



## Beverly's Weekly Lesson Plan

<b>Class Level:</b> 6-Year-Old	<b>Class Length:</b> 60 Minutes	<b>Week 13</b>
<b>Instructor:</b>	<b>Class:</b>	
<b>Objectives:</b> <b>Dance from Other Countries;</b> 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		
<b>Movement Concepts:</b> <b>Weight; Energy;</b> Pathway; Speed; Direction; Energy; Opposites and Same; Level; Place; Body Awareness; Size; Weight		
<b>National Standards:</b>		
<b>Music:</b> <i>Kids 2; Enchanting; The Nutcracker</i> Ballet Excerpts – Spanish Dance & Arabian Dance		
<b>Props:</b> LNL Mats; LNL Scarves		
<b>Optional Props:</b> Blue Painter’s Tape; DK Publishing Book <i>Dance</i> by Andrée Grau		
<b>Supplies:</b> Roll Book; Lesson Plan; Music CDs/Playlist; Full Color Artwork Visuals; Coloring Sheet Handouts; Stickers		
<b>Full Color Visuals:</b> Spanish Dancer & Arabian Dancer		
<b>Coloring Sheets for Handout:</b> Spanish Dancer & Arabian Dancer		
<b>Video Training:</b> Refer to <b><i>Video: LNL 6: Week 13</i></b> for complete explanation and demonstration of this lesson plan		
<b>Teacher Notes:</b> <ul style="list-style-type: none"><li>Over the next few weeks, the LNL 6-year dancers will learn about the differences in dance from other countries. This lesson will focus on Spanish-style and Arabian-style movements. Be sure to show the dancers the book <i>Dance</i> by Andrée Grau from DK Publishing so they can view pictures of traditional dress and various props sometimes used during dances from other countries. It works very well to use the traditional ballet <i>The Nutcracker</i> to teach Spanish-style and Arabian-style dance. I suggest you use music from <i>The Nutcracker</i> for certain exercises. It is good for young dancers to hear classics and to be able to recognize which story ballet the music comes from.</li><li>The dancers will have two creative movement exercises this week. No worries, if you do not have the time to perform both. Just choose the one that best suits you and your dancers.</li><li>The LNL 5 and LNL 6 lesson plans are very similar, however, the older age group can be challenged more with greater detail in their execution of specific movements. For the most part, they will have more understanding and greater success in stretching their legs and feet, maintaining their balance, and remembering longer sequences. If your class is doing exceptionally well, remove some of the scaffolding</li></ul>		

such as the mats or help from the assistant in certain exercises and see if they can recall the sequences without additional help. At 6-years-old the dancers are also beginning to use a bit more rotation, but do not force this and only allow an increase in the use of rotation if the dancers have an understanding of where rotation actually comes from and alignment is being maintained throughout the movement. Do not be too anxious to have your dancers “turn-out” and instead, focus more on coordination of movements and maintaining balance while learning to shift weight from one leg to the other. 6-year-olds are children and be sure you are creating an atmosphere of filled with imagery, make-believe, and natural movement.

- 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.
- This week we will be using the *Kids!* CD, *Enchanting* CD, and music from the ballet, *The Nutcracker* for class. If you do not have a CD of *The Nutcracker*, each individual music selection, (Spanish, Arabian, Chinese, and Russian variations) can be purchased on iTunes for 99 cents each.
- 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"> <li>1. Gather dancers from waiting area and invite them into the studio</li> <li>2. Ask dancers to sit in a circle formation near the stereo</li> <li>3. Teacher will sit on floor with dancers and student assistant will sit directly across from the teacher</li> <li>4. Call roll and greet each dancer with a warm welcome.</li> </ol>	
Etiquette Reminders	<ol style="list-style-type: none"> <li>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"> <li>a. Eyes and ears on the teacher</li> <li>b. Keep hands to self</li> <li>c. First time listener</li> <li>d. Talking only when called upon</li> <li>e. Never leaving the studio building by themselves</li> <li>f. Never touching the barres or mirrors</li> <li>g. Being kind to your partner while waiting and dancing</li> </ol> </li> <li>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?”</li> </ol>	
Beeper Time	<ol style="list-style-type: none"> <li>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.</li> </ol>	

	2. It is important for the assistant and the teacher to also share their story.	
<b>Warm-Up</b>		
Setting up for Warm-Up	<p><b><u>***Moving to Dance Space</u></b></p> <ol style="list-style-type: none"> <li>1. Before standing, discuss the objective of learning about dances from other countries. Show the dancers the images of the Spanish and Arabian dancers. Discuss with them the differences in their costumes and how the movements will differ in energy. Also point out to the dancers how the music will be very different.</li> <li>2. Ask dancers to stand in share time circle.</li> <li>3. ***Before traveling from talk space, show the dancers how to perform a “Spanish-style” clap. The dancers will slightly turn their head as they clap near one ear only. Ask the dancers to keep their elbows lifted and apart while clapping.</li> <li>4. The clapping pattern will be 1 clap, pause, 2 quick claps. Instruct the dancers to practice this pattern of “Spanish-style” clapping near both ears.</li> <li>5. Teach the dancers how to place their hands on their hips Spanish-style. The hand and fingers will make a flat surface at the hips. Imagery that works well is to tell them they must hold Grandma’s antique tea cup on the top of the hands. See video #13 for visual demonstration.</li> <li>6. The dancers will also stomp out the same pattern they are clapping with their hands using their feet. Stomp R, pause, stomp L, stomp R; practice with both legs</li> <li>7. Ask the dancers to perform their Spanish claps for their right ear and then stomp the foot pattern beginning with their right foot with their hands on their hips. Repeat all on the left.</li> <li>8. The dancers will travel to center space with 4 slow walks, Spanish clap, Spanish stomp; 4 slow walks, Spanish clap, Spanish stomp; keep repeating until a circle is formed.</li> <li>9. Once the dancers reach the center, ask them to stand and 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.</li> </ol>	<p>***Refer to video for clarification of “Spanish-style” clapping and hands on hips.</p>
Warm-Up Exercise #1: Kids 2! CD Track #1; Circle Dance & Claps; 3:55	<p><b><u>***My Turn Around the Circle and Dancer Claps: Spanish Style versus Arabian Style Movement</u></b></p> <ol style="list-style-type: none"> <li>1. Ask the dancers to sit like a dancer in the center of the dance space. Place a red scarf on the floor in front of the teacher’s place in the circle.</li> <li>2. The teacher will travel around the circle first. In place, the teacher will begin by Spanish clapping and stomping the same pattern as before starting on the right and then repeat starting on the left.</li> <li>3. The teacher will then bend and pick up the scarf and magically turn into an Arabian dancer. The Arabian dancer will free dance around the circle in a continually moving smooth manner.</li> <li>4. Once the teacher is back in place, she will curtsy and place the scarf down in front of the next dancer standing.</li> </ol>	<p>If there is an odd number of dancers, the teacher will also travel around the circle with the last dancer to her right.</p>

	<ol style="list-style-type: none"> <li>This repeats until everyone has had a turn traveling around the circle.</li> <li>Finish with clap sequences that include crossbody tapping.</li> </ol>	
<p>Warm-Up Exercise #2: <i>Kids 2!</i> CD Track #2; Snuggle &amp; Stretch; 2:08</p>	<p><b><u>Snuggle, Stretch, and Port de bras</u></b></p> <ol style="list-style-type: none"> <li>Ask the dancers to hug their knees while tucking their head into their knees pretending to be a very small ball. Ask them to make their body into a tight small shape as they hide their eyes in their knees. (cts 1-4)</li> <li>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 with their legs extended in front and arms over head. Ask the dancers to gently sway their bodies as they move their arms just like you. (cts 5-8)</li> <li>Repeat #1, #2, (cts 1-8)</li> <li>Port de bras middle (1<sup>st</sup>); overhead (5<sup>th</sup>); open side (2<sup>nd</sup>); sway arms forward as the body reaches forward and open arms as chest lifts up toward ceiling; (1-8)</li> <li>Repeat #4 (1-8)</li> <li>Dancers cross their arms across their chest rolling back to create straight line on floor. Snuggle pulling legs into chest as arms hug knees as head tucks in (1-4)</li> <li>Slowly open body into X position stretched out on floor. (5-8)</li> <li>Repeat #6, #7 (1-8)</li> <li>Perform port de bras while lying on back; 1<sup>st</sup>, 5<sup>th</sup>, 2<sup>nd</sup> (1-4)</li> <li>Make snow angels until music end. (5-8)</li> </ol>	<p>Repeat exercise as performed last week.</p> <p>This exercise will first be performed in a seated position and repeated with the back remaining on the floor in a lying position.</p> <p>Discuss with the dancers how to open their arms and legs while lying on their back to draw angel shapes in the snow.</p>
<p>Warm-Up Exercise #3: <i>Kids 2!</i> CD; Flex &amp; Stretch Ankles; Track #3; 1:19;</p>	<p><b><u>Flex &amp; Stretch of Feet:</u></b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Flex both ankles reaching toes to ceiling (1-4); slowly and smoothly stretch ankles pointing toes to center circle (5-8)</li> <li>Repeat #2 two more times (1-16);</li> <li>Little downward brushes across thighs all the way down as far as the dancers can reach (1-8)</li> <li>Repeat #2, #3, &amp; #4 (32 cts)</li> <li>Alternate flexing and stretching ankles 4 times (1-16);</li> <li>Reach right arm across to left outside thigh brushing 4 little, quick, downward brushes (1-4)</li> <li>Reach left arm across to right outside thigh brushing one long slow brush (5-8)</li> <li>Reach left arm across to right outside thigh brushing 4 little, quick, downward brushes (1-4)</li> <li>Reach right arms across to left outside thigh brushing one long slow brush (5-8)</li> <li>Repeat #6 - #10</li> </ol>	<p>Repeat exercise as performed last week.</p> <p><b><u>Story During Exercise:</u></b> Two little chipmunks are hiding in a hole. When feet flex, the two little chipmunks are peeking out of the hole; when stretching the feet, the chipmunks are hiding down in the hole; when brushing the legs, a little doggie is digging in dirt and covering up the hole.</p>
<p>Warm-Up Exercise #4 <i>Kids 2!</i> CD; Back</p>	<p><b><u>Mermaid and Merman – Torso &amp; Back Strengthening</u></b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>	<p>Repeat exercise as performed last week.</p>

Strengthening; Track # 6; 1:23	<ol style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>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.</li> <li>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.</li> <li>6. The dancers will rest by lowering their body and then turning their head to one side and place their hands under their cheek.</li> <li>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.</li> <li>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.</li> <li>9. Ask the dancers to rest once more while they bend and stretch their knees showing off their tail.</li> <li>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.</li> <li>11. Push back into child's pose to stretch back.</li> <li>12. Roll up to standing position</li> </ol>	Remind dancers to swim in the air and not strike the floor with their hands and feet.
<b>Center Barre</b>		
	<p><b><u>Moving from circle formation to line formation</u></b></p> <ol style="list-style-type: none"> <li>1. Give step by step instruction for the dancers to <ol style="list-style-type: none"> <li>a. turn their bodies to face you</li> <li>b. move to form one line of dancers</li> <li>c. if necessary, every other dancer will step backward to form two lines</li> <li>d. spread out with a fingernail test</li> </ol> </li> </ol>	Ask the dancers to move to line formations without any guidance from you.
Center Barre Exercise #1: Kids 2! CD; Plié; Track #9; 2:29	<p><b><u>Pliés &amp; Butterfly Port de Bras</u></b></p> <p>Feet parallel with arms en bas.</p> <ol style="list-style-type: none"> <li>1. 2 parallel demi-pliés as arms open to demi-seconde and return to en bas as the knees straighten</li> <li>2. Right Arm Butterfly Port de bras: Extend arm to demi-seconde and butterfly flap 3 times – small wing movement; medium wing movement; and large wing movement. Left arm remains en bas.</li> <li>3. 2 parallel demi-pliés as arms open to demi-seconde and return to en bas as the knees straighten</li> <li>4. Left Arm Port de bras: Extend arm to demi-seconde and butterfly flap 3 times – small wing movement; medium wing movement; and large wing movement. Right arm remains en bas.</li> <li>5. Rotate legs to 1<sup>st</sup> position</li> <li>6. 2 - 1<sup>st</sup> position demi-pliés as arms open to demi-seconde and return to en bas as the knees straighten</li> </ol>	<p>Repeat exercise as performed last week.</p> <p>Before beginning exercise, review with the dancers how to perform a correct grand plié in 2<sup>nd</sup> position. Things to point out are: knees and toes remain facing the same direction throughout the bending and stretching of the legs;</p>

	<ol style="list-style-type: none"> <li>7. Right Arm Butterfly Port de bras: Extend arm through demi-seconde and butterfly flap 3 times in reverse order – large wing movement; medium wing movement; and small wing movement. Left arm remains en bas.</li> <li>8. 2 – 1<sup>st</sup> position demi-pliés as arms open to demi-seconde and return to en bas as the knees straighten</li> <li>9. Left Arm Butterfly Port de bras: Extend arm through demi-seconde and butterfly flap 3 times in reverse order – large wing movement; medium wing movement; and small wing movement. Right arm remains en bas</li> <li>10. Tendu a la seconde and lower into 2<sup>nd</sup> position</li> <li>11. 2 Second position demi-pliés as arms open to demi-seconde and return to en bas as the knees straighten</li> <li>12. Both Arms Port de bras: Extend both arms to demi-seconde and butterfly flap 3 times – small wing movement; medium wing movement; and large wing movement.</li> <li>13. 2 Second position demi-pliés as arms open to demi-seconde and return to en bas as the knees straighten</li> <li>14. Both Arms Butterfly Port de bras: Extend both arms through demi-seconde and butterfly flap 3 times in reverse order – large wing movement; medium wing movement; and small wing movement</li> <li>15. 3 Grand pliés in 2<sup>nd</sup> position with hands on hips</li> <li>16. Rise to demi-pointe and balance in 2<sup>nd</sup> position.</li> <li>17. Tendu close first position, arms en bas to finish</li> </ol>	<p>the back remains vertical; never lower past the level of the knees; the heels remain on the floor at all times; and slowly bend and stretch the legs keeping the legs moving throughout the music.</p>
Center Barre Exercise #2: <i>Kids 2!</i> CD; Tendu 1; Track #10; 1:18	<p><b>***<u>Tendu with Spanish-Style Claps</u></b></p> <ol style="list-style-type: none"> <li>1. Begin standing tall in parallel with hands on hips.</li> <li>2. 1 Tendu parallel devant right; rotate leg outward at hip; rotate back to parallel; close parallel</li> <li>3. 1 tendu parallel devant right</li> <li>4. 3 quick Spanish-style claps for right ear (head turns slightly to left), place hand back on hips</li> <li>5. 2 Tendu parallel devant right, close parallel</li> <li>6. 2 Spanish-style claps for right ear (head turns slightly to left), pause; turn head to right &amp; 3 quick Spanish-style claps for left ear.</li> <li>7. Repeat all with left tendu parallel devant</li> <li>8. Rotate legs to 1<sup>st</sup> position</li> <li>9. Repeat all above with tendu a la seconde</li> </ol>	<p>***Refer to video for demonstration of exercise.</p> <p>Remind dancers to stretch their foot and leg as they perform each tendu.</p> <p>Discuss with the dancers how to keep their weight on their supporting leg during tendu.</p>
Center Barre Exercise #3: <i>Kids 2!</i> CD; Déagé; Track #12; 1:17	<p><b>***<u>Dégagé; Tombé; &amp; Arabian Cambré</u></b></p> <ol style="list-style-type: none"> <li>1. Begin standing tall in parallel with hands on hips. Give each dancer a scarf to hold in their right hand.</li> <li>2. 1 – Tendu extend (2 cts), lift leg from floor (2 cts), lower leg to floor (2 cts), close parallel (2 cts)</li> <li>3. 2 - Dégagé right leg devant &amp; close (open 2 cts &amp; close 2 cts)</li> <li>4. Dégagé right leg devant; tombé devant; push off and close</li> <li>5. Right arm and scarf lift as body cambrés to the left.</li> <li>6. Repeat all on the left leg with cambré to the right.</li> <li>7. Rotate legs to 1<sup>st</sup> position</li> <li>8. Repeat entire sequence in a la seconde.</li> </ol>	<p>***Refer to video for demonstration of exercise.</p> <p>***Two new skills: cambré and tombé. Review with the dancers how to perform both before starting music. Be sure to remind dancers that the knee</p>

		and toes must remain pointing in the same direction during tombé.
Center Barre Exercise #4: <i>The Nutcracker</i> CD Excerpt; Spanish Variation	<p><b>***<u>Battement Piqué with Spanish-Style Claps</u></b></p> <ol style="list-style-type: none"> <li>1. Begin standing tall in parallel with hands on hips.</li> <li>2. Extend right leg and battement piqué 4 times, bring foot to parallel passé retiré on count 5, balance count 6, 7, lower on 8.</li> <li>3. During balance in passé retiré – (on counts 6, 7) 2 Spanish-style claps for right ear (head turns slightly to left), place hand back on hips</li> <li>4. Repeat all on left.</li> </ol>	<p>***Refer to video for demonstration of exercise.</p> <p>***Remind dancers to keep their bodies strong and straight as they work to maintain balance during exercise.</p>

### **Center Work**

Center Exercise #1: Kids 2! CD; Rond de Jambe; Track #15; :48  <b>OR</b>  <i>The Nutcracker Ballet</i> CD Excerpt – Arabian Variation	<p><b><u>Temps lié, Step Together, &amp; Kneel (or Curtsey) with Scarf Arabian-style</u></b></p> <ol style="list-style-type: none"> <li>1. Give each dancer a scarf to hold with their right hand. Ask the dancers to stand with their legs in 1<sup>st</sup> position.</li> <li>2. The dancers will tendu their right leg a la seconde on the intro</li> <li>3. The dancers will step open as they temps lié to 2<sup>nd</sup> position with their right leg as they swing their scarf upward to the right.</li> <li>4. Repeat rocking left, right, left, right for a total of 5 as the scarf swings in the direction of the rocking motion.</li> <li>5. At the end of the 5<sup>th</sup> rocking motion, the dancers will bring their left foot to their right and stand in first position as their scarf remain lifted to the right.</li> <li>6. The right foot will slide backward to a kneeling position as the right arm and scarf travels to the left shoulder in the kneel (or bow).</li> <li>7. Stand and bring legs to 1<sup>st</sup> position as the left hand takes hold of the scarf and the entire exercise repeats to the left.</li> </ol>	<p>***Refer to video for demonstration of exercise. This exercise is the same as last week, but will have a different feel pretending to be an Arabian dancer dancing to the Arabian variation from the ballet, <i>The Nutcracker</i></p>
Center Exercise #2: <i>The Nutcracker Ballet</i> CD; Spanish Variation	<p><b>***<u>Sauté with Spanish-Style Claps</u></b></p> <ol style="list-style-type: none"> <li>1. Ask dancers to stand with feet in parallel and their hands on their hips.</li> <li>2. Exercise <ol style="list-style-type: none"> <li>a. demi-plié, sauté, demi-plié, stretch legs</li> <li>b. demi-plié, sauté, demi-plié, stretch legs</li> <li>c. demi-plié, sauté, demi-plié, stretch legs</li> <li>d. 3 very quick Spanish-style claps for right ear</li> <li>e. Repeat 3 very quick Spanish-style claps for right ear And stomp right, left, right with feet at same time.</li> </ol> </li> <li>3. Repeat all above but this time Spanish-style claps are for left ear and begin with left foot stomp.</li> </ol>	<p>***Refer to video for demonstration of exercise.</p>

### **Across the Floor**

	<b><u>Transition to Traveling Steps</u></b>	Check for understanding by
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	<ol style="list-style-type: none"> <li>1. Give step by step instructions on how the dancers will transition to across the floor.</li> <li>2. Give one instruction and wait for compliance before giving the next instruction.</li> <li>3. If multiple groups are necessary, take the time to establish groups and give reminders on the responsibility of waiting dancers.</li> </ol>	asking the dancers to transition to lining up for across the floor work without giving them step by step instructions.
<p>Across the Floor</p> <p>Exercise #1:</p> <p><i>The Nutcracker Ballet</i></p> <p>Excerpts;</p> <p>Spanish Chocolate Dance</p>	<p><b>***<u>Walking like a Spanish Dancer</u></b></p> <ol style="list-style-type: none"> <li>1. Place dancers in row so they can travel across the dance space.</li> <li>2. The dancers will pretend to be Spanish dancers as they travel.</li> <li>3. Before any movement, teach the dancers the walk sequence <ol style="list-style-type: none"> <li>a. Step right forward, stomp left foot next to right</li> <li>b. Step left forward, stomp right foot next to left</li> <li>c. Step right, step left</li> <li>d. Step right forward, stomp left foot next to right</li> </ol> </li> <li>4. It may be easier to teach dancers the following phrase <ol style="list-style-type: none"> <li>a. Step, stomp, step stomp, step, step, step, stomp</li> </ol> </li> <li>5. Ask the dancers to travel across the dance space with above foot pattern. Hands will remain on hips Spanish-style.</li> </ol>	***Refer to video for clarification of movements.
<p>Across the Floor</p> <p>Exercise #2:</p> <p><i>The Nutcracker Ballet</i> CD</p> <p>Excerpts;</p> <p>Arabian Coffee Dance</p>	<p><b>***<u>Arabian Walks &amp; Upper Body Circle Port de bras</u></b></p> <ol style="list-style-type: none"> <li>1. Place dancers so they can travel across the dance space in lines.</li> <li>2. Give each dancer a scarf to hold in right hand. Ask dancers to place their legs together parallel with arms relaxed down by their side</li> <li>3. Sequence: <ol style="list-style-type: none"> <li>a. 3 slow walks forward as scarf slowly lifts to overhead placing feet together parallel on count 4</li> <li>b. Slide right foot back to kneeling and then lower to kneel on both knees (4 cts)</li> <li>c. Circle port de bras to the right as the scarf circles around the body and over the head. (4 cts)</li> <li>d. Stand to place legs in parallel and switch scarf hand (4 cts)</li> <li>e. Repeat all starting with left</li> <li>f. Continue across the dance space</li> </ol> </li> </ol>	<p>***Refer to video for clarification of movements.</p> <p>***Stress to the dancers that they must move slowly and continuously. At no time will they be still.</p>
<p>Across the Floor</p> <p>Exercise #2:</p> <p><i>Kids 2!</i> CD;</p> <p>Piqué Parallel Plié;</p> <p>Track #29;</p> <p>1:31</p>	<p><b><u>Parallel Piqué Posé:</u></b></p> <ol style="list-style-type: none"> <li>1. Divide dancers into two lines so that two dancers will travel side by side.</li> <li>2. Create a story for the dancers by explaining that they are walking in a magical forest. They will walk 8 steps and then come to a very deep and fast-flowing river. Rising up from the fast-flowing river are six colorful rocks. It is very important to step onto each colored rock performing the step for each special rock in order to successfully get across the river. Once the dancers have reached the other side of the river, they continue on their walk in the magical forest.</li> <li>3. Place mats down on the floor to represent magic rocks. <ol style="list-style-type: none"> <li>a. D = Dancer</li> <li>b. R = Red mats = piqué parallel stepping with right foot first &amp; plié</li> </ol> </li> </ol>	<p>Repeat exercise as performed last week.</p> <p>Be sure to remind the dancers to step with stretched feet when walking in the magical forest.</p>



	<p>c. Y = Yellow mats = piqué parallel stepping with left foot first &amp; plié</p> <p>d. G = Green mats = piqué parallel stepping with right or left foot and 3 turning sautés in parallel</p> <p>e. Pattern:</p> <p>D (8 Walks) R R G Y Y G (8 Walks)</p> <p>D (8 Walks) R R G Y Y G (8 Walks)</p>	
<b><i>Creative Movement</i></b>		
<p>Creative Movement #1; <i>Enchanting</i> CD; Weight; Track #40; 1:32</p>	<p><b><u>***Exploring Weight – Heavy versus Light Movements</u></b></p> <ol style="list-style-type: none"> <li>1. Ask the dancers to spread out around the dance space.</li> <li>2. Discuss with the dancers how they can move and dance as if they are very heavy. Give them time to explore and perform heavy movements. Ask them to tell you things that can move that are heavy.</li> <li>3. Discuss with the dancers how they can move and dance as if they are very light. Give them time to explore and perform light movements. Ask them to tell you things that can move that are very light.</li> <li>4. Tell the dancers the first movement they hear will be heavy music and they are going to move and dance as if they are heavy as they pretend to be an animal that is heavy.</li> <li>5. The music will pause and then switch to very light music. Ask the dancers to move and dance as if they are light as they pretend to be an animal or insect that is light.</li> <li>6. Repeat heavy movements and light movements again.</li> <li>7. Ask the dancers to tell you which type of movement they prefer to perform.</li> </ol>	<p>***If the dancers start running around instead of dancing heavy or light movements, ask them to show you another way they can move as if they are heavy or light.</p>

<p>Creative Movement #2; <i>Enchanting</i> CD; Butterfly vs Hummingbird; Track #46; 2:03</p>	<p><b><u>The Land of Butterflies and Hummingbirds</u></b></p> <ol style="list-style-type: none"> <li>1. Divide the dance space into two sections either with a tape line or a row of mats. Tell the dancers that one side is the land of butterflies and the other side is the land of hummingbirds. When they are in butterfly land they must move and dance slow and smoothly as a butterfly. When they are in hummingbird land they must move and dance quickly and sharply as a hummingbird.</li> <li>2. Place a pair of ribbon rings for each dancer on the tape line or row of mats. Instruct the dancers to trade in their butterfly scarves for hummingbird ribbon rings when moving into hummingbird land. Also instruct them they to place their ribbon rings down on the dividing line and exchange them for their butterfly scarves before entering butterfly land.</li> <li>3. All the dancers will start in butterfly land. Once they are all standing in butterfly land, give each dancer one or two scarves to hold in each hand.</li> <li>4. The music begins and the dancers become butterflies. Allow the dancers to choose their own steps. Encourage them to move smoothly as their wings flap with big slow lifting and lowering movements. If dancers should begin running, ask them to show you another way a butterfly can move slowly.</li> <li>5. When the music changes, the dancers place their scarves onto the dividing line and pick up their hummingbird ribbon rings and enter hummingbird land.</li> <li>6. Instruct the dancers to move sharply with very quick wing movements as their feet take small quick bourrée steps and other small and quick steps. Again, if a dancer is just running, refrain from calling out “no running,” but rather suggest for them to show you another way a hummingbird can dance.</li> <li>7. Repeat all of the above</li> </ol>	<p>Repeat exercise as performed last week.</p> <p>When placing the ribbon rings or scarves on the dividing line, hold up the color of ring or scarf and show each dancer which is theirs. It is best not to put the same colors side by side to each other, otherwise the young children get confused in knowing which is theirs.</p> <p>When children begin to run around rather than dance, encourage them to show you another way to do the movement rather than just calling out to stop running. If a child continues to run, either the assistant or the teacher should go and dance right in front of that child, making eye contact and possibly even holding their hand.</p>
<p style="text-align: center;"><b><i>Class Ending</i></b></p>		
<p>Class Ending Exercise #1: <i>Kids 2!</i> CD; Révérence; Track #37; 1:02</p>	<p><b><u>Thank You</u></b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Port de bras: Circle arms low (en bas); middle (1<sup>st</sup>); high (5<sup>th</sup>); open (2<sup>nd</sup>)</li> <li>3. Rise to demi-pointe; bourrée turn to the right as the arms float upward to high 5<sup>th</sup>; open arms as heels lower and legs demi-plié</li> <li>4. Port de bras: Circle arms low (en bas); middle (1<sup>st</sup>); high (5<sup>th</sup>); open (2<sup>nd</sup>)</li> <li>5. Rise to demi-pointe; bourrée turn to the left as the arms float upward to high 5<sup>th</sup>; open arms as heels lower and legs demi-plié</li> <li>6. Bows: Bow</li> </ol>	<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</p>

	<p>7. Girls: Curtsey</p> <p><b><i>Important Note:</i></b> <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>	what they learned in class that day.
Coloring sheet handouts for each dancer	<p><b><u>Departing Class</u></b></p> <ol style="list-style-type: none"> <li>1. Dancers sit in share time space with teachers</li> <li>2. Assistant takes coloring sheets and special stickers to door.</li> <li>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.</li> <li>4. Once their name has been called and sticker place in special teacher's book, they walk to door to meet assistant</li> <li>5. Teacher continues #3 &amp; #4 for each child</li> <li>6. Assistant thanks dancer for dancing with her, places special sticker on hand, and gives coloring sheet to dancer. Repeat for all.</li> <li>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.</li> <li>8. Dancers and teacher/assistant give each other one more curtsey.</li> <li>9. Open studio door and see that all dancers find their caregiver right away.</li> <li>10. Share little tidbits of information with the caregivers on what the dancers learned in class today.</li> </ol>	
<p><b>Teacher's Notes:</b></p>		

