plié, Stretch Legs b. Clap partner's hands, clap own hands together, clap partner's hands, & place hands on hips c. Keep repeating sequence until end of music	Repeat exercise as performed last week.
Center Exercise #3: Enchanting CD; Pas de Chat; Track #22; 6/8; (:32)	<u>Pas de Chat & Gallop Circle</u> 1. Divide the class into four groups. If space allows, have all the dancers perform the exercise at the same time. 2. Place each group of dancers in the four corners of the dance space. If there are more than four dancers within each group, you may need to form more than 4 groups and have them line up and enter from side stage. 3. Exercise: a. The four groups of dancers will travel toward centerstage at the same time b. 3 Parallel as de chats with right leg; wave to friends across dance space with right hand c. 3 Parallel pas de chats with left leg; wave to friends across dance space with left hand d. Form circle with all dancers and tendu right leg à la seconde e. Side gallop 6 times leading with right leg; temps lié ending with left leg in tendu à la seconde f. Side gallop 6 times leading with left leg; temps lié ending with right leg in tendu à la seconde	Repeat exercise as performed last week
<i>Across the Floor</i>		
	<u>Transition to Traveling Steps</u> 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.	
Across the Floor Exercise #1: Enchanting CD; Bourrée; 4/4; (1:20)	<u>***Ribbon Ring Weave</u> 1. Ask dancers to form one row across the dance space with the assistant standing at the end of the left side of the line and the teacher at the end of the right side of the line. Ask the dancers to leave enough space between each dancer on the side of them for the line to pass in between the dancers. 2. Give each dancer a ribbon ring to hold in the right hand. It is important that you do not give dancers standing side by side the	***Refer to video for clarification of movements. ***I have successfully had 3 and 4-year-old dancers perform ribbon ring weave in

	<p>same colored bracelet in their ribbon ring. Instruct the dancers to look at and remember their bracelet color. Ask the dancers to place their legs together in parallel with their arms down by their side. Stress to the dancers that they are to never remove their ribbon ring from their right hand.</p> <ol style="list-style-type: none"> 3. Explain to the dancers that they are frozen and can only be awakened when the dancer to their right offers them a ribbon ring to their empty hand. 4. Once everyone is in place, the teacher is to hold her ribbon ring in the right hand, making sure her ribbon ring bracelet is not the same color as the dancer on the opposite end of the line (the assistant). 5. Go through the motions of the exercise without music first. <ol style="list-style-type: none"> a. The teacher (dancer 1) begins the weave by walking in front of the dancer to her left (dancer 2). b. The teacher, (dancer 1) walks in-between the next two dancers (dancers 2 & 3); the teacher turns to look behind and graciously offers her ribbon ring to dancer 2; dancer 2 and dancer 1 (the teacher) are now holding the same ribbon ring together and continue walking. c. Dancer 1 & 2 walk behind dancer 3 then in-between dancers 3 & 4. When dancer 2 passes dancer 3, dancer 2 turns and graciously offers dancer 3 her ribbon ring; now dancers 1, 2, & 3 are connected by ribbon rings. d. This sequence continues all the way to the end of the line with the dancer at the end of the line (assistant) offering her ribbon ring to the teacher which will form a circle. Depending on whether the number of dancers is odd or even, the circle may be facing inward or outward. e. Ask the dancers to keep walking and turning the circle that is connected by ribbon rings. 6. Ask everyone to line up again in the same exact place in line with their ribbon ring in their right hand to perform the exercise with music. 	<p>their year-end performance dance. Be very clear with your instructions as you teach this exercise.</p>
	<p><u>***Spend time working on performance choreography</u></p> <p>If dancers will be performing, spend about 15 to 18 minutes on teaching choreography for the end of the year performance or recital. Remember to make practicing an enjoyable experience for the young dancers. If you are stressed about their dance, the children will sense it!</p>	
<i>Creative Movement</i>		
No Music	<p><u>***Pantomime Card Game</u></p> <ol style="list-style-type: none"> 1. Print artwork, Pantomime Card Game pages 1 & 2 in full color. Cut images into eight individual cards. 2. Have the dancers sit in a circle in the center of dance space. 3. Review with the dancers what the cards means. 4. Divide the dancers into smaller groups of about three dancers. The teacher and assistant will take turns helping each group. 5. Explain the game to the dancers. 	<p>***Refer to video for clarification of movements.</p>

	<ol style="list-style-type: none"> a. The teacher or assistant will select a card and share it with the group in secret. Dancers will perform the activity that is displayed on the card. No words are to be used. They must pantomime the activity so the observing dancers can guess what it is without seeing the actual card. Remind the dancers to pantomime slowly and clearly. b. Each group will take turns pantomiming the action on the chosen card while the others try to guess the activity. c. The observing dancers will raise their hand and wait to be called on to share their guess of what the pantomiming group has performed. <p>6. Activity on each card:</p> <ol style="list-style-type: none"> a. Putting on their ballet tights and leotard b. Climbing a tree c. Putting toothpaste on a brush and brushing teeth. Rinsing with a glass of water. d. Throwing a frisbee to your dog e. Peeling a banana and eating it f. Unwrapping a piece of gum and chewing it to blow bubbles g. Planting a garden h. Wild card – make up your own <p>7. If time allows, have each group take turns performing and guessing several pantomimes.</p>	
--	---	--

Class Ending

<p>Class Ending Exercise #1: Enchanting CD; Révérence; Track #36; 3/4; (: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 9. Ask dancers to dance with you to the share time space 	<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>
<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 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 	<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</p>

	<ol style="list-style-type: none"> 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>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>
<p>Teacher's Notes:</p>		