



Ballet/Modern Placement Handbook

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Parents and Students,

The purpose of this handbook is to provide a clear outline and description of what is expected from each dancer in order to advance to each Ballet and/or Modern level. These expectations, or goals, will supplement our existing Ballet and Modern Dance curricula. Please direct any questions concerning this handbook to the Artistic and/or School Director. Additionally, upon reading and understanding this information, we ask that each parent and student please provide us with your signatures on the last page of this handbook.

Thank you and we are looking forward to a great dance year!

The BWR Faculty

Ballet 1

To advance to Ballet 2, students must consistently demonstrate:

- Ability to maintain focus.
- Ability to follow directions, as well as proper classroom etiquette and behavior.
- Ability to appropriately stand at the ballet barre.
- Basic knowledge of some ballet terminology (i.e. five positions of the feet, plié, tendu, passé, arabesque, etc.).
- Basic knowledge and awareness of correct posture, placement and alignment of the body.
- Ability to retain sequences of exercises performed throughout class, including barre, center, and across the floor combinations.
- Basic understanding of corrections made by the instructor, while displaying an effort to “try” or “work” to get it right.

Ballet 2

To advance to Ballet 3, students must consistently demonstrate:

- All goals from the previous level.
- Slightly more knowledge of ballet terminology, including names of turns and jumps (i.e. chaîné, piqué, pirouette, sauté, jeté, glissade, etc.).
- Basic knowledge of positions and facings of the body and feet (croisé, écarté, effacé, etc.) arabesques (1-4), and port de bras (1st, 2nd, and 3rd).
- Ability to correctly place and align the body throughout most of the class.
- Ability to point the feet and lengthen the backs of the knees, while showing an understanding of how to maintain turn-out.
- Ability to balance correctly on relevé on two feet without assistance from the barre.
- Understanding and ability to correctly execute a pirouette (placement of passé, arms, directions of turns, etc.).
- Understanding and ability to execute slightly more complex exercises and floor patterns, such as adagio combinations, petit/grand allegro, waltz, tombé pas de bourré, etc.

Ballet 3

To advance to Ballet 4, students must consistently demonstrate:

- All goals from previous levels.
- An expanded knowledge of ballet terminology.

- Ability to correctly place and align the body throughout the entire class, without being reminded by the instructor. This includes demonstrating core strength and muscle awareness.
- Understanding and ability to execute correct technique: keeping the feet/ankles pointed, the backs of the knees lengthened and the legs turned out.
- Awareness and ability to lengthen and strengthen the arms.
- Ability to balance correctly on relevé on one foot without assistance from the barre.
- Understanding and ability to execute complex and intricate turning/jumping combinations and floor patterns, such as multiple pirouettes, fouetté turns, intricate petit/grand allegro, etc.
- Ability to show flexibility, musicality, and performance quality.

Ballet 4

To advance to Ballet 5, students must consistently demonstrate:

- All goals from previous levels.
- A vast knowledge of ballet terminology.
- Ability to display control and strength, while maintaining correct ballet technique (placement, alignment, strong core, turn-out, straight legs, pointed feet/ankles, strong arms, etc.).
- Ability to balance on one leg for a longer period of time.
- Ability to execute difficult and complex barre exercises, turning/jumping combinations and floor patterns, such as longer and more intricate adagio and petit/grand allegro.
- Begin to display dynamics and artistry, while maintaining flexibility, musicality and performance quality.

Ballet 5

To advance to Ballet 6, students must consistently demonstrate:

- All goals from previous levels.
- Ability to display artistry, dynamics, maturity, leadership and a level of professionalism throughout class.

Modern 1

To advance to Modern 2, students must consistently demonstrate:

- Ability to maintain focus.
- Ability to follow directions, as well as proper classroom etiquette and behavior.
- Basic knowledge and awareness of correct posture, placement and alignment of the body.
- Ability to retain sequences of exercises performed throughout class, including center and across the floor combinations.
- Basic understanding and the ability to differentiate between parallel and turned out positions - specifically, the ability to correctly maintain alignment while in parallel position, always keeping the knees over the toes.
- Basic understanding of how to drop the weight of the body into the floor in order to stay grounded in the plié.
- Basic understanding of how to achieve head/tail connection, as well as the difference and the ability to show flat back versus rounded back.
- Basic understanding of corrections made by the instructor, while displaying an effort to “try” or “work” to get it right.

Modern 2

To advance to Modern 3, students must consistently demonstrate:

- All goals from the previous level.
- Ability to maintain “ballet” alignment, placement of the body and core strength, while executing modern movement (swings, side bends, contractions, etc.).
- Ability to execute contractions and display complete understanding of how to achieve flat back versus rounded back.
- Ability to transfer body weight from the feet to the hands.
- Ability to execute more difficult and intricate center and across the floor combinations, including floorwork, level changes, direction changes and changes in tempo or rhythm.
- Ability to combine concepts such as contracting and jumping simultaneously.

Modern 3

To advance to Modern 4, students must consistently demonstrate:

- All goals from previous levels.
- Ability to execute contractions on one foot.

- Understanding, as well as the ability to execute the concept of “risk taking” (dropping weight to the floor, “fall” runs, feeling the difference between being on and off the feet.)
- Ability to transfer all body weight from the feet to the hands.
- Ability to execute more difficult and longer center and across the floor combinations that combine several concepts, such as swings with a fall to the floor, or rearranging the sequence of the movement while adding dynamics.
- Understanding the concept of sharing weight and partnering.
- Ability to use dynamics in the movement.
- Ability to display confidence during improvisation.
- Ability to display performance quality, sophistication and maturity in the movement.



Parent/Guardian_____

BWR Student_____

Date_____