

Preschool Program

Aim: Introduce the world of music and dance incorporating stimulating sensory exploration with an adaptation of physical movement through a positive learning environment. The children participating in this class should experience light play-based learning, which is respectful to their stages of development. This is a progression from the CDT Toddler Program. Through our preschool class we develop their gross motor abilities, social skills, improve memory skills and use muscle memory techniques, introduce dance technique and culture through fun and engaging teaching methods aimed for children aged 4-6 year olds.

Class Structure: The preschool program is a 60 minute program with elements of

- Stretching
- Jazz
- Hip hop
- Singing/acting
- Ballet
- Tap

These classes split up gives the students time to focus on the style at hand, becoming aware of routine for styles to follow. Classes will be reflected on in a term by term bases to ensure CDT is being held accountable for progress during class time and that we are using our best possible resources to keep the students interests as well as using the most efficient techniques available.

Ratio: following NSW early childhood guidelines, CDT follow the 1:10 ratio for our preschooler class. To ensure the preschool class at Complete Dance Training exceeds in customer service and may run at the best it can, we will predominately have two teachers on class, or one senior teacher with an assistant, plus a student from our volunteer program. If we feel we require further staff (due to increase of numbers or to benefit current class members) we will increase staff in class.

The Class Member: Every child's ideas and emotions are to be respected and encouraged. This program gives space for creative input, where the teacher is able to produce games/ activities/ steps from the child's interest to keep them eager to participate in the lesson. The student should also feel as their input is respected, not rejected.

Warm Up and Stretch

The warm up progresses throughout the year.

Always begin activating the cardiovascular system

Term	Stretches
Term One	<p>Using similar warm up techniques as the toddler class, creating familiarity and confidence within the young dancer, but extending on their learning and involvement by allowing them to choose the amount a stretch is held for and/or count as a group.</p> <p>“Jump, Jump, Jump like a Jelly bean, Jump, jump, jump and STOP. Jump, jump, jump like a jelly bean, time to warm our bodies up. Run, run, run like a racer, run, run, run and STOP. Run, run, run like a racer, time to warm our bodies up. Shake, shake, shake, shake your sillies out, shake, shake, shake and STOP. Shake, Shake, shake, shake your sillies out, I think we’ve warmed our bodies up!”</p> <p>Introduce basic stretches:</p> <p>‘Stretching song’ (by Miss Melody)</p> <p>Frog Stretch – counting game with children’s choice or frog stretch song</p> <p>Pike Stretch – point them flex them song and feet against wall</p> <p>Straddle Stretch – using special stretching glue to keep their knees on the floor. Then practice walkthroughs, create a goal/obstacle to over come in order to keep it light and appealing.</p>
Term Two	<p>Warm up that includes jump in parallel first and second, star jumps, criss cross jumps, and arm circles.</p> <p>‘Stretching song’ (by Miss Melody)</p> <p>Stretches on the ground:</p> <p>Frogs, pike, legs in second.</p> <p>Splits on wall (ponche)</p>

Term Three	<p>Warm up that includes jump in parallel first and second, star jumps, criss cross jumps, and arm circles.</p> <p>'Stretching song' (by Miss Melody)</p> <p>Stretches on the ground:</p> <p>Frogs, pike, legs in second. Roll throughs</p> <p>Introduce lunges and stretch up into triangle position right and left</p> <p>Splits on wall (ponche)</p>
Term Four	<p>Warm up that includes jump in parallel first and second, star jumps, criss cross jumps, and arm circles.</p> <p>'Stretching song' (by Miss Melody)</p> <p>Stretches on the ground:</p> <p>Frogs, pike, legs in second. Roll throughs</p> <p>Lunges and stretch up into triangle position right and left.</p> <p>Introduce lunge in second (and 'spider crawl' to other side)</p> <p>Splits on wall (ponche)</p>

Jazz Training

Ensure body is completely warmed up before jazz steps. If, for any reason class members have been sitting for a period of time, repeat warm up song to warm up.

Jazz Class Steps should base on the development of gross motor muscle co- ordination, isolations, bilateral skills, timing, differentiate right/left, encourage an introduction to jazz style, balance, core strength, flexibility, jazz technique, dramatic role play, turn taking, group participation.

Class Structure is a basis of steps and technique where teachers are free to adapt to children's interest, add movements/ create combinations etc.

Floor Work

- Point and flex with straight back
- Toes touch nose
- Lay on back, arms in 2nd, alternating legs, bend in, stretch up, lower slow to floor
- Kicking legs, on back and on stomach
- Arm work on knees

Travelling Steps

- Model walks
- Step kicks (grand battements)
- Gallops
- Progressing from gallops to step ball changes introduction



Stationary Steps

- Hips (standard isolation, in sets of 3, with hands etc,)
- Arms (moving both up and down, isolating one at a time, introducing a-symmetrical movements, right/ left)
- Head, shoulder isolations
- Jumping (forward, back, cross, out, in)
- step touches
- knee bends
- fist rolls

- pirouette position (passé parallel) for balancing Music should be upbeat, instigating children's interest, combining a play list with current chart toppers, children's artist, Disney songs, popular music

Singing/Acting

Students are introduced to basic scales and breathing for singing along with practicing lyrics to songs. This part of class also develops elements of acting and dramatic role play.

Exercises:

- Singing scales
- Breathing and diaphragm exercise (balloon game)
- Memorizing lyrics
- Projection Game
- Singing a song
- Wash Your Face With Orange Juice
- Feelings Game
- Today I am a.....

Ballet

Ballet class should involve an appreciation of ballet culture, combining with children's interest with music varying from classics to children's popular artists (e.g. tinkerbell, Hannah Montana, One Direction etc.) During this class. teachers should be introducing correct ballet terminology to create an appreciation of the history and understanding of technical terms. Preschoolers are able to role play during ballet class while developing a basis of ballet technique introducing RAD pre-primary ballet exercises.

Technique exercises

- Tendus
- Plie
- Releve
- Turn out exercise (parallel-turn out game, sitting down and standing)
- Arm positions
- Propelling off wall with straight legs pointed feet – races
- Sautés

Travelling Steps

- Fairy runs
- Bunny hops
- Skips
- Queen walks



*The transition to tap should be done effectively, try to put a routine in place so students know it's time to change shoes – e.g. a specific song, lining shoes up to change them, making it a positive and efficient time.

Tap

Tap class should combine rhythm, timing, right/left co-ordination, stamina, foot muscle control, gross motor movement, turn taking, group participation. Music should be even 4/4 beating with even bars so keep tempo and pace throughout steps. Teacher should include rhythm exercises to help dancers with their timing (find the 'one' clapping game)

Teachers are able to adapt program to their own teaching methods/ preferences. Preschool program is a guideline for learning progress.

Barre/ Hands on Wall

- Steps on toes – together then one at a time, practicing counting, musicality, motor skills (sets of 8 suggested)
- Heel together (singular and together, counting and rhythm practice)
- Toe kicks, can be singular or multiple kicks encouraging technique and timing
- Shuffles – can practice against a wall to create an understanding of the technique, practicing flexing up and out.

Centre

- Heel together, toe kicks
- Inverted toe and heels
- Jump claps
- Stamp toe sways

Travelling

Together, progressing to one at a time in sets of 8 – can create travelling games (follow the leader etc.)

- Toe Steps
- Heel and toe walks
- Toe heel walks

Timing

Sitting down in a circle or line, playing music and practicing clapping in time, creating patterns, introducing 3/4 and 4/4 timing. Then create clapping games of copy beats

- Finishing the class, teachers should recap what they have learnt to help them acknowledge their achievements of the week. As the year progresses ask the students what they have learnt. Always end positive and excited and get students excited for the week coming, and acknowledge that they get stickers because they have done a great job.