**Kentucky Dance Academy- Youth Track Curriculum**

**Me and My Grown Up- 18 months- 2 years**

**Requirements for entering this level:**

* Dancers must be at least 18 months old as of enrollment date

**Technique Goals:**

* Gentle Stretching and Flexiblity- touching toes/pike stretch, butterfly stretch, cobra stretch, straddle stretch
* Pointing/flexing feet, together and one at a time (at a variety of speeds)
* Bending/straightening knees (seated and standing in a variety of positions and at different speeds)
* Moving arms up and down, twisting side to side, and circling in both directions (at a variety of speeds)
* Opening and closing fingers (both into a fist and wiggling individually, at a variety of speeds)
* Kicking and flicking legs (at a variety of heights and speeds)
* Moving and circling hips/torso (at a variety of speeds)
* Shrugging shoulders, together and one at a time (at a variety of speeds)
* Ballet feet positions of first and second
* Ballet arm positions of first, second, and fifth
* Pliés (bending knees in Ballet) in first and second positions/bouncing (at a variety of speeds)
* Tendus (pointing one leg out with straight knees in Ballet) to the front and side
* Grand Battements (big kicks in Ballet) to the front
* Passés (bringing one toe up to the opposite knee in Ballet)/marching in place (at a variety of speeds)
* Piqués (tapping one pointed foot on the floor in Ballet) to the side (at a variety of speeds)
* Bourée Turns (turning in a circle on tippy toes in Ballet) or twirls
* Jumping on two feet, including Sautés (jumping and landing in first position in Ballet) and Echappés (jumping from first position to second position in Ballet)
* Jumping (or bouncing/attempting to jump) on one foot
* Leaps (jumping from one foot onto the other)
* Assemblés (jumping from one foot to two feet in Ballet)
* Sissones (jumping from two feet to one foot in Ballet)
* Full body jumps (jumps making a shape in the air, like a banana or an “x”)
* Moving across the floor including- Bear walks (walking with hands and feet on the floor), marching, Chassés (galloping), side steps, tippy toes, ballet walks, etc. (at a variety of speeds, introducing separate arm positions and/or movements)
* Shuffles (brushing foot forward and back in Tap)
* Heel Digs (sticking on leg out heel first in Tap)
* Stomping (at a variety of speeds, and including counting practice)
* Spring Pointes (switching from one pointed leg to the other quickly in Ballet/Tap)
* Heel/Toe Drops (isolations of heels and toes in Tap)

**Other Goals:**

* Dancers will learn social interaction with fellow dancers, especially focusing on taking turns, spatial awareness, kindness, and friendship- all with help and companionship from their grown up.
* Dancers will learn independence from their grown up companion, eventually participating without the grown up needing to assist them or stand beside them.
* Dancers will learn classroom etiquette, including listening to an instructor, following directions, handling props appropriately and thoughtfully, and saying thank you to the instructor with a curtsy/bow at the end of class.
* Dancers will learn basic dance movements, incorporating as rhythm, timing, spatial awareness, and artistic expression within their dancing.
* Dancers will learn the joy of dance and movement through engaging movement exercises and games.
* Dancers will learn to perform in front of classmates during improvisational/creative movement exercises, as well as in front of audiences at the optional “The Nutcracker” and annual Spring Showcase performances.

**Tiny Twirlers Dance Combination Class- 3-5 years old**

**Requirements for entering this level:**

* Dancers must be at least three years old at time of enrollment

**Technique Goals:**

* Stretching and Flexiblity- touching toes/pike stretch, butterfly stretch, cobra stretch, angel touch, straddle stretch
* Pointing/flexing feet, together and one at a time (at a variety of speeds)
* Bending/straightening knees (seated and standing in a variety of positions and at different speeds)
* Moving arms up and down, twisting side to side, and circling in both directions (at a variety of speeds)
* Opening and closing fingers (both into a fist and wiggling individually, at a variety of speeds)
* Ballet fingers (bringing middle finger and thumb towards each other)
* Kicking and flicking legs (at a variety of heights and speeds)
* Moving and circling hips/torso (at a variety of speeds)
* Shrugging shoulders, together and one at a time (at a variety of speeds)
* Ballet feet positions of first and second
* Ballet arm positions of first, second, fifth, and fifth position elongée
* Pliés (bending knees in Ballet) in first and second positions (at a variety of speeds)
* Tendus (pointing one leg out with straight knees in Ballet) to the front, side, and back
* Grand Battements (big kicks in Ballet) to the front and side
* Coupés (bringing one toe up to the opposite ankle in Ballet)
* Passés (bringing one toe up to the opposite knee in Ballet)
* Piqués (tapping one pointed foot on the floor in Ballet) to the side (at a variety of speeds)
* Bourée Turns (turning in a circle on tippy toes in Ballet)
* Arabesque (bringing one leg up directly behind yourself with straight knees in Ballet)
* Sautés (jumping and landing in first position in Ballet)
* Echappés (jumping from first position to second position in Ballet)
* Jumping on one foot
* Skips
* Leaps (jumping from one foot onto the other) (adding a variety of Ballet arms)
* Assemblés (jumping from one foot to two feet in Ballet)
* Sissones (jumping from two feet to one foot in Ballet)
* Full body jumps (jumps making a shape in the air, like a banana or an “x”)
* Moving across the floor including- marching, skipping, Chassés (galloping), tippy toes, ballet walks, etc. (at a variety of speeds, introducing separate arm positions and/or movements)
* Using arms and legs in opposition while traveling; for example, using fast tippy toe feet with slow butterfly arms.
* Shuffles (brushing foot forward and back in Tap)
* Irish (shuffle, hop, step in Tap)
* Heel Digs (sticking on leg out heel first in Tap)
* Stomping (at a variety of speeds, and including counting practice)
* Spring Pointes (switching from one pointed leg to the other quickly in Ballet/Tap)
* Heel/Toe Drops (isolations of heels and toes in Tap)
* Tapping toes front, side, and back, while incorporating arms and staying on rhythm

**Other Goals:**

* Dancers will learn social skills and proper classroom behavior in a dance studio environment, including spatial awareness, taking turns, when talking is appropriate, and following the instructor’s directions, and thanking instructors with a curtsy/bow at the end of each class.
* Dancers will demonstrate independence from their parents/guardians by entering class, participating in class, and leaving class without any intervention by parents or guardians.
* Dancers will learn how to move their bodies in relation to music, emotions, visual cues, and imagination exercises- leading dancers to appreciate the joy of dance and movement.
* Dancers will learn dance movements and beginning dance technique, incorporating age appropriate posture, body placement, musicality, and choreographic memorization throughout the year.
* Dancers will learn to perform in front of classmates during improvisational/creative movement exercises, as well as in front of audiences at the optional “The Nutcracker” and annual Spring Showcase performances.

**Tiny Twirlers and Tumblers Dance/Acrobatics Combination Class- 3-5 years old**

**Requirements for entering this level:**

* Dancers must be at least three years old at time of enrollment

**Technique Goals:**

* Stretching and Flexiblity- touching toes/pike stretch, butterfly stretch, cobra stretch, angel touch, straddle stretch
* Pointing/flexing feet, together and one at a time (at a variety of speeds)
* Bending/straightening knees (seated and standing in a variety of positions and at different speeds)
* Moving arms up and down, twisting side to side, and circling in both directions (at a variety of speeds)
* Opening and closing fingers (both into a fist and wiggling individually, at a variety of speeds)
* Ballet fingers (bringing middle finger and thumb towards each other)
* Kicking and flicking legs (at a variety of heights and speeds)
* Moving and circling hips/torso (at a variety of speeds)
* Shrugging shoulders, together and one at a time (at a variety of speeds)
* Ballet feet positions of first and second
* Ballet arm positions of first, second, fifth, and fifth position elongée
* Pliés (bending knees in Ballet) in first and second positions (at a variety of speeds)
* Tendus (pointing one leg out with straight knees in Ballet) to the front, side, and back
* Grand Battements (big kicks in Ballet) to the front and side
* Coupés (bringing one toe up to the opposite ankle in Ballet)
* Passés (bringing one toe up to the opposite knee in Ballet)
* Piqués (tapping one pointed foot on the floor in Ballet) to the side (at a variety of speeds)
* Bourée Turns (turning in a circle on tippy toes in Ballet)
* Arabesque (bringing one leg up directly behind yourself with straight knees in Ballet)
* Sautés (jumping and landing in first position in Ballet)
* Echappés (jumping from first position to second position in Ballet)
* Jumping on one foot
* Skips
* Leaps (jumping from one foot onto the other) (adding a variety of Ballet arms)
* Assemblés (jumping from one foot to two feet in Ballet)
* Sissones (jumping from two feet to one foot in Ballet)
* Full body jumps (jumps making a shape in the air, like a banana or an “x”)
* Moving across the floor including- marching, skipping, Chassés (galloping), tippy toes, ballet walks, etc. (at a variety of speeds, introducing separate arm positions and/or movements)
* Using arms and legs in opposition while traveling; for example, using fast tippy toe feet with slow butterfly arms.
* Shuffles (brushing foot forward and back in Tap)
* Irish (shuffle, hop, step in Tap)
* Heel Digs (sticking on leg out heel first in Tap)
* Stomping (at a variety of speeds, and including counting practice)
* Spring Pointes (switching from one pointed leg to the other quickly in Ballet/Tap)
* Heel/Toe Drops (isolations of heels and toes in Tap)
* Tapping toes front, side, and back, while incorporating arms and staying on rhythm
* Log Rolls (rolling along a gymnastics mat with straight arms and legs in Acro)
* Spider Crawls (walking sideways on hands and feet in a plank position in Acro)
* Crab Walks (walking forward or backwards on hands and feet with bottom suspended in the air in Acro)
* Somersaults (forward rolls from a crouching position in Acro)
* Pike Rolls (forward rolls from a straddle position in Acro)
* Hand Stands (kicking up both legs to balance weight on hands, with assistance at this age, in Acro)
* Cartwheel (sideways roll onto hands in Acro)
* Candlestick (lifting hips and legs straight into the air and balancing on upper back in Acro)
* Bridge (lifting torso off legs with an arched back with weight on hands and feet in Acro)

**Other Goals:**

* Dancers will learn social skills and proper classroom behavior in a dance studio environment, including spatial awareness, taking turns, when talking is appropriate, and following the instructor’s directions, and thanking instructors with a curtsy/bow at the end of each class.
* Dancers will demonstrate independence from their parents/guardians by entering class, participating in class, and leaving class without any intervention by parents or guardians.
* Dancers will learn how to move their bodies in relation to music, emotions, visual cues, and imagination exercises- leading dancers to appreciate the joy of dance and movement.
* Dancers will learn basic Acro and gymnastics movement, promoting flexibility, strength, and versatility of movement.
* Dancers will learn dance movements and beginning dance technique, incorporating age appropriate posture, body placement, musicality, and choreographic memorization throughout the year.
* Dancers will learn to perform in front of classmates during improvisational/creative movement exercises, as well as in front of audiences at the optional “The Nutcracker” and annual Spring Showcase performances.

**Beginning Ballet, Jazz, and Contemporary Combination Class- 5-7 years old**

**Requirements for entering this level:**

* Dancers must be at least five years old at time of enrollment

**Technique Goals:**

* Stretching and Flexiblity- touching toes/pike stretch, butterfly stretch, cobra stretch, angel touch, straddle stretch, right and left splits, center split
* Strength building exercises- back ups, sit ups, heel lifts
* Pointing/flexing feet, together and one at a time (at a variety of speeds)
* Turn out isolations- moving feet/legs from parallel to turn out with legs extended in a sitting position
* Bending/straightening knees (seated and standing in a variety of positions and at different speeds)
* Moving arms up and down, twisting side to side, and circling in both directions (at a variety of speeds)
* Opening and closing fingers (both into a fist and wiggling individually, at a variety of speeds)
* Ballet fingers (bringing middle finger and thumb towards each other)
* Kicking and flicking legs (at a variety of heights and speeds)
* Moving and circling hips/torso (at a variety of speeds)
* Shrugging shoulders, together and one at a time (at a variety of speeds)
* Jazz isolations while standing- head, shoulders, rib cage, hips, arms at all joints, legs at all joints (at a variety of speeds)
* Jazz Pas De Bourées (stepping back-side-front as a preparatory or transitional step in Jazz)
* Jazz Squares (stepping cross-back-side-front in a box pattern in Jazz)
* Lindy (Chassé ball change in Jazz)
* Pivot Turn (turning 180 degrees with feet remaining in place in Jazz and Contemporary, and sometimes Tap)
* Triplet Step (stepping down-up-up while traveling in Jazz/Ballet)
* Beginning Balances and Pirouettes in Neutral (Parallel) Passé (turns and training for turns in Contemporary/Jazz)
* Three Step Turns (stepping three times while turning 360 degrees in contemporary/Jazz)
* Sequential Movement (initiating a flow of movement form one body part in Contemporary)
* Contractions and High Releases (movements of the spine in Contemporary)
* Structured Improvisation (moving within the parameters given- for example, “move across the floor in 32 counts without having two feet in contact with the floor at any time”, in Contemporary)
* Stag Leap (leaping movement with one bent leg in Jazz and Contemporary)
* Floor Work (rolling, sliding, or both while maintaining contact with the floor with most of the body as transitional steps in Contemporary)
* Ballet feet positions of first, second, third, fourth, and fifth (fourth introduced later in semesters)
* Ballet arm positions of first, second, third, fourth, fifth, and fifth position elongée
* Pliés (bending knees in Ballet) in first, second, and fifth positions, beginning to do this work at the barre
* Tendus (pointing one leg out with straight knees in Ballet) to the front, side, and back, beginning to do this work at the barre
* Dégagés (brushing a straight leg off the floor slightly in Ballet) to the front, side, and back, beginning to do this work at the barre
* Rond de Jambes (drawing a half circle with one pointed toe in Ballet), beginning to do this work at the barre
* Grand Battements (big kicks in Ballet) to the front, side, and back, beginning to do this work at the barre
* Coupés (bringing one toe up to the opposite ankle in Ballet), beginning to do this work en relevé (on tippy toes in Ballet)
* Passés (bringing one toe up to the opposite knee in Ballet), beginning to do this work en relevé (on tippy toes in Ballet)
* Eleves/Relevés (raising up on tippy toes from straight or bent knees in Ballet), beginning to do this work at the barre
* Piqués (tapping one pointed foot on the floor in Ballet) to the front, side, and back (at a variety of speeds), beginning to do this work at the barre
* Bourée Turns (turning in a circle on tippy toes in Ballet)
* Arabesque (bringing one leg up directly behind yourself with straight knees in Ballet), beginning to do this work at the barre
* Sautés (jumping and landing in first position in Ballet)
* Echappés (jumping from first position to second position in Ballet)
* Balancé (stepping side-back-front in Ballet)
* Pas de Bourée (stepping back-side-front in Ballet)
* Chainé Turns (turning while en relevé in first position in Ballet)
* Piqué Passé/Piqué Turn (action of stepping en relevé (turning or stationary) in a Passé position in Ballet)
* Skips/Skips en Arabesque (with arms in a variety of positions)
* Leaps (jumping from one foot onto the other) (adding a variety of Ballet arms)
* Assemblés (jumping from one foot to two feet in Ballet)
* Sissones (jumping from two feet to one foot in Ballet)
* Pas de Chat (jumping from one Passé position to the other)
* Full body jumps (jumps making a shape in the air, like a banana or an “x”)
* Moving across the floor including- marching, skipping, Chassés (galloping), tippy toes, ballet walks (both brushing and with a developpé action), etc. (at a variety of speeds, introducing separate arm positions and/or movements)
* Using arms and legs in opposition while traveling; for example, using fast tippy toe feet with slow butterfly arms.

**Other Goals:**

* Dancers will learn appropriate dance etiquette- including respect of fellow dancers and instructors, spatial awareness, taking turns, receiving and retaining corrections, following directions, and only talking when appropriate.
* Dancers will also learn class structure and the value of a proper warm up in all dance disciplines, which will lead to injury prevention in higher levels.
* Dancers will learn the proper movement and motivation to carry with them into the Pre-Professional Division of KDA.
* Dancers will learn how to move their bodies in relation to music, emotions, visual cues, and imagination exercises- leading dancers to appreciate the joy of dance and movement. Dancers will also develop a personal style through improvisational exercises, and the value of individuality.
* Dancers will learn dance movements dance technique, incorporating age appropriate posture, body placement, musicality, terminology, and choreographic memorization throughout the year.
* Dancers will learn to perform in front of classmates during improvisational/creative movement exercises, as well as in front of audiences at the optional “The Nutcracker” and annual Spring Showcase performances.

**Beginning Tap and Acrobatics Combination Class- 6-7 years old**

**Requirements for entering this level:**

* Dancer must be at least five years old at time of enrollment
* Dancer is recommended to also attend Beginning Ballet, Jazz, and Contemporary Combination Class.

**Technique Goals:**

* Stretching and Flexiblity- touching toes/pike stretch, butterfly stretch, cobra stretch, angel touch, straddle stretch, right and left splits, center split
* Strength building exercises- back ups, sit ups, heel lifts
* Flap (step, heel in Tap)
* Spank (bring foot back in striking ball of foot in Tap)
* Shuffles (brushing foot forward and back in Tap)
* Irish (shuffle, hop, step in Tap)
* Ball Change (step back on the ball on one foot, forward on to the other foot in Tap)
* Heel Digs (sticking on leg out heel first in Tap)
* Paradiddles (heel, brush, toe, heel in Tap)
* Buffalos (shuffle, tap opposite foot over in Tap)
* Cramp Roll (step up on ball of foot, up on ball of other foot, drop first heel, drop second heel in Tap)
* Stomping/ Stamping (at a variety of speeds, and including counting practice)
* Pivot Turn (turning 180 degrees with feet remaining in place in Jazz and Contemporary, and sometimes Tap)
* Spring Pointes (switching from one pointed leg to the other quickly in Ballet/Tap)
* Heel/Toe Drops (isolations of heels and toes in Tap)
* Tapping toes front, side, and back, while incorporating arms and staying on rhythm
* Log Rolls (rolling along a gymnastics mat with straight arms and legs in Acro)
* Spider Crawls (walking sideways on hands and feet in a plank position in Acro)
* Crab Walks (walking forward or backwards on hands and feet with bottom suspended in the air in Acro)
* Somersaults (forward rolls from a crouching position in Acro)
* Backwards Rolls (somersaults, but backwards in Acro)
* Pike Rolls (forward rolls from a straddle position in Acro)
* Hand Stands (kicking up both legs to balance weight on hands in Acro)
* Cartwheel (sideways roll onto hands in Acro)
* Round Off (Cartwheel landing on two feet simultaneously in Acro)
* Backbend (starting in a standing position, then arching into a Bridge in Acro)
* Back Walkover (backbend, adding a kick over to return to a standing position in Acro)
* Front Limber (Handstand landing in a Bridge, with assistance at this age, in Acro)
* Candlestick (lifting hips and legs straight into the air and balancing on upper back in Acro)
* Bridge (lifting torso off legs with an arched back with weight on hands and feet in Acro)

**Other Goals:**

* Dancers will learn appropriate dance etiquette- including respect of fellow dancers and instructors, spatial awareness, taking turns, receiving and retaining corrections, following directions, and only talking when appropriate.
* Dancers will also learn class structure and the value of a proper warm up in all dance disciplines, which will lead to injury prevention in higher levels.
* Dancers will learn the proper movement and motivation to carry with them into the Pre-Professional Division of KDA.
* Dancers will learn how to move their bodies in relation to music, emotions, visual cues, and imagination exercises- leading dancers to appreciate the joy of dance and movement. Dancers will also develop a personal style through improvisational exercises, and the value of individuality.
* Dancers will learn dance movements dance technique, incorporating age appropriate posture, body placement, musicality, terminology, and choreographic memorization throughout the year.
* Dancers will learn to perform in front of classmates during improvisational/creative movement exercises, as well as in front of audiences at the optional “The Nutcracker”, though this class is technique only and will not perform at the annual Spring Showcase.