



## ***Dance Program***

### **A. GENERAL INTRODUCTION:**

- i. The CYC Dance program features a variety of dance classes for youth. Ballet is the foundation of the CYC program, and thus the majority of classes reflect opportunities with ballet training. Other forms of dance are available in the program as well; however essential elements for dance should first be learned in ballet. Currently the program offers classes for preschool age through teenage students. Ballet classes are available from Creative movement to Advanced Pointe Technique. The training includes a blend of Vaganova, Chechetti, and Royal Academy of Dance backgrounds. Jazz, Hip Hop, and Dance Conditioning classes are also available.
- ii. At the CYC our goal is to develop young individuals to grow in athletics, academics, and life. We recommend that our athletes take advantage of The CYC Academic Excellence (AE) program. This program is designed to augment our members' current studies. Our instructors are on site Monday through Friday from 3:00 p.m. to 7:30 p.m. and will assist students with their educational needs.

### **B. PRACTICES:**

- i. **TIMES:** Classes are held weekly in the Dance Room located in Building #1 (2241 Galaxy Ct). Please see the CYC Class Schedule for class times, days, ages, and focus. We ask that you have your son/daughter here on time for class; it is very disruptive to the class when students walk in late. **Your son/daughter will not be able to participate in class if they arrive more than ten minutes late.** If you know that your student will be late or absent from class, a parent or the student needs to call the CYC and leave a message for Head Instructor Katrena that they will be absent. **If a student has more than 3 unexcused absences in a row, they will automatically be dropped from class.**
- ii. **RULES:** We expect all of our students to follow these rules and procedures in order to maintain a safe and fun learning environment:
  - *EYES* watching
  - *EARS* listening
  - *MOUTH* quiet
  - *HANDS* to yourself
  - *RESPECT* others
  - *DEMONSTRATE* good sportsmanship
  - *USE* equipment correctly

Any student that has problems following the above rules and procedures will be subject to discipline, including:

- WARNINGS
- TIME OUTS
- PARENT CONFERENCE
- POSSIBLE DISMISSAL FROM THE CLASS

1. Students should realize that the dance classroom is no different from a school classroom; they should treat their teachers and fellow students with the same respect that would be expected of them at school. For all classes from Creative Movement through Ballet I, behavior is monitored with behavior charts. If a student shows good behavior during class, they will receive a sticker next to their name, if a student's behavior needs improvement, they will receive a check next to their name. This way teacher, parents, and students can keep track of progress or changes. During a designated week, checks and stickers will be counted up. The student with the best recorded behavior and the most improved student will receive a prize. **Manners are a learned behavior and students are expected to practice their manners in class just as they practice their plies and tendus.**

- iii. **WHAT TO WEAR AT PRACTICES:** Street clothes are not appropriate for ballet or creative movement classes. Tights and leotards are recommended; hair must be pulled back. Ballet shoes are recommended for dancers enrolled in any ballet class. Dancers in jazz classes may wear dance pants and tops, jazz shoes are optional. Dancers in hip-hop classes may wear street clothes they can move in and street shoes at the teacher's discretion. Boys enrolled in Boy's Dance should wear shorts and T-shirts, black ballet shoes are optional. Ballet III and up dancers should be in uniform at each technique class: pink tights, black leotard, and hair pulled back.

**FOOTWEAR:** Ballet shoes are required for the classes and performances. Please see the instructors for guidance on the purchase of proper shoes.

1. **MARK ALL PERSONAL EQUIPMENT:** Be sure to mark your personal belongings and equipment with your name and/or phone number. It's quite common for people to accidentally pick up someone else's personal property by mistake at the end of practice.
- iv. **SPECTATORS:** Spectators (parents, guardians, babysitters, etc.) are to remain outside of the dance classroom. There are windows into the room for viewing. Unfortunately the dance room is not very large and cannot accommodate students and spectators on a routine basis. Occasionally there will be "parent observation" days where spectators will be welcomed into the room for shows and demonstrations.
- v. **CLASS PROMOTION:** Class promotion is by teacher discretion. Factors determining promotion include age, maturity, class participation, understanding of the ballet terminology, and performance.

### **C. TOURNAMENTS/COMPETITIONS:**

- i. There are currently no competitions for the CYC Ballet Program; however there may be performance opportunities as the year progresses. See the instructor regarding performance opportunities.

### **D. AGE/CLASSES/CURRICULUM**

- i. Listed below are guidelines for classes and curriculum that are appropriate for the specified age groups. Please note that these are average ages and times that students will need to spend in each class before advancing to the next level. Students may be asked to move up or down in level based on their performance in their current class, and at teacher discretion. Proper class etiquette (see Rules under section B ii.) is expected of all students in all classes and levels. If students fail to illustrate this behavior they are subject to discipline, possible parent conference and may lose the privilege of advancing in level.
- ii. **Creative Movement (3 ½-5)** - Movement and rhythm are explored in this class. Young dancers are introduced to some of the basic ballet steps through creative play and performance.

1. Creative Movement Standard Skills:
  - a. Plies in first and second positions
  - b. Tendus and degages from parallel, and first positions
  - c. Pony gallops
  - d. Spring points
  - e. Petite and grand jetes
  - f. Chaine turns
  - g. The usual amount of time a student will need to master these skills is 6 months or more.
  
- iii. **Pre-Ballet IA-IC (ages 4 ½ 6)** - These classes all have the same structure: emphasis is on musicality, flexibility, and understanding body alignment for dance. Students are introduced to the terminology and structure of a ballet class. Depending on the students age/maturity they will be placed in Pre-Ballet IA, IB, or IC. Students are advanced by a teacher referral.
  1. Pre-Ballet IA Standard Skills:
    - a. Plies in first, second, and third positions
    - b. Tendus and degages from first position
    - c. Port de bras (first, second, and third)
    - d. Reitere from parallel and first positions
    - e. Pique
    - f. En cloche
    - g. The usual amount of time a student will need to master these skills is 6 months or more.

\* In addition to knowing the above skills, students learn and perform short combinations at the barre and show and understanding of spatial awareness and how to work with a group/partner.
  2. Pre-Ballet IB Standard Skills:
    - a. Plies and grand plies in first, second, and third positions
    - b. Tendu and degage from first and third position
    - c. Ronde de jambe from first position
    - d. Grand battement from first position
    - e. Chasse
    - f. Temps leve
    - g. Balance in reitere from first position
    - h. The usual amount of time a student will need to master these skills is 6 months or more.
  3. Pre-Ballet IC Standard Skills: By Pre-Ballet IC students should be able to transfer their knowledge of movement at the barre into the center and will continue to practice the skills mentioned above in addition to those listed below.
    - a. First arabesque
    - b. Develope from third position
    - c. Ronde de jambe en de hors and en de dans
    - d. Pirouette en de hors
    - e. Pique retiere
    - f. Sautes in first and second positions
    - g. The usual amount of time a student will need to master these skills is 6 months or more.
  
- iv. **Pre-Ballet II (ages 5 ½-7)** - This class is a continuation of the fundamentals set down in the Pre-Ballet classes. Students should have mastered the terminology set down in the Pre-Ballets and continue to practice the skills above in addition to those listed below.
  1. Pre-Ballet II Standard Skills:

- a. First and Second arabesque
  - b. Attitude en avant
  - c. Pique turns
  - d. Soubresaut
  - e. Echappe sauté
  - f. The usual amount of time a student will need to master these skills is 6 months or more.
- v. **Ballet I (ages 7+)** - Strength and balance are emphasized to get students ready for longer centre combinations while barre combinations become more intricate. Students will need to show and sustain correct posture throughout barre and centre and show and understanding of turnout.
- 1. Ballet I Standard Skills:
    - a. Plies and grand plies in first, second, third and fourth positions
    - b. Tendus and degages en coix from first, second, third and fourth positions
    - c. Balance in sous-sous
    - d. Adagio enchainment
    - e. First, Second, and Third arabesques
    - f. Pirouettes en de dans and en de hors
    - g. Petit allegro enchainment
    - h. At this level students should have had at least one year of training either in Pre-Ballet I, Pre-Ballet II, or a combination of the two.
- vi. **Ballet II (ages 7+)** - Stretching and strengthening exercises are given along side a structured ballet class including a full barre and centre work. Proper body alignment and musicality becomes a central part of their training. By Ballet II students should show application of correct placement and turnout throughout class.
- 1. Ballet II Standard Skills:
    - a. Plies and grand plies in first, second, fourth and fifth positions
    - b. Tendus, degage, pique and grand battement en coix from third (or fifth) position
    - c. First, second, third, and fourth arabesques
    - d. Adagio enchainment
    - e. Pirouette enchainment
    - f. Petit allegro enchainment
    - g. Grand allegro enchainment
    - h. Students should have over one year of ballet training in order to advance and should be taking class twice a week.
- vii. **Ballet III (ages 8+)** - Students focus on strengthening for pointe work. Dancers continue to learn longer and more intricate combinations while still concentrating on musicality and performance.
- 1. Ballet III Standard Skills:
    - a. Grand plie in centre.
    - b. Understand the use of port de bras and show individuality in it.
    - c. Perform series of strengthening exercises for the ankles.
    - d. Adagio enchainment showing first through fourth arabesques and attitudes en coix, en face, en ouvert and developes efface
    - e. Pirouette enchainment with multiple turns
    - f. Beats in petit and grand allegro
    - g. Students should have close to two years of ballet training in order to advance. Pointe work will begin when students show satisfactory strength, maturity, dedication, technique, and proper body alignment. Students doing pointe work must take technique class at least twice a week. Taking technique class three times a week is highly recommended.

- viii. **Beginning Jazz (4-7)** - Students are introduced to the fundamentals of Jazz using games and props.
  - 1. Beginning Jazz Standard Skills:
    - a. Perform jazz squares, grapevines, contractions leaps and chaine turns.
    - b. Show proper posture and placement.
    - c. Show sensitivity and awareness to music.
    - d. The usual amount of time a student will need to master these skills is 6 months or more.
  
- ix. **Youth Jazz (8-13)** - This class is a continuation of the fundamentals set down in Beginning Jazz. Students should show proper posture, placement and realize how it differs from ballet. Additional stretching and strengthening exercises are practiced along with more challenging technique.
  - 1. Youth Jazz Standard Skills:
    - a. Understand the importance of placement in jazz and how it differs from ballet.
    - b. Perform jazz turns, leaps and jumps.
    - c. Have a good understanding of balance.
    - d. The usual amount of time a student will need to master these skills is 6 months or above.
  
- x. **Hip-Hop (ages 14-18)** – Jazz based Hip-Hop is the foundation of this class, but also explores street Hip-Hop, as well as improvisation and personal interpretation. Skill level is varied for students both with previous training, and for those without.
  
- xi. **Boys Dance (4-7)** – This class is specifically designed for boys. Boys explore ballet technique and creative movement with games and music geared just for boys. Stretches and strengthening exercises make for strong bodies.
  - 1. Boys Dance Standard Skills:
    - a. Show basic understanding of proper body placement.
    - b. Show the five major positions of the arms and legs (first, second, third, fourth and fifth).
    - c. Perform a basic pirouette, tour en l’air, and first position arabesque.
    - d. Perform a series of push-ups and lunges.
    - e. Port de bras (first through fifth positions)
    - f. Pirouette en de dans
    - g. Petit and grand allegro enchainment
    - h. The usual amount of time a student will need to master these skills is about 1 year or more.
  
- xii. **Conditioning (7-13)** – This class is designed for dancers already in the dance program to ensure that they receive proper cardio, stretching and strengthening exercises that might be left out of the classes they’re already taking.
  
- xiii. **Parent and Me Dance (3-5)** – Young dancers have their parent or guardian by their side as they are introduced to movement with music, games, and props. Students who are ready to advance should be able to focus for the duration (30 minutes) of class time without parental help.
  - 1. Parent and Me Dance Standard Skills:
    - a. Maintaining focus for the duration (30 minutes) of class time without parental help.
    - b. Have a basic understanding of body coordination.
    - c. Show sensitivity to music
    - d. Skips
    - e. Gallops

- f. The usual amount of time a student will need to master these skills is about 3-6 months.

**E. PARENT INVOLVEMENT:**

**i. SUPPORTING CYC DANCE:**

- 1. Parent volunteers play a vital role to the CYC Dance program.
  - a. **Special Events:** The CYC Dance program may have various fundraisers, field trips, and performances throughout the year requiring volunteer help from parents. The following are Special Events Committees and Volunteers that parents may sign up to be on: Sewing Committee, Hair and Make-up Volunteers, Advertising Volunteers, Backstage and Sign-In Volunteers, Construction Volunteers, Cast Party Volunteers.
  - b. **Year Round Committees and Volunteers:** The CYC Dance program needs parent volunteers year round to ensure the steady growth and development of the program. The following are Year Round Committees that parents may sign up to be on: Sewing Committee, Fundraising Committee, Marketing Committee, Coordination/Communication Committee, Education Committee, and Outreach Committee.
  - c. **Three Coordinators:** All programs at the CYC identify three parent coordinators to assist the Head Coach and Program Director with special events, team travel, and other miscellaneous jobs.
    - i. The Parent Coordinator
    - ii. The Budget Coordinator
    - iii. The Event Coordinator
  - d. **Parent Meetings:** There are parent meetings and opportunities to get involved throughout the year, please contact the Program Director or Head Dance Coach for more information.