

Top Hats & Tiaras – Level 2 (5-7 yrs)

June - Class Outline

Twinkle Bear Procedures: We won't be using the Twinkle Bears during tap class. When your dancers come into class, have them put their Twinkle Bears inside the "Twinkle Bear Bin" (one of the class drawers of your choice). Since you will be the first teacher to see the bears, make sure each one is labeled with the dancer's name on it before you put it inside the "Twinkle Bear Bin."

Tap - 30 Minutes:

1. "Bombshell Stomp" Tap Warm Up:

- Review the following techniques before doing this warm up:
 - A. Stomps
 - B. Stamps
 - C. Stomp-Stamps
 - D. Step Touches
- After your dancers get used to the above techniques and know them each by name, you can start the class by just doing the warm up.
- Teachers should do this warm up in front of their dancers and make sure that they call out each step in advance.

2. "Lollipop" (Toe Heels/Double Steps):

- Dancers and teacher will do this warm up in their hula hoops, facing the mirror.
- As soon as all the dancers are standing in their hula hoops, have each dancer choose a color to "paint the floor" with. If you have a large class, tell the dancers they can only choose one color. Otherwise, it takes too much time away from class. Make sure you have your own hula hoop and paint color.
- Have the class pretend to pour their paint color into their hula hoop
- You will then walk through the following techniques:
 - A. **Toe Heels:**
 - This is done inside the hula hoop. They are getting "paint" on the balls/heels of their feet. After you have finished reviewing Toe Heels, have them step forward, out of their hula hoop, making sure that they are far

enough away from the hoop so they will not kick it while dancing.

B. Double Steps:

- These are practiced in front of the hula hoops. You can hold hands if needed. While practicing these, alternate between the following phrases:

I. Forward-Back-Step.

II. Paint-the-Floor.

III. Double-Step.

IV. Paint-the-Floor.

V. One-Two-Three.

- Since this exercise is about “Painting the Floor,” make sure to use that phrase multiple times.

- You will then run the “Lollipop/Twist” warm up. Dancers start the exercise back inside their hula hoops.
- Teachers should do this warm up in front of their dancers and make sure that they call out each step in advance.

3. “The Twist” (Hula):

- Hold last pose of “Lollipop” routine until music starts. Every dancer is now allowed to touch their hula hoop and can start hula hooping to the music.
- Once the song has ended, collect all the hula hoops from your dancers. If they don’t want to give them up, try using incentives for the 1st few dancers who bring their hula hoops to you.

4. “Ballin’ the Jack” (Heel Steps, Toe Heels, Knock Steps & Double Steps):

- Teachers should practice this dance with their dancers 2x per class:
 - ✓ 1st do the steps without music, talking the dancers through each movement.
 - ✓ 2nd do the dance with music, still talking the dancers through each movement.

5. “Out Cross Turn” Technique:

- Teachers should practice this step with their dancers 2x per class:
 - ✓ 1st do the step without music, talking the dancers through each movement.
 - ✓ 2nd do the step with music, still talking the dancers through each movement.

6. "Chicken Dance" (Rock Steps):

- Teachers should practice this routine with their dancers 2x per class:
 - ✓ 1st do the steps in the routine without music, talking the dancers through each movement.
 - ✓ 2nd do the routine with music, still talking the dancers through each movement.

7. "Step Practice" Time:

- Quickly review important steps that are in the dancers' routines. These steps can be difficult ones in the routines that they already know. They can also be new difficult steps that will be in their future choreography.
- Turn on the practice music and run all the steps that the dancers most need help with.

8. Tap Recital Choreography:

- ALWAYS leave enough time to work on performance choreography. Even if it means occasionally skipping an earlier exercise altogether.
- Run through all the finished routines that the class knows before working on the newest dance choreography. You can run two complete routines, and be working on the third. Once you have finished your third routine completely, go ahead and "retire" the oldest dance that they know.
- Alternate routines between tap and clogging dances. For tap routines, use Twinkle Star choreography.
- Teachers should add on one new 8 ct to their newest performance routine every class period.
- Before running previously taught choreography with music (on the newest dance routine), review/talk through what has been previously covered with your dancers.
- Teachers should work to make sure they have at least one performable routine ready at all times. Classes can have up to two performable routines at a time. Once a third routine has been completely taught, the oldest routine should be retired. However, do not retire a routine until it has been shown to the parents (i.e. performed onstage or performed for the parents in the classroom --- Please see the front desk if interested in setting up a classroom performance).

9. "Goodbye Circle" (Tap "Reverence"):

- Teacher and class will all hold hands in a circle and complete the following:
 - A. Arms go straight up above heads.
 - B. Everyone takes a bow.

- C. Arms go straight up above heads again as the dancers rise from their bow.
- D. Teacher and dancers will put their hands flat against one another and “clap” for everyone that came to class. Teacher will say “clap for everyone that came to class” and “good job everyone.”
- E. Teacher and dancers will then clap their own hands and say “thank you for coming to class.” The teacher should make sure that all the dancers say “thank you for coming to class” before being dismissed.
- F. Dancers will then line up to receive their stickers (if they were good that day). As each dancer gets their sticker, the teacher should tell them to go quickly change their shoes for ballet/jazz class.
- G. Tap teachers will use stickers as incentives. Ballet teachers will use candy.

Note: Once your dancers get accustomed to the "routine" of the class, you will be able to get through more material. If certain exercises end up taking longer (at first) than you had originally planned, don't worry. It is more important to make sure that the class is learning correctly, than get entirely through everything in the class outline. However, you should be working hard to get your class through all of the above exercises over the span of a few weeks. Try to run things back to back, without a lot of downtime. It's a lot of material to get through, but is possible if you push through it.