



## Beverly's Weekly Lesson Plan

<b>Class Level:</b> 5-Year-Old	<b>Class Length:</b> 60 Minutes	<b>Week</b> 7
<b>Instructor:</b>	<b>Class:</b>	
<b>Objectives: Musical Awareness;</b> Class Etiquette & Format; Taking Turns; Working with Others; Listening Skills; Following Directions; Impulse Control; Language Development; Motor Coordination; Introduction to Pre-Ballet		
<b>Movement Concepts:</b> Speed; Level; Direction; Place; Body Awareness; Pathway; Size; Weight		
<b>National Standards:</b>		
<b>Music:</b> Kids 2; Rainy Day		
<b>Props:</b> LNL Mats; LNL Ribbon Rings; LNL Maracas		
<b>Optional Props:</b> Blue Painter's Tape; Autumn Colored Leaves; 2 Soft Pumpkins		
<b>Supplies:</b> Roll Book; Lesson Plan; Music CDs/Playlist; Full Color Artwork Visuals; Coloring Sheet Handouts; Stickers		
<b>Full Color Visuals:</b> Peanut Butter Feet; Tendu A la Seconde		
<b>Coloring Sheets for Handout:</b> Peanut Butter Feet; Tendu A la Seconde		
<b>Video Training:</b> Refer to <b>Video: LNL 5: Week 7</b> for complete explanation and demonstration of this lesson plan		
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>In Week 7, we will continue to focus on musical awareness in all Leap 'N Learn classes.</li> <li>The echo game should continue to be played throughout class encouraging young dancers to remain engaged and to increase their listening skills.</li> <li>For Week 7, I am suggesting changing from the Enchanting CD to the Kids 2! CD. The exercises for this week will remain exactly as the previous week but they will be performed to different music. The dancers will be altering their timing as they work to match the movement of their body to the music. I will be demonstrating all of the exercises in the LNL 5 Week 7 videos so you can see the timing difference involved in this week's class. Because this will be the first class for the 5-year-olds with different music, they may have questions about the music or even tell you that you are using the wrong music. Be sure to talk about the differences in the music they are hearing this week.</li> <li>Since the dancers will be more familiar with the exercises they are repeating this week in class, it is recommended to stress technique a bit more as you give instructions. Five-year-old dancers are ready to think about simple reminders such as stretching their legs, holding their tummy strong, and creating round shapes with their arms as they perform the various exercises.</li> </ul>		

- It will be impossible to cover everything presented in this lesson plan if your allotted class time is less than 60 minutes.

### ***Pre-Class Activity***

Approximately 10 minutes prior to the start of class, ask the student assistant to gather children near the studio door. Give ***Ready for Class Reminders*** such as dressed for class, hair pulled back, and going to the potty. Read a story book to the dancers while waiting for all dancers to arrive and for class time to begin. Keep the children engaged with smiles and questions. If this is the first class of the day, pre-class activity can take place inside the studio.

### ***Class Beginning***

Welcome	<ol style="list-style-type: none"> <li>1. Gather dancers from waiting area and invite them into the studio</li> <li>2. Ask dancers to sit in a circle formation near the stereo</li> <li>3. Teacher will sit on floor with dancers and student assistant will sit directly across from the teacher</li> <li>4. Introduce class assistant if applicable</li> <li>5. Call roll and greet each dancer with a warm welcome.</li> </ol>	
Etiquette Reminders	<ol style="list-style-type: none"> <li>1. Take time to review these very important reminders. Ask the dancers to repeat the positive behavior reminders back to you.               <ol style="list-style-type: none"> <li>a. Eyes and ears on the teacher</li> <li>b. Keep hands to self</li> <li>c. First time listener</li> <li>d. Talking only when called upon</li> <li>e. Never leaving the studio building by themselves</li> <li>f. Never touching the barres or mirrors</li> </ol> </li> <li>2. If you are using a positive behavior sticker reward system, remind dancers that by remembering and following the Dancer Manners listed above throughout class will result in a special sticker at the end of class. LNL refers to this as "How do you get a sticker by your name?"</li> </ol>	
Beeper Time	<ol style="list-style-type: none"> <li>1. For beeper time – allow about 12 seconds per dancer and ask the dancers a question where they will have to tell a story or relay information. It is fine to prompt a child that is having difficulty sharing with a question.</li> <li>2. It is important for the assistant and the teacher to also share their story.</li> </ol>	

### ***Warm-Up***

Setting up for Warm-Up	<p><b><i>***Moving to Dance Space</i></b></p> <ol style="list-style-type: none"> <li>1. Ask dancers to stand and move to dance space.</li> <li>2. *** Ask the dancers to turn their backs to face the center of the dance space. Today the dancers will march backwards as they work to maneuver without touching another dancer along the way. Ask the dancers to clap their hands together with every marching step they take. Request that the dancers march slowly and for their hands to clap at the same time their foot touches the</li> </ol>	
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	<p>floor from a march. Talk with the dancers about being aware of other dancers as they all move through space.</p> <p>3. Dancers will form a circle standing in the center of the dance space. The student assistant should be directly across from the teacher.</p>	
<p>***Warm-Up Exercise #1: Kids 2! CD Track #1; Circle Dance &amp; Claps; 3:55</p>	<p><b><u>My Turn Around the Circle: As a Sound Puppet</u></b></p> <ol style="list-style-type: none"> <li>1. The dancers will continue to explore the concept of speed as they travel around the circle as a puppet controlled by sound.</li> <li>2. The dancer traveling around the circle will be controlled by the sound of the percussionist. The seated dancers will begin clapping very slowly as the traveling dancer moves slowly like a puppet.</li> <li>3. As the percussionists (led by the teacher or assistant) increases the tempo of their claps, the traveling dancer will match their movements to the increasing tempo of clapping sounds they are hearing.</li> <li>4. For an additional challenge, ask the dancers to begin traveling in a forward direction, changing to a sideways direction, a backward direction, and finally leading with the opposite side. The dancers will make one rotation of their body as they travel completely around the circle.</li> <li>5. For the last 1/3 of the circle the percussionists will clap very quickly as the puppet moves very quickly with matching movements.</li> <li>6. The percussionists will stop clapping as the traveling dancer curtsies or bows before having a seat.</li> <li>7. This pattern will continue until everyone has had a turn traveling around the circle.</li> <li>8. Once everyone has had a turn, guide the dancers through same side and crossbody tapping sequences until the music ends.</li> </ol>	<p>***Same exercise with new music: repeat exercise just as performed in week #6.</p> <p>Ask the percussionists to stop their clapping while the traveling dancer curtsies or bows signaling for the next dancer to stand and begin traveling around the circle.</p>
<p>***Warm-Up Exercise #2: Kids 2! CD Track #2; Snuggle &amp; Stretch; 2:08</p>	<p><b><u>Snuggle, Stretch, and Port de bras</u></b></p> <ol style="list-style-type: none"> <li>1. Ask the dancers to remain sitting in their circle formation. Let the music continue to play. The dancers will remain in a circle formation around the circular mat.</li> <li>2. Ask the dancers to hug their knees while tucking their head into their knees pretending to be a very small ball. Ask them to keep their body into a tight small shape as they hide their eyes in their knees. Remind the dancers to extend their feet into a pointed position and balance with only their bottoms touching the floor and the tips of their toes placed very lightly on the floor.</li> <li>3. Ask the dancers to slowly open their tucked position and gracefully get bigger and bigger as they pretend to be a flower opening for the first time.</li> <li>4. While sitting tall move arms through various port de bras saying the level of the arms and the ballet term of each port de bras position. For example, low en bas; middle 1<sup>st</sup>; high 5<sup>th</sup>; and open to 2<sup>nd</sup>. Ask the dancers to say the names after you.</li> <li>5. Repeat #2, #3, &amp; #4; but this time add additional port de bras positions such as 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> allongé.</li> <li>6. Ask the dancers to sit tall with their legs stretched out in front and their arms overhead.</li> </ol>	<p>***Same exercise with new music: repeat exercise just as performed in week #6.</p>

	<ol style="list-style-type: none"> <li>Have the dancers pretend to be blowing in the wind, bending and swaying as they bend toward their knees and then return to an upright position</li> <li>Ask the dancers to sway side to side as if the wind has changed.</li> <li>Ask the dancers to move their upper body and arms in a circular motion in one direction and then the opposite direction.</li> <li>Cross the arms across the chest and slowly roll back until lying flat on the floor keeping tummy tight and legs in place. Ask the dancers to pick up their head and hands and wave to all of their friends which will engage their tummy muscles. Pretend to throw a rope to the person across the circle and then catch the rope they threw to you. Using the imagery of climbing a rope, the dancers roll up to a sitting position.</li> <li>If music is still playing, repeat #10 again at a different tempo.</li> </ol>	
<p>***Warm-Up Exercise #3: Kids 2! CD Track #3; 1:19;</p>	<p><b><u>Flex &amp; Stretch of Feet</u></b></p> <ol style="list-style-type: none"> <li>Ask dancers to stretch their legs out in front of them brushing the legs to encourage stretching; pretend to glue them together; and tie the ankles with a bow.</li> <li>Slowly flex ankles (reaching toes to ceiling); slowly stretch ankles (pointing toes to center circle); repeat for a total of 4 times</li> <li>Walk fingertips like little spiders down legs, tickle toes, jump crossing arms at ankles; hop fingers like little bunnies all the way to the top of the head; clap hands over head two times</li> <li>Add rotation with stretched feet by asking dancers to rotate both legs by turning thigh bone, knees, and feet outward. Ask dancers to place their hands on top of their knees so they can be sure they are actually turning out their entire leg. When they do, their hands will travel away from each other for turnout and return next to each other for legs parallel. Create a pattern of turnout and hold; turn parallel and hold; turnout, parallel, turnout, parallel. Flex feet and repeat pattern.</li> <li>Repeat walking of fingertips down legs, cross over arms, run all the way up the body and finish by clapping overhead.</li> </ol>	<p>***Same exercise with new music: repeat exercise just as performed in week #6.</p>
<p>***Warm-Up Exercise #4: Kids 2! CD; Track #4; :59</p>	<p><b><u>***Peanut Butter Feet</u></b></p> <ol style="list-style-type: none"> <li>Pretending that you are making a peanut butter sandwich with your feet, rub the bottom of one foot with "peanut butter" and rub the bottom of the other foot with "jelly." Ask the dancers what kind of jelly they like on their peanut butter sandwiches. Stick the bottoms of the feet together to make the peanut butter sandwich (butterfly position).</li> <li>Holding on to the ANKLES, never the toes, and keeping backs very straight, turn heads to the right and then center. Repeat turning heads to the left and center. Lower head down and return to center. Then release back, making a "C" shape with the back and look at your tummy. Then straighten the back to return to the starting position.</li> <li>Place one hand on the floor and lift the other arm so that the upper arm is in alignment with the ear. Bend the body sideways toward the hand on the floor as the lifted arm remains in alignment with the ear and both sides of the seat stay on the</li> </ol>	<p>***New exercise: This exercise is very similar to the Peanut Butter Feet exercise performed in the LNL4 curriculum. However, a sideways bend of the body has been added and the dancers will need to focus on keeping their alignment and their seat on the floor while bending.</p>

	<p>floor. Return to sitting. Switch arms and repeat in opposite direction</p> <ol style="list-style-type: none"> <li>Pretending to eat your peanut butter sandwich, slowly roll down to reach your head to your feet, then slowly roll back up to straighten the back to return to the starting position. Repeat to finish eating the entire sandwich.</li> <li>Tuck feet under, fingertips on floor, stretch legs, as you look at knees</li> <li>Lower bottom to feet and rest with fingertips on floor</li> <li>Slowly roll body up, bring arms overhead, stretch to ceiling, open arms, place hands on hips</li> <li>Once music ends: <ol style="list-style-type: none"> <li>Tuck feet under, fingertips on floor, stretch legs, as you look at knees</li> <li>Lower bottom to feet and rest with fingertips on floor</li> <li>Stretch legs again, looking at knees</li> <li>Slowly roll body up, bring arms overhead, stretch to ceiling, open arms, place hands on hips</li> </ol> </li> </ol>	
<b>Center Barre</b>		
	<p><b><u>Moving from circle formation to line formation</u></b></p> <ol style="list-style-type: none"> <li>Give step by step instruction for the dancers to <ol style="list-style-type: none"> <li>turn their bodies to face you</li> <li>move to form one line of dancers</li> <li>if necessary, every other dancer will step backward to form two lines</li> <li>spread out with a fingernail test</li> </ol> </li> </ol>	<p>***Now is the time to check for understanding by giving the dancers a specific instruction and then wait to see if they are able to understand and comply. The goal is for the 5-year-old dancers to be able to transition from a circle formation to a line formation with limited physical guidance</p>
<p>***Center Barre Exercise #1: Kids 2! CD Track #9; 2:29</p>	<p><b><u>Demi-plié, Port de bras, &amp; Bourrée Turn (Parallel &amp; 1<sup>st</sup> Position)</u></b></p> <ol style="list-style-type: none"> <li>Feet parallel with arms en bas.</li> <li>2 parallel demi-pliés with the arms opening to demi-seconde as the knees bend and returning to en bas as the knees straighten. (cts 1-4)</li> <li>Port de bras: 1<sup>st</sup> position, 2<sup>nd</sup> position, 3<sup>rd</sup> middle position as the head turns to look in the direction of the arm in front of body, hold position (cts 5-8)</li> <li>With arms remaining in 3<sup>rd</sup> position, demi-plié, rise to demi-pointe and bourrée turn toward the direction of the head (cts 1-4)</li> <li>After complete rotation, open arm to 2<sup>nd</sup>, plié, stretch knees, lower arms to en bas (cts 5-8)</li> <li>Repeat #2, #3, #4, &amp; #5 but this time use other 3<sup>rd</sup> middle arm position, turn head in opposite direction, bourrée turn opposite direction</li> </ol>	<p>***Same exercise with new music: repeat exercise just as performed in week #6.</p> <p>Encourage dancers to look at and follow their hand during port de bras just as they did when pretending to read a secret message written in their hand. Remind dancers to keep their</p>

	<ol style="list-style-type: none"> <li>Open legs to small 1<sup>st</sup> position and repeat entire combination</li> <li>Finish with head turned and arms en bas</li> </ol>	body very still as they open their arm and turn their head.
<p>***Center Barre Exercise #2: Kids 2! CD Track #10; 1:18</p>	<p><b><u>***Tendu &amp; Maraca (Parallel Devant &amp; ***A la seconde)</u></b></p> <ol style="list-style-type: none"> <li>Legs parallel, holding maraca in left hand, both hands on hips</li> <li>Tendu right leg devant and close (open on 1 – hold on &amp; - close on 2)</li> <li>Shake maraca in left hand 3 times (3 &amp; 4)</li> <li>Tendu right leg devant and close (5 &amp; 6)</li> <li>Shake maraca in left hand 3 times (7 &amp; 8)</li> <li>2 Tendu right leg devant (1-4)</li> <li>Shake maraca in left hand 2 slow (5, 6) 3 quick (7&amp;8); switching maraca to right hand on (8)</li> <li>Repeat on left</li> <li>Rotate legs to a small 1<sup>st</sup> position</li> <li>Repeat exercise but this time tendu a la seconde</li> <li>Finish with legs in small first position, hands on hips, head slightly turned.</li> </ol>	<p>***Adding tendu a la seconde to combination. For tendu a la seconde remind dancers to extend their leg in the direction the tips of their toes are pointing for tendu a la seconde. Remind dancers to keep their hips facing the front with their bodies remaining very still.</p> <p>A good tip is to ask the dancers to extend their leg even with the corner of their eye. At this age, rotation should not be forced by asking young dancers to tendu directly to the side.</p> <p>***Ask dancers to focus on sliding their foot outward and inward as they tendu. Use the imagery of spreading butter on bread to help them understand the motion involved.</p>
<p>***Center Barre Exercise #3: Kids 2! CD Track #13; :27</p>	<p><b><u>Battement Piqué &amp; Maraca</u></b></p> <ol style="list-style-type: none"> <li>Legs together parallel, maraca in left hand, both hands on hips</li> <li>Battement piqué 4 times with right leg (1-4)</li> <li>Left arm lifts and plays maraca at shoulder height (with elbow bent) 4 times (keep arm there) (5-8)</li> <li>Battement piqué 2 times with right leg (1-2)</li> <li>Play maraca 2 times with left arm (3-4)</li> <li>Play both the maraca &amp; battement piqué 2 times (5-6)</li> <li>Close parallel on (7) and switch maraca to right hand on (8)</li> <li>Repeat all on left leg.</li> <li>Finish with legs parallel, hands on hips, head slightly turned.</li> </ol>	<p>***Same exercise with new music: repeat exercise just as performed in week #6.</p> <p>***Remind dancers to sharply and lightly tap the tip of their foot in each piqué.</p> <p>***Check that dancers are moving</p>

		their leg from their hip socket and not just tapping their foot while moving at the ankle. Discuss this information with the dancers.
***Center Barre Exercise #4: Kids 2! CD Track #14; :24	<b><u>Battement Piqué &amp; Maraca -Quicker</u></b> Repeat above exercise but this time it will be a bit quicker.	***Same exercise with new music: repeat exercise just as performed in week #6.
***Center Barre Exercise #5: Kids 2! CD Track #16; :44	<b><u>Passé Retiré</u></b> 1. Legs together parallel with hands on hips. 2. Bring right foot to parallel cou-de-pied (1) 3. Lower back to parallel (2) 4. Bring right foot to parallel cou-de-pied (3) 5. Lift right leg & foot to parallel passé retiré (4) 6. Hold parallel passé retiré (5, 6, 7) 7. Lower back to parallel (8) 8. Repeat all on left.	***Same exercise with new music: repeat exercise just as performed in week #6.  ***Cue the dancers to focus their eyes straight ahead and at eye level as they work to balance on one leg.

### **Center Work**

***Center Exercise #1: Kids 2! CD Track #18; 1:05	<b><u>Maraca Rock – Temps lié in Different Directions</u></b> 1. Give each child one maraca to hold in their right hand 2. Ask the dancers to open their legs to second position. Slight rotation is acceptable. 3. Rocking sequence a. Rock right, rock left, rock right b. Hold position & 3 quick shakes of the maraca c. Quickly change maraca to left hand d. Rock left, rock right, rock left e. Hold positions & 3 quick shakes of the maraca f. Quickly change maraca to right hand AND demi-rond right leg devant g. Rock forward, rock backward, rock forward h. Hold position & 3 quick shakes of the maraca with arms raised i. Rock backward, rock forward, rock backward j. Hold position & 3 quick shakes of the maraca with arms down k. Quickly demi rond right leg to 2 <sup>nd</sup> position and begin entire exercise over.	***Same exercise with new music: repeat exercise just as performed in week #6.  Accent count 1 on all maraca shakes. Refer to video example.  As this exercise is slow, ask the dancers to focus on shifting their weight with each stretch and to perform an “ooey-gooley” plié in between each weight shift.
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Center Exercise #2: Kids 2! CD Track #20; :33	<u><b>Sauté with Maraca</b></u> <ol style="list-style-type: none"> <li>1. Standing in parallel with maraca in right hand</li> <li>2. Demi-plié, sauté, demi-plié, stretch legs (1-4)</li> <li>3. Play maraca – 2 Xs (5,6) 3 Xs quickly (7&amp;8)</li> <li>4. Demi-plié, sauté, demi-plié, stretch legs (5-8)</li> <li>5. Play Maraca – 2 Xs (5,6), pause (7), 2 Xs quickly (&amp;8)</li> <li>6. Repeat entire exercise with maraca in left hand</li> </ol>	<p>***Same exercise with new music: repeat exercise just as performed in week #6.</p>
<p>***Center</p> <p>Exercise #3</p> <p>Kids 2! CD</p> <p>Track #21; :37</p>	<u><b>Échappé Sauté with Quarter Turns</b></u> <ol style="list-style-type: none"> <li>1. Begin with legs parallel and hands touching side of legs.</li> <li>2. (Ct 1) Échappé sauté from parallel to parallel 2<sup>nd</sup>. Arms open to side even with shoulder height and palms facing downward.</li> <li>3. (Ct 2) hold 2<sup>nd</sup> position plié of legs and arms</li> <li>4. (Ct 3) jump back to parallel while also performing a ¼ turn to the right. Arms lower back to side of thighs. (dancers will be facing the side wall)</li> <li>5. (Ct 4) hold parallel position plié</li> <li>6. (Ct 1) Échappé sauté from parallel to parallel 2<sup>nd</sup>. Arms open to side even with shoulder height and palms facing downward.</li> <li>7. (Ct 2) hold 2<sup>nd</sup> position plié of legs and arms</li> <li>8. (Ct 3) jump back to parallel while also performing a ¼ turn to the left. Arms lower back to side of thighs. (dancers will be facing the front again)</li> <li>9. (Ct 4) hold parallel position plié</li> <li>10. (Ct 1) sauté to 2<sup>nd</sup></li> <li>11. (Ct 2) sauté to parallel</li> <li>12. (Ct 3) sauté to 2<sup>nd</sup></li> <li>13. (Ct 4) sauté to parallel</li> <li>14. (Ct 5) sauté to 2<sup>nd</sup></li> <li>15. (Ct 6) sauté to parallel</li> <li>16. (Ct 7) stretch legs and raise arms directly overhead (palms facing inward)</li> <li>17. (Ct 8) lower arms through 2<sup>nd</sup> palms down to side of thighs palms inward.</li> <li>18. Repeat all above but this time turn to the left first and then the right.</li> </ol>	<p>***Same exercise with new music: repeat exercise just as performed in week #6.</p> <p>Remind the dancers as to which direction they will be turning during their jumps.</p> <p>Remind dancers to push their feet to a full point each time they jump. Also, remind the dancers to land each jump with in a plié.</p>

### ***Across the Floor***

	<u><b>Transition to Traveling Steps</b></u> <ol style="list-style-type: none"> <li>1. Give step by step instructions on how the dancers will transition to across the floor.</li> <li>2. Give one instruction and wait for compliance before giving the next instruction.</li> <li>3. If multiple groups are necessary, take the time to establish groups and give reminders on the responsibility of waiting dancers.</li> </ol>	<p>***Check for understanding by giving the dancers a specific instruction and then wait to see if they are able to understand and comply. The goal is for the dancers to be able to transition from a line formation in the center of dance space to a line formation on one end</p>
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		of the dance space with limited physical guidance.
<p>***Across the Floor Exercise #1: Kids 2!; Track # 27; 1:39</p>	<p><b>***<u>Dancer Walks with Retiré &amp; Ribbon Rings</u></b></p> <ol style="list-style-type: none"> <li>1. Give each dancer two LNL ribbon rings to hold in each hand.</li> <li>2. Ask the dancers to stand in parallel with their arms in demi-seconde.</li> <li>3. Then ask the dancers to tendu their upstage leg devant for their preparation.</li> <li>4. The dancers will perform 3 walks forward, touching their toe devant with each step.</li> <li>5. After the 3<sup>rd</sup> walk, the dancer will bring their extended leg to retiré parallel as they also raise their opposite arm to 5<sup>th</sup> allongé.</li> <li>6. This pattern will alternate as it repeats across the dance space.</li> <li>7. The next group of dancers will begin once the first group has performed the exercise two times.</li> <li>8. All waiting dancers will remain standing in parallel and will mirror the performing dancers by raising the same arm as the dancers that are performing.</li> </ol>	<p>Stress to dancers the importance of always being prepared with their body in the correct preparation position prior to the start of the music.</p> <p>Remind dancers to always have their toe touch the floor first during the entire exercise.</p> <p>Refer to video for timing of walks and further explanation.</p>
<p>***Across the Floor Exercise #2: Kids 2!; Track #26; 2:48</p>	<p><b>***<u>Marching, Dropping, &amp; Sauté</u></b></p> <ol style="list-style-type: none"> <li>1. Ask the dancers to gather around and sit in a circle to explain the next exercise.</li> <li>2. Ask the dancers to count to 8 with you. Explain how in dance we sometimes count over and over again repeating the same numbers. 1, 2, 3, 4, 5, 6, 7, 8, 1, 2, 3, 4, 5, 6, 7, 8, etc. Ask the dancers to count to 8 with you several times.</li> <li>3. Share with the dancers what each count will represent. For example: 1 – march R, 2 – march L, 3 – march R, 4 – march L, 5 – drop low to floor, 6 – freeze low, 7 – sauté, 8 – land in plié.</li> <li>4. While seated, ask the dancers to hand dance with you. Pretend to march with fingers (as if touching a drum)– right - 1, left - 2, right - 3, left - 4; place both hands on floor on 5; freeze on 6; jump hand off floor on 7; land hands back on floor on 8. Repeat several times.</li> <li>5. Ask the dancers to stand. Form lines on one end of dance space to perform exercise across dance space.</li> </ol>	<p>***It is important to take the time and have the dancers hand dance this exercise prior to performing it. Their brains need to know the pattern before they attempt it with their entire body.</p> <p>Start slow. Refer to video for clarification.</p>

<p>*** Across the Floor Exercise #3: Enchanting Track #31; 1:44</p>	<p><b><u>Galloping Sideways with a ½ Turn</u></b></p> <ol style="list-style-type: none"> <li>1. Place the dancers into lines that will travel across the dance space.</li> <li>2. The dancers will gallop sideways 3 times then step hop with a ½ turn. This will make their tummy face the back of the room and change legs.</li> <li>3. The dancers will gallop sideways 3 times facing the back of the room then step hop with a ½ turn to face the front of the room.</li> <li>4. This pattern will repeat across the floor.</li> <li>5. If your dancers are having trouble understanding the exercise, place mats down each time they are to step hop with a ½ turn. You will have to give your best guess on how far apart to place the mats so that each dancer can comfortably perform 3 gallops sideways in between the mats. Share with the dancers that the mat is telling them to turn their tummy in the opposite direction. Some dancers may need to completely stop to execute this movement. The goal is for them to continuously move as they step hop turn.</li> </ol>	<p>*** Stress to the dancers that the magic number for this exercise is 4. Every time they say the number 4 they are to turn to face the opposite direction. Ask them to count out loud with counts 1, 2, 3 being side gallops and 4 being a step hop with a ½ turn.</p> <p>***Be sure to perform slowly at first.</p>
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## ***Creative Movement***

<p>Creative Movement #1; Rainy Day CD; Tracks #17 &amp; 18</p>	<p><b><u>***Autumn Leaves</u></b></p> <ol style="list-style-type: none"> <li>1. Have the dancers line up on one side of the dance space</li> <li>2. Prepare for the exercise by placing blue painter's tape in the shape of a large plus sign with each strip of tape being at least six feet long.</li> <li>3. Ask the dancers to count how many sections the tape design made on the floor. Ask the dancers to stand with you in each of the quadrants.</li> <li>4. Place one soft fabric pumpkin in each of the first two quadrants.</li> <li>5. Place a pile of fall colored leaves in the third quadrant.</li> <li>6. Leave the fourth quadrant empty.</li> <li>7. Teaching Tip: Show the dancers pictures of children raking leaves during autumn. Talk to the children about how the leaves change colors and then fall from the trees. Ask them if they have ever helped parents rake and pick up leaves.</li> <li>8. Exercise:             <ol style="list-style-type: none"> <li>a. Have the assistant go first by dancing around the first pumpkin;</li> <li>b. jumping over the second pumpkin;</li> <li>c. picking up the pile of leaves and throwing them into the air and watching them gently fall to the floor;</li> <li>d. picking up one leaf, going to the empty quadrant, holding the leaf up very high, then letting it go, watching as the leaf floats to the floor, and then copying the movement gently dancing to the floor;</li> <li>e. finally, freezing in the same position as their special leaf.</li> <li>f. Each dancer gets a turn. Remind the dancers to freeze in the fourth quadrant with one part of their body touching another dancer, just like the leaves do in a pile of leaves.</li> <li>g. Once the entire class is frozen like their leaf; pretend a huge gust of wind comes and blows the pile of dancer</li> </ol> </li> </ol>	<p>This exercise is an all-time favorite LNL exercise.</p>
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	<p>leaves away causing the dancers to roll to the sides of the room.</p> <p>9. Have the dancers help in picking up the leaves and pumpkins.</p>	
<b><i>Class Ending</i></b>		
<p>Class Ending Exercise #1: Kids 2! CD Track #37; Révérence; 1:02</p>	<p><b><u>Thank You</u></b></p> <ol style="list-style-type: none"> <li>1. Explain to the dancers how at the end of every class we thank each other for working hard. We say thank you with a curtsy or a bow.</li> <li>2. Port de bras: Circle arms low (en bas); middle (1<sup>st</sup>); high (5<sup>th</sup>); open (2<sup>nd</sup>)</li> <li>3. Rise to demi-pointe; bourrée turn to the right as the arms float upward to high 5<sup>th</sup>; open arms as heels lower and legs demi-plié</li> <li>4. Port de bras: Circle arms low (en bas); middle (1<sup>st</sup>); high (5<sup>th</sup>); open (2<sup>nd</sup>)</li> <li>5. Rise to demi-pointe; bourrée turn to the left as the arms float upward to high 5<sup>th</sup>; open arms as heels lower and legs demi-plié</li> <li>6. Boys: Bow</li> <li>7. Girls: Curtsey</li> </ol> <p><b><i>Important Note:</i></b> <i>If you have run out of time, just perform the thank you and bow/curtsey at the studio door before releasing the dancers into the waiting room.</i></p>	<p>It is important to always thank the dancers for dancing with you and for working hard. Always praise them for their participation and effort.</p> <p>It is also important for dancers to learn to thank the teacher for what they learned in class that day.</p>
<p>Coloring sheet handouts for each dancer</p>	<p><b><u>Departing Class</u></b></p> <ol style="list-style-type: none"> <li>1. Dancers sit in share time space with teachers</li> <li>2. Assistant takes coloring sheets and special stickers to door.</li> <li>3. Teacher thanks the students individually by calling their name and placing a sticker by their name in roll book. This sticker is for keeping their eyes and ears on the teacher and their hands to themselves.</li> <li>4. Once their name has been called and sticker place in special teacher's book, they walk to door to meet assistant</li> <li>5. Teacher continues #3 &amp; #4 for each child</li> <li>6. Assistant thanks dancer for dancing with her, places special sticker on hand, and gives coloring sheet to dancer. Repeat for all.</li> <li>7. Teacher comes to door and reminds dancers to practice at home and to be sure to share with family members all they have learned today.</li> <li>8. Dancers and teacher/assistant give each other one more curtsy.</li> <li>9. Open studio door and see that all dancers find their caregiver right away.</li> <li>10. Share little tidbits of information with the caregivers on what the dancers learned in class today.</li> </ol>	
<p><b>Teacher's Notes:</b></p>		

