

## White Belt Level (1 Weekly Class)

Must achieve 85 or higher to move up



| Category/Step         | Combination                    |   | Value | Score |
|-----------------------|--------------------------------|---|-------|-------|
| Terminology           |                                | Plié, tendu, relevé, élevé, penchee, cambre, pique, detourné, ronde de jambe (a terre, en l'aire/en dehor, en dedans), port de bras, en croix, devant, a la seconde, en errière, cous de pieds, epaulement, developé, frappe, passé, pas de cheval, pas de bourre, grande battement, fondu, adagio, allegro, echappé, chainé, chassé, balancé, pas de chat, assemblé, glissade, sauté, jeté | 7     |       |
| Barre Work            | Tendu 1 <sup>st</sup>          | Tendu, plié 1 <sup>st</sup> / Tendu demi pointe/ Relevé Elevé   | 2     |       |
|                       | Plie                           | 2 demi, 2 grande in 1 <sup>st</sup> 2 <sup>nd</sup> 5 <sup>th</sup> , balance in 4th  | 2     |       |
|                       | Footwork/Demi Pointe           | 4 slow/ 8 quick demi full in coupé/ repeat in tendu, balance in 1 <sup>st</sup> position  | 2     |       |
|                       | Tendu 5 <sup>th</sup>          | 8 tendu en croix, 4 degagé en croix, 2 pas de cheval en croix, balance in coup de pieds   | 2     |       |
|                       | Degagé                         | 4 Sutenu, 4 pique, 4 degagé, balance passé  | 2     |       |
|                       | Ronde de Jambe/Fondu           | Varies  | 2     |       |
|                       | Frappe/Petit Battement         | 4 en croix with petit battement accented  | 2     |       |
|                       | Developé/Grande Battement      | 1 developé, 2 grande battement with tendu   | 2     |       |
| Center Work           | Body Directions (Devant)       | Croisé, en face, effacé, ecarté, a la seconde   | 7     |       |
|                       | Port De Bras                   | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , high 5 <sup>th</sup> /low 5 <sup>th</sup> , elbow-wrist-finger/ tea cup fingers   | 5     |       |
|                       | Arabesques                     | 1 <sup>st</sup> – 4 <sup>th</sup>   | 5     |       |
|                       | Adagio with tendu walk         | Part 1 of Stanley, promenade without wobble, turned out toe-ball-heel in tendu walk   | 5     |       |
|                       | Chaîné                         | Spotting, high relevé, straight knees, arms 1 <sup>st</sup>   | 5     |       |
|                       | Chassé                         | Toe-ball-heel, turned out 4 <sup>th</sup> , in effacé   | 5     |       |
|                       | Waltz                          | Balancé back with clean waltz en tourna and tombé pas de bourré   | 5     |       |
|                       | Piques                         | Straight supporting leg, pointed gesture leg, building to en tourna   | 5     |       |
|                       | Petit Allegro                  | Sauté in center/glissade pas de chat glissade assemble in 1 <sup>st</sup> or without changing   | 5     |       |
|                       | Grande Allegro                 | Sauté faille glissade grande jeté (as battement, battement) (With assistance)   | 5     |       |
| Alignment & Placement | Barre alignment                | Shoulders square over straight hip alignment belt for all of barre  | 5     |       |
|                       | Knees/Legs                     | Straight knees in tendu, pique, ronde de jambe  | 5     |       |
|                       | Epaulement/Port De Bras        | Should be able to engage in epaulement and port de bras during barre/adagio and grande allegro  | 5     |       |
|                       | Coups de pieds/B+              | Must not sickle at least with verbal assist   | 5     |       |
| Musicality            |                                | Able to count and move with music, recognize mood of music  | 2     |       |
| Class Etiquette       | Dress Code                     | Dress code, bun and appropriate shoes at all times  | 1     |       |
|                       | Paying Attention/Focus/Fidgets | Minimal distractions, can refrain from fidgets with at least verbal reminder, is engaged in class at all times  | 2     |       |
|                       | Retention and Home Practice    | Student remembers corrections and applies them  | 2     |       |