COMPLETE DANCE TRAINING
www.completedancetraining.com

Toddler Program

Aim: Introduce the world of music and dance incorporating stimulating sensory exploration with an adaptation of physical movement through a positive learning environment. The children participating in this class should experience play-based learning, which is respectful to their stages of development. Through our toddler class we develop their gross motor abilities, social skills, improve memory skills and use muscle memory techniques, introduce dance technique and culture through fun and engaging teaching methods.

Class Structure: 40 minute class combining an introduction of jazz, ballet, singing with rhythm, timing and balance games beginning with warm up and stretch. These will be combined with drama and singing through singing songs in games and role play in styles.

Ratio: following NSW early childhood guidelines, CDT follow the 1:8 ratio for our toddler class. To ensure the toddler class at Complete Dance Training exceeds in customer service and may run at the best it can, with two teachers, one senior teacher with an assistant, plus a student from our volunteer program. If we feel we require further staff (due to increase of numbers or to benefit current class members) we will increase staff in class.

The Class Member: Every child's ideas and emotions are to be respected and encouraged. Toddlers are such creative beings that they may use their imaginative minds to come up with play situations relevant to their learning that may appeal to them more. They should feel confident in their dancing space so they are eager to come each week and dance.

Class Outlay:

	Structure	Developmental Purpose
Warm Up	Roll Call- Going down the roll singing "If your name is___ raise your hand" Then ask them to stand on their special cross. Warm up song: Jump, jump, jump like a jellybean, jump, jump jump and STOP. Jump, jump, jump like a jellybean, time to warm our bodies up! Run, run, run like a racer, run, run, run and STOP. Run, run, run like a racer, time to warm our bodies up. Shake, shake shake all your sillies out. Shake, shake, shake and STOP. Shake, shake shake all your sillies out, time to warm our bodies up, YAY! Stretch time: - Frog Stretch, pirate/ underwater game - pike stretch 'open, shut them' song parody 'point them, flex them' to stretch - straddle stretch with 'point them, flex them' 2nd version	Name recognition, sense of self and belonging to class, musicality, tone and pitch. spatial awareness, patterns. Confidence. - gross motor skills introduction to warm ups Introduce hip and inner thigh stretch, numeracy, choices Introduce hamstring stretch, calf stretch, foot muscle control, musicality and song with familiar songs Inner thigh stretch, theatrical games, musicality
Jazz	- jazz movements - floor Steps - travelling steps	Isolations, arm co-ordination, bilateral skills, timing, introduction to jazz style Balance, core strength, leg muscle co-ordination Jazz style and dramatic role play, turn-taking, timing, group participation, gross motor co-

		ordination
Ballet	Travelling steps – fairy runs, skips, fairy tip toes Technique work – tendus, plies, turn in and out exercise, releves, arms	• Gross motor skills, dramatic role play, ballet technique and style, group participation, timing and rhythm Introduce ballet technique, gross motor co-ordination
Singing	Warm Up Singing exercise Singing song Acting Game	- Practice vocal skills - Build confidence - Take part in role play - Develop acknowledgment of feelings

Introduction To Class Warm Up Stretch

Roll Call and Settling In Period

Encourage children to come onto the floor, ready to mark the roll. If they are unsettled they may choose their fairy wand to use when it comes to ballet time and hold it while we mark the roll. Make roll call a song they can join in with e.g.- "If your name is ___ clap your hand" which can be substituted to raise or other song. Introduce the fairy that lives in the dance room. Her FAVOURITE thing is dancing and when she sees happy dancers doing great dancing, she loves to give them stickers (but she's very shy so we don't usually see her and we have to close our eyes for her to come out)

After roll has been marked selected special crosses for dancers to stand on. In choosing dancers one at a time it builds confidence within the dancer and they all get acknowledged.

Warm Up

Cardio warm up: "Jump, jump, Jump like a Jelly bean, Jump, jump, jump and STOP. Jump, jump, jump like a jelly bean, time to warm our bodies up. Run, run, run like a racer, run, run, run and STOP. Run, run, run like a racer, time to warm our bodies up. Shake, shake, shake, shake your sillies out, shake, shake, shake and STOP. Shake, Shake, shake, shake your sillies out, I think we've warmed our bodies up!"

Frog Stretch: "wiggly finger on your nose, let's count to ___ with our head to our toes, readyyyy, go!"

OR

Pirate game – build 'pirate ship (legs in frog) and we go sailing, looking for treasure, we may come across some SHARKS (4 sharks, hide down for 4) etc. until treasure is found at the end.

Pike Stretch: "point them, flex them, point them, flex them, give a little clap. Point them, flex them, point them, flex them, lay them in your lap. Creep them, creep them, creep them, creep them, right up to your toes. Hold it there a little while, then sit up and touch your nose!"

Straddle Stretch: "point them, flex them, point them, flex them, stretch a little more. Point them, flex them, point them, flex them, hands down to the floor. Creep them, creep them, creep them, creep them, creep them way our there. Hold it there a little while, then sit up, hands on your head"

or be creative and make up spontaneous stretch songs!

Jazz For Little Funky stars

Teachers are free to make choices of order, add and change moves that are age appropriate and beneficial to the developmental purpose and aim of jazz class. Listed below are basic co-ordination movements that can be repeated in basic 8 counts or into even barres. After

toddlers are familiar with basic movement teachers are able to manipulate speed, timing and numbers of the step.

Jazz is to be made light and fun, the first two sections can be made into the 'copycat' game where the students must follow everything the teacher does in order to win the game!

Stationary Movements: - hip wiggles – arms up and down – singular arm movement – bend and stretch – arm rolls – step and clap – shoulders – head isolations – jump down and up – criss cross jumps – lunges – hip circles –

Floor Movements - kicking bottom – cross legs – bend and stretch legs – crouch down and up – heads and shoulders

Travelling Movements - wiggle walks – gallops – runs – hops – jumps Music Music should vary from chart toppers, to age appropriate popular songs, to children's artists

The Travelling Movements can involve dramatic role play, being the 'super star', 'model', 'horse' for gallops, or any other role the students or teachers create

Singing/ Acting

The aim of this is to begin little dancers practicing singing and acting skills to help with the rhythm and timing development and allows them time to sing some of their favourite and learn some classic s(throw in some Frozen, as well as Wash your face with Orange Juice etc.)

- Begin with warm up (being a motor bike, travelling around going up and down hills by 'brumming' lips together
- Volume – 'tiny tim' nursery rhyme really quiet then out loud
- Singing a song and practicing lyrics
- If you're happy and you know it (acting and singing)
- Acting Games

*Transition to ballet - from if you're happy and you know it.. to sing 'if your name is .. get your wand' etc.

BEAUTIFUL FAIRY BALLET

Combining Role Play with Ballet Technique

After transitioning to ballet, you can explain to children that it is fairy dancing time, you may want to do the travelling steps separately or combine them into a story e.g. – being fairies in the garden, collecting fairy magic, being the tooth fairy etc. so each ballet movement is part of the role play created for the class or by the class as the toddlers may choose what type of fairy they are for the song.

Travelling Movements - fairy runs – skips – tip toe walks – sauté in 1st position – incorporating arm movements – rainbow dancing, incorporating transference of weight.

Technique: - tendu – plie – releve – turn in, turn out game – soft hands and basic arm positions – balancing in pirouette position – point lift and close – sauté .

Ballet should vary from introduce an appreciation for ballet culture of classical music to using popular songs from 'Tinkerbell', 'Frozen', 'Hannah Montana' etc.

Ballet should differentiate from jazz, where jazz is fast, loud and sharp, ballet class should be soft, emotive and calming. This gives then students an opportunity to calm themselves, embrace the role play involved in the ballet section of class and feel confident to use their initiative in these periods. This is when the sleep song comes on which means the fairy might want to give us something for doing such fantastic dancing. Dancers must go to 'sleep' to receive their stickers (which must be such an exciting time)

All classes must finish on a positive and dancers should be excited.