**White Belt Standards and Syllabus 1.15 hours, Once or Twice Weekly, Typically ages 6-8**

**Standards**

**1.0 Artistic Perception and Technique**

Students perceive and respond, using the elements of ballet. They demonstrate movement skills, demonstrate technical understanding, process sensory information, and describe movement using proper ballet vocabulary.

Development of Motor Skills and Technique: 1.1 Show a variety of combinations of basic ballet steps *(plié, tendu, sutenu, pique, ronde de jambe, degaje, low developé, passé, battement, port de bras, balancé, arabesque, bourrée, chaser, pas de chat, glissade, sissone, balancé, pas de bourrée, jeté)*
 1.2 Show an understanding of different kinds of movements (e.g., stretch, hop, leap, twist, turn).Comprehension and Analysis of Dance Elements: 1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).
 1.4 Expand the ability to incorporate spatial concepts with movement problems.Development of Dance Vocabulary: 1.5 Student is able to name a larger number of locomotor and axial movements used in ballet.

**2.0 Creativity**

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Ballet Movements
 2.1 Student is able to create and improvise movement patterns and sequences.

Application of Choreographic Principles and Processes to Creating Dance
 2.3 Student is able to create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes, using fast and slow tempos.

Communication of Meaning in Dance
 2.6 Student is able to create, memorize, and perform ballet for peers

**3.0 Historical and Cultural Context**

Students are able to understand, analyze and imitate ballet in past and present cultures throughout the world, and able to note various ballets, characters and music.

Development of Dance
 3.1 Name and play characters in famous and lesser known ballets, imitate movements and gestures performed in the ballets.

**Syllabus**

* Learning proper ballet class etiquette: how to stand at the barre with correct placement, standard procedures for switching sides, standard order of barre work
* Learning more complex port de bras and proper port de bras positions
* Learning correct positions of the feet in first, second and fifth (or third)
* Learning four arabesques
* Learning croisé and efface with temps lié
* Learning proper alignment of the foot in coup de pieds, tendu, etc.
* Learning proper alignment of the hips in low extensions, coup de pieds,
* Learning details of *sauté and jumps* to prepare for *petite allegro*
* Full understanding of basic ballet movements; introduction of combinations of basic movements and more complex movements
	+ *Plié, pique, port de bras, passé, chassé, bourré, tendu, balancé, + balancé, pas de bourré, pique relevé, pas de chat, sissone, etc.*
* Early understanding of ballet terminology, recite and repeat new movements

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**Class Structure**

* Basic Barre
	+ *Tendu from first* facing the barre
	+ *Plié*  with *port de bras* in 1st, 2nd and 5th
	+ *Tendu* from first facing one side
	+ *Pique and sutenu with relevé* balancé
	+ *Degajé* from first with *passé* balancé on flat foot
	+ *Ronde de jambe* with stretch
	+ *Developé* or low *grande battement*
	+ *Coup de pieds practice*
* Across the floor (repetitive)
	+ Bourrée/Adagio (Tendu walks)
	+ Balancé turned in
	+ Sissone (with the arm at the back if they buckle)
	+ Pas de chat
	+ Sauté in 1st position and 2nd position
	+ Echappé from 1st position
	+ Leap over prop
	+ Reverance w/emphasis on port de bras and epaulement