



Beverly's Weekly Lesson Plan

Class Level: 5-Year-Old	Class Length: 60 Minutes	Week 31
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; Locomotion CD</i>		
Props: 2 Silk Flower per Dancer		
Optional Props: Yoga block for each dancer		
Supplies: Roll Book; Lesson Plan; Music CDs/Playlist; Full Color Artwork Visuals; Coloring Sheet Handouts; Stickers		
Full Color Visuals: Pantomime: Do You Love Me?		
Coloring Sheets for Handout: Pantomime: Do You Love Me?		
Video Training: Refer to Video: LNL 5: Week 31 for complete explanation and demonstration of this lesson plan		

Teacher Notes:

- In Week #31 the dancers will continue learning about pantomime
- In the creative movement exercise the young dancers will review the movement concepts learned throughout the year. Ask questions to check their recall and understanding of level, tempo, energy, shapes, place, and direction.
- 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
 - Start to increase 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

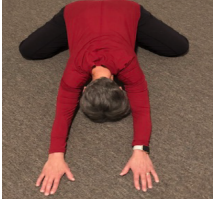
Approximately 10 minutes prior to the start of class, ask the student assistant to gather children near the studio door. Give **Ready for Class Reminders** such as dressed for class, hair pulled back, and going to the potty. Read a story book to the dancers while waiting for all dancers to arrive and 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 12 seconds per dancer and ask the dancers a question where they will have to tell a story or relay 	

	<p>information. It is fine to prompt a child that is having difficulty sharing their answers with a question.</p> <p>2. It is important for the assistant and the teacher to also share their story.</p>	
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. ***The goal of this exercise is to have the dancers balance a yoga block on their lower back/hips as they crawl backwards to center space. If you do not have yoga blocks substitute a Beanie Baby or bean bag. Ideally, the yoga block can also be used for the exercise that follows to help dancers sit in the correct position. 3. ***Ask the dancers to help you as they pretend to be a mule walking backwards as they each carry a block to the center of dance space. Remind the dancers to crawl very smoothly so the block remains on their back. 4. ***Once the dancers arrive in the center of dance space, ask them to take their block off of their back and place it where they will be sitting and then gently hold hands with their neighbor as they form a circle standing. 5. Once the dancers arrive in the center of dance space, ask them to gently hold hands with their neighbor as they form a circle. 6. Once the dancers are spread out enough in their circle formation, ask them to place their hands on their hips. 	<p>***Refer to video for clarification of movements.</p>
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. If they have a yoga block, ask them to sit on it as they lengthen their spine and crisscross their legs. 2. Assign the dancers into partners. 3. ***Partners will stand and face each other with one dancer facing the circle and the other dancer facing away from the circle. 4. ***The partners will need to practice their clapping sequence prior to starting the music 5. ***The dancers will clap their own hands together (1); clap their partners hands (2); clap their own hands together (3); partner clap only their right hands together(4); clap their own hands together (5); partner clap only their left hands together (6); immediately cross clap their partner's hands (7); take hold of partner's hand in crossed position (8); extend leg to side in preparation for side gallops (also count 8) 6. ***Side gallop tummy to tummy half way around the circle; rotate partner around so that the dancer that was facing the group of dancers is now facing away and the other partner is now facing the group; this will require both dancers to finish galloping around the circle with the opposite leg. 7. 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. 8. The next pair of dancers will stand and repeat the sequence. This 	<p>***Refer to video for clarification of movements.</p> <p>***Optional use of yoga block: Sitting in a crisscrossed position (legs bent, crossed at ankles, & in front of body) on a yoga block can help some dancers be able to lengthen their spine.</p>

	<p>repeats until everyone has had a turn traveling around the circle with a partner.</p> <p>9. 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>	
<p>Warm-Up Exercise #2: Enchanting CD; Foot & Ankle Stretches: Track #3; 2/4; (1:17)</p>	<p><u>Flex, Stretch, Rotate & Parallel</u> (If time is limited, perform this exercise during the above exercise.)</p> <ol style="list-style-type: none"> 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 parallel (3-4); Repeat rotate (5-6); Repeat return to parallel ((7-8) Repeat a (1-8) 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) Repeat all with fingertips on floor. 	<p>Repeat exercise as performed last week.</p> <p>***Optional use of yoga block: If dancers have tight hamstrings and are having trouble keeping their spine lengthened with their knees in a stretched position while sitting, can benefit by sitting on a yoga block. The goal is for dancers to be able to sit in a long position without rounding their backs or bending their knees.</p>
<p>Warm-Up Exercise #3: Enchanting CD; Cat Balance: Track #7; 4/4; (:53)</p>	<p><u>Cat Balance & Stretch</u></p> <ol style="list-style-type: none"> 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. 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) Reach right leg back; balance with shoulders and hips level; place leg down (1-4); repeat with left (5-8) Place feet together & open knees (1-4); walk fingers forward as body lowers forward (5-8); hold stretch (1-8) Walk fingertips back to body returning to crawling position; curl toes under to place feet on floor; roll body to standing position. 	<p>Repeat exercise as performed last week.</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 	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?
Center Barre Exercise #1: Enchanting CD; Demi-Plié; Track #9; ¾; (2:28)	<p><u>Demi-plié & Grand Plié with ***Pantomime: “Do you love me?”</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 when the knees bend and arms return en bas as the knees straighten 3. ***Pantomime: “Do you love me?” with right hand and then left hand 4. Rotate legs to a small first position 5. 2 demi-pliés in 1st position; arms open to demi-seconde when the knees bend and arms return en bas as the knees straighten 6. ***Pantomime: “Do you love me?” with right hand and then left hand 7. Tendu à la seconde and lower heel to 2nd position 8. 2 demi-pliés in 2nd position; arms open to demi-seconde when the knees bend and arms return en bas as the knees straighten 9. ***Pantomime: “Do you love me?” with right hand and then left hand 10. 3 grand pliés in 2nd position with arms remaining in 2nd position 11. Tendu à la seconde, close 1st position, rotate legs to parallel 12. Balance on demi-pointe parallel with the arms in 1st position 13. Lower heels, as arms lower en bas; finish with head slightly turned 	Repeat exercise as performed last week ***but change pantomime port de bras.
Center Barre Exercise #2: Enchanting CD; Tendu 1; Track #10; 2/4; (1:18)	<p><u>***Tendu Parallel Devant with Parallel Fourth and Pantomime Balance</u></p> <ol style="list-style-type: none"> 1. Have the dancers stand in two rows and have the front row turn to face the back row. Align the dancers so two dancers are standing directly across from each other. Explain to the dancers that they will be partners when it is time to pantomime 2. Have the dancers begin with their hands on their hips and legs in parallel. 3. Exercise: <ol style="list-style-type: none"> a. Tendu parallel devant with right leg (1); shift weight to lower right foot in parallel 4th (2); shift weight as the 	<p>***Refer to video for clarification of movements.</p> <p>***Emphasize a stretched leg and foot in every tendu.</p> <p>***The dancers will challenge their balance and core as they stand on one leg</p>

	<p>foot/ankle fully extends to tendu (3); slide foot closing into parallel (4)</p> <ol style="list-style-type: none"> Tendu parallel devant with right leg (1); close parallel (2) Tendu parallel devant with right leg (3); lift foot slightly off floor (4) Remain in dégagé balance as the front row asks their back-row partner through pantomime: "Do you love me?" (1-2) Still remaining in balance, the back-row partner responds: "I love you." (3-4) Close parallel and bourrée forward quickly changing lines and then bourrée to turn body around (5, 6, 7) Lower heels (8); Dancers will have switched rows. Repeat entire exercise with left leg; the back-row dancers will again ask the question with the front row responding since the dancers have switched places and get to perform the different pantomime. 	as they move their arms during the pantomimes.
Center Barre Exercise #4: Enchanting CD; Demi- Rond de jambe; 3/4; (:48),	<p><u>Dégagé, Fondu, Piqué Posé, Bourrée</u></p> <ol style="list-style-type: none"> Ask dancers to form one row as far upstage as possible. The exercise will travel downstage. Begin standing in parallel with hands on hips Exercise: <ol style="list-style-type: none"> Dégagé right leg parallel devant (1,23) Fondu as the right leg bends into cou-de-pied at the left ankle with the left knee in plié (2,23) (both knees must bend at the same time) Stretch both right and left leg at the same time as the right leg returns extended and lifted devant (3,23) Brush to close parallel (4,23) Plié on left as right extends in dégagé (5,23); piqué posé parallel to demi-pointe traveling downstage (6,23) Bourrée parallel in place (7,23) Lower heels parallel (8,23) Repeat with left Repeat right and left again 	Repeat exercise as performed last week.
Center Barre Exercise #5: Enchanting CD; Piqué Pointes; Track #13; 3/4; (:30)	<p><u>Battement Piqué with Cou-de-pied, Retiré Balance</u></p> <ol style="list-style-type: none"> Begin standing tall in parallel with arms en bas. Exercise: <ol style="list-style-type: none"> On intro music, arms lift to 1st position, then right arm opens to side for 3rd middle position Extend right leg and perform <ul style="list-style-type: none"> 4 parallel piqué devant; arms remain in 3rd middle (in opposition to leg) Cou-de-pied right as the right arm returns to 1st position; lift to retiré, arms remain in 1st; lower to cou-de-pied, arms remain; roll foot to parallel, open left arm to side Repeat all on left with arms Repeat all again on right and ending balancing on left foot with right leg in cou-de-pied While standing on left foot; lift right to parallel retiré; balance until end of music; arms remain in 1st position. 	Repeat exercise as performed last week.

	f. Start music over and begin all on left, right, left,	
Center Work		
Center Exercise #1: Enchanting CD; Port de bras; Track #8; ¾; (1:19)	<p>***<u>Temps lié with Port de bras & Pantomime</u></p> <ol style="list-style-type: none"> 1. Ask the dancers to spread out in one or two rows. 2. Each dancer will need two silk flowers for this exercise. Place one silk flower for each dancer at the outer edge of stage right and place one silk flower at the outer edge of stage left. Let the dancers know which flower they are to pick up. Have the dancers practice how they will travel from their facing forward line formation to their flower. Review the pathway they will take as they travel back to their line formation. 3. Exercise: <ol style="list-style-type: none"> a. The dancers will begin in first position with their arms en bas b. On the music intro, the dancers port de bras through first and end with arms in demi-seconde. c. Temps lié traveling right 3 times (Right tendu à la seconde, demi-plié in 2nd position, transfer weight onto right foot as the left extends in tendu à la seconde, close to 1st position); with legs remaining in 1st position, port de bras arms – enbas, 1st, 5th, 2nd as they head follows to the right d. As the body turns to the right; step piqué pose to demi-pointe parallel; pantomime seeing and being surprised by the beautiful flowers; bourrée parallel forward, stopping directly in front of flower; bend to pick up the flower with right hand; admire its beauty and smell it e. As the flower is smelled, the dancer begins to bourrée turn in place toward the right and then travels back to their place in line and stands in first position. f. Repeat c, d, & e with left 	***Refer to video for clarification of movements.
Center Exercise #2: Enchanting CD; Dégagé; Track #12; 2/4; (1:17)	<p><u>Bouncy Ball Sauté</u></p> <ol style="list-style-type: none"> 1. Dancers will begin with their legs in parallel and hip distance apart. The jumps will be quick and light. 2. Arms/hands can either hang relaxed at side or be placed on the hips. 3. Exercise: <ol style="list-style-type: none"> a. Bouncy jump 4 times facing front b. Bouncy jump 4 times facing side (1/4 rotation turn to right) c. Bouncy jump 4 times facing back d. Bouncy jump 4 times facing other side e. Bouncy jump 4 times facing front f. Stretch legs – port de bras to 5th taking deep breathe in; open arms to 2nd g. Reverse port de bras, bringing arms overhead, and down through 1st to rest at side h. Repeat entire sequence rotating to left 	<p>Repeat exercise as performed last week.</p> <p>The quality of these bouncy jumps is very different than the sequence of plié, sauté, plié, stretch. Ask the dancers to pretend to be a bouncy ball bouncing on the ground.</p> <p>Remind dancers to keep their shoulders relaxed and down while also keeping their core strong as they push off and</p>

		land for each bouncy jump.
Center Exercise #3: Enchanting CD; Marches; Track #26; 2/4; (2:47)	<p><u>Marching Square</u></p> <ol style="list-style-type: none"> Place dancers in rows but be sure there is enough space in-between each dancer so they can travel in both directions. Explain to the dancers that they will repeat exercise turning to their right shoulder 4 times and then repeat 4 more times turning to their left shoulder. Begin with feet together parallel and arms by sides Exercise: <ol style="list-style-type: none"> 4 marches forward (beginning with right leg) with arms in opposition Échappé sauté to 2nd parallel, jump to parallel while turning ¼ turn to right, end facing side wall 4 marches forward with arms in opposition (toward side wall) Échappé sauté to 2nd parallel, jump to parallel while turning ¼ turn to right, end facing back wall 4 marches forward with arms in opposition (toward back wall) Échappé sauté to 2nd parallel, jump to parallel while turning ¼ turn to right, end facing other side wall 4 marches forward with arms in opposition (toward side wall) Échappé sauté to 2nd parallel, jump to parallel while turning ¼ turn to right, end facing front wall Repeat all but now ¼ turn left each time, if possible begin marching with left leg each time. 4 marches forward with arms in opposition (toward front wall) Échappé sauté to 2nd parallel, jump to parallel while turning ¼ turn to left, end facing side wall Continue marching and turning ¼ turn left until dancers return to facing front 	<p>Repeat exercise as performed last week.</p> <p>Using mats as a form of scaffolding may be helpful if dancers are having trouble understanding which direction they travel to next.</p>
<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. 	
Across the Floor #1: Enchanting CD; Flamingo Walks;	<p><u>Passé Walk with Half Turn (Forward and Backward)</u></p> <ol style="list-style-type: none"> Line dancers up in rows across one side of room. Have dancers begin with their downstage leg extended in tendu devant parallel with their hands on their hips; hands will remain on hips throughout combination Exercise: <ol style="list-style-type: none"> 3 Step passé retiré walks traveling forward (1-3) 	<p>Repeat exercise as performed last week.</p> <p>Remind dancers to reach with stretched feet in every step and jump.</p>

Track #25; 2/4; (2:46)	<ul style="list-style-type: none"> b. Close parallel plié (&) c. Sauté with ½ turn to face opposite direction (4) d. 3 Step passé retiré walks traveling backward (5-7) e. Close parallel plié (&) f. Sauté with ½ turn to face opposite direction (8) g. Continue pattern traveling across dance space 	Remind dancers to listen to and move with the music.
	<p>***Spend time working on performance choreography</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>	

Creative Movement

<p>Creative Movement: Locomotion CD; Track #6 Level; Track #9 Tempo; Track #12 Energy; Track #15 Shapes; Track #18 Place; Track #21 Direction</p>	<p>***Review of Movement Concepts</p> <ol style="list-style-type: none"> 1. Before beginning with music, ask the dancers to review and define the meaning of the many different movement concepts they have learned throughout the dance year. 2. Ask dancers to form a large circle in the center of the dance space. 3. Dancers are to begin with their feet together in parallel and arms down by their sides. 4. Without music, call out each concept and the variations and ask the dancers to show what each movement concept represents <ul style="list-style-type: none"> a. Level: high, low, medium b. Tempo: fast, slow, moderate c. Energy: sharp, smooth, heavy, light d. Shapes: curved, straight e. Place: one space, all about space f. Direction: forward, backward, sideways, up, & down 5. Exercise: <ul style="list-style-type: none"> a. Ask the dancers to free dance the definition of each voice cue & music they hear using the various tracks listed in the first column. b. When there is no sound, the dancers are to freeze 	<p>***Refer to video for clarification of movements.</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 	<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>
--	---	---

	8. Girls: Curtsey 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. 	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.
Teacher's Notes:		