**Yellow Belt Standards and Syllabus 1.15 hours, Twice Weekly, Typically age 7-9**

**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 Student demonstrates thorough understanding of alignment requirements for hips and feet in ballet class.

1.3 Student demonstrates thorough understanding of port de bras.

1.4 Demonstrates ability to start, change and stop movement at will.

1.5 Incorporates spatial and time concepts into basic ballet movements learned in 1A.

1.6 Student is introduced to ‘spotting’ technique for turns: ¼ turns at the barre and building to single turns

1.7 Four arabesques and croisé devant and efface devant body directions are prerequisite

Comprehension and Analysis of Dance Elements: 1.7 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).   
 1.8 Expand the ability to incorporate spatial concepts with movement problems.Development of Dance Vocabulary: 1.9 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.

**Syllabus**

* Consistent demonstration of proper ballet class etiquette: how to stand at the barre, standard procedures for switching sides, standard order of barre work
* Understands more complex port de bras and proper port de bras positions
* Demonstrates correct positions of the feet in first, second and fifth with five toes on the floor and proper use of turn out. Introduction to fourth position.
* Demonstrates consistent use of proper alignment of the foot in coups de pieds, tendu, etc.
* Demonstrates proper alignment of the hips in low extensions, coups de pieds,
* Learning details of *sauté and jumps* to prepare for *petite allegro.*
* Student demonstrates 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.*
* Student demonstrates understanding of ballet terminology, recite and repeat new movements
* Four arabesques
* All *devant* body directions

**Class Structure**

* Basic Barre
  + *Tendu from first* facing the barre
  + *Plié*  with *port de bras* in 1st, 2nd and 5th
  + *Tendu* from first or fifth 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*
  + *Coups de pieds practice*
* Across the floor
  + *Bourrée*/*Adagio* (Tendu walks)
  + *Balancé* turned out
  + What goes here
  + *Chassé*
  + *Sissone*
  + *Pas de chat*
  + *Sauté* in 1st and 2nd position, *changement* and *echappé* from 5th
  + *Grand jeté*
  + *Assemblé* are introduced at the *barre* and are prerequisite to Level 2
  + *Reverance*