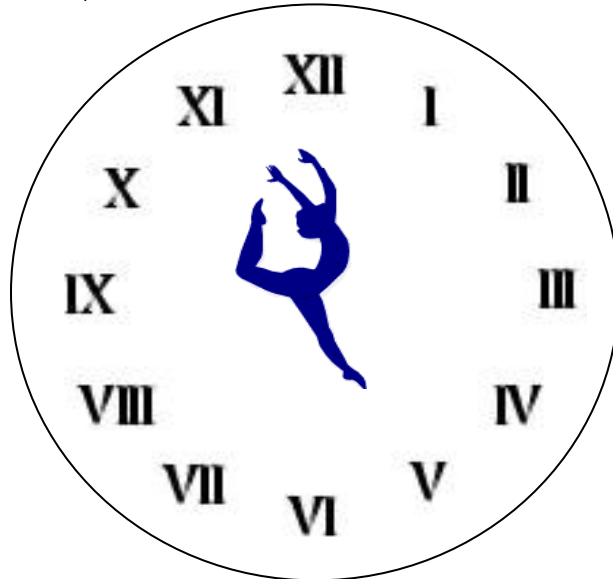


Dance



Time

Handbook

Director & Owner: KiTonya McCoy

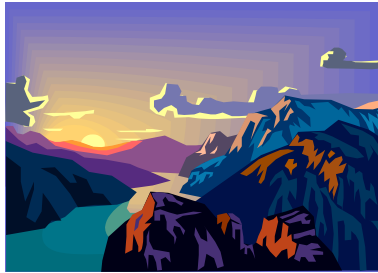


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Our Mission

To provide young girls with exposure in the areas of moral self-development, integrity, positive self-awareness, and discipline through dance instruction and competition.



Our Purpose

- ✦ Dance Time opens avenues for modeling, public speaking, scholarships, leadership, and social skills that will help with future development.
- ✦ Dance Time embraces individuals with several different talents.
- ✦ Dance Time provides knowledge and skill development in the area of fine arts.
- ✦ Dance Time serves as a valuable resource to the community.

Rules and Expectations

1. No running or horseplay of any kind.
2. All participants are expected to give 100% during class.
3. If you have questions during any part of the instructional period, please ask the instructor. Excessive talking is a distraction to others.
4. Restroom breaks should be taken care of prior to the start of class.
5. Dancers are encouraged to begin stretching while waiting on class to begin.
6. Parents should pick their child up promptly at the end of class. In the event that a parent is frequently late picking up their child after class, the student may be dismissed from the program. Dismissal is left to the discretion of the director.
7. Dancers are encouraged to arrive ten minutes prior to the start of class.
8. All tuition and fees should be paid on time.
9. Students should attend all rehearsals, workshops, and camps in the assigned uniform attire. In some cases, students may not be permitted to participate in a class or workshop when the appropriate attire is not worn. Participation will be left to the discretion of the director.
Students who are out of uniform will receive a demerit. Demerits are used to determine eligibility for competitions or are used to determine the winner of tie at an inclusive Dance Time competition.
10. Food and snacks should be consumed during breaks only.
11. No cell phones or electronics of any kind are permitted during camps, workshops, or rehearsals.

12. Parents are permitted to attend rehearsals, camps, and workshops however, they must remain in the viewing area and refrain from disruptions.
13. Students will be chosen to perform based on readiness. Student readiness will be determined by the director and or choreographer.
14. Hair should be worn pulled back for all rehearsals.
15. Each student is issued a Dance Time handbook during registration. In the event that this handbook is lost, a replacement will be issued at a cost of \$10.
16. Students should get their teacher response logs completed at end of each class session. It is important for students and parents to keep track of their growth.
17. A minimum of 10 students per one hour class period is required to maintain the weekly class past the first three weeks of instruction. One teacher per every 15 students will be assigned to each class. Classes with more than 15 students will be assigned an additional assistant teacher. In the rare event that any class is canceled because of an inadequate number of students, those students enrolled in the class will be directed to another class location staffed by Dance Time in a nearby area.
18. Students desiring to audition for level advancement are required to attend at least one technique workshop prior to their audition.
19. All advanced students are required to attend Summer Dance Camp.
20. As a part of Dance Time's effort to provide an ideal learning environment, our staff will if necessary issue demerits to those students who disregard rules and procedures. Once a student has received five demerits, they are no longer eligible for Dance Time activities.

What is dance?

Dance is series of motions and steps, usually performed to music. It's also described as one's ability to move rhythmically usually to music, using prescribed or improvised steps and gestures

Dance is a social and ceremonial tradition that expanded from such countries as Italy, Europe, Rome, Egypt, and Greece. The most frequently used root for the word 'dance' in the Old Testament is *hul*, which refers to the whirl of the dance and implies highly active movement. Of the 44 words in the Hebrew language for dancing, only in one is there a possible reference to secular movement as distinct from religious dancing (Clarke and Crisp 1981:35).

Dance is made up of a variety of styles such as Jazz, Modern, Ballet, Hip-Hop, Ballroom, African, Liturgical, and Tap.

Jazz- Jazz dance originated from the African American Vernacular of the late 1800s to the mid-1900s. Until the middle of 1950s, the term "jazz dance" was often referred to tap dance, because tap dancing (set to jazz music) was the main performance dance of the era. After the 1950s, pioneers such as Kathern Dunham took the essence of Caribbean traditional dance and made it into a performing art. With the growing domination of other forms of entertainment music, jazz dance evolved on Broadway into a new, smooth style taught today and known as Modern Jazz, while tap dance continued to evolve on its own.

Hip-Hop- A dance style originating from the urban streets of Los Angeles and New York. Hip Hop has captured the attention of those audiences wanting funky rhythm and pulsating moves. The Hip hop dance style has transformed the music video market and party scene. Its overall appeal makes it luring to its audiences time and time again.

Lyrical- Lyrical dance is a dance style that combines elements of ballet, modern, Jazz, and Tap dance techniques. It is commonly set to popular music with vocals or just instrumental bars.

Class Semesters

- Session #1- Aug-Nov
- Session #2 Dec-Mar
- Session #3 Apr-June
Closed during July

Payment Methods

Payments should be made in cash, money order or electronic transfer via PayPal. Personal checks will **not** be accepted.

Fundraising

Each student is asked to raise a minimum of \$75 in ads or donations for the program book that is issued each May at the Dance Time Scholarship Extravaganza. All donations are tax deductible. All donations contribute to our scholarship fund and student activity fund.

Where does the money go?

Fees paid at classes, workshops or camps are redirected back our program in the following ways:

1. The host facility or sponsoring organization which may be a school, YMCA, recreation department, gym church, or dance studio.
2. Salaries for instructors.
3. Printed materials such as weekly bulletins, newsletters, brochures, lesson plans, and websites.
4. Expense paid travel for awarded student titles.
5. College scholarships presented at major competitions.
6. Parade supplies such as floats, banners, and balloons.

Dance Attire

Tights

- Tights should be pulled to the hip and free from rips and wrinkles.



Shoes

- Dance sneakers are required for all classes. You **MAY NOT** wear street shoes to class. However, you may dance barefoot or wear foot undies for **lyrical classes only**.
- Your shoes should be sized appropriately as most dance shoes conform to your foot.
- Plain black socks must be worn with dance sneakers.



Monogrammed Shirts

- Dance Time shirts should be worn as it is sold. Shirts should not be cut, bedazzled, or altered in any form. White shirts are for weekly classes. Blue shirts are for parades, camps, or weekend workshops.



Monogrammed Jazz Pants and shorts

- Jazz pants should have an elastic material that allows you to move freely while dancing. Pants should be sized accordingly based on the student's body type. Jazz pants will be worn for parades and performances. Shorts will be worn for classes, camps, and workshops.




Level Placement and Advancement

Students are required to audition to advance to the next level. Auditions are held once every semester. The decision for advancement is ruled by the judges scoring on the score sheet. A student must receive a score of 85% or higher to advance. Scores can only be overruled by the Dance Time director and must be explained in writing and placed in the student's file. Student may audition as many times as needed to advance to the next level.


- **Beginner**- New to the Dance Time program. Performs at parades only. Is allowed to compete in internal competitions only.
- **Intermediate**- Meets 95% of the qualifications on the intermediate checklist. Performs at parades only but is allowed to compete in internal and external competitions.
- **Advanced**- Meets 85% of the qualifications on the advanced checklist. Learns all stylized genres of dance during camps, workshops, and weekly classes. Competes in all local and national competitions. Performs in all public performances.

Level placement checklist available in the appendix.

Competitions

-  Internal Competitions- These competitions are open to all students. All participants will receive a participation award. Winners in each category will be awarded and overall winners will receive scholarships. Students will compete against other members of Dance Time. Dance competitions are judged in the areas of jazz, hip-hop, and lyrical. Additional dance competitions are as follows:
- Duet- Two students perform self created choreography to a dance style of their choice.
 - Trio- Three students perform self created choreography to a dance style of their choice.
 - Freestyle- An individual student performs self created choreography to a dance style of their choice.
 - Cheer Dance- An individual student performs self created choreography to a cheerleader type dance style with pomp poms.

All routines should be no longer than two minutes in length.


-  Modeling Competitions will be judged based upon the selected format. Modeling genres include formal, fashion unleashed, and Eminent Style.
- Formal- Pageant like modeling in cocktail, T-length, or ball gown dresses at a slow tempo.

- *Fashion Unleashed*- runway modeling
- *Eminent Style*- special themed category where contestants “wow” the judges with how creative they can be with modeling. Each contestant can incorporate props or dance to model an outfit. Ex: sportswear, career wear, or hobbies, etc. Students will be responsible for covering their entry fees.
- *Pageant Competitions*- Pageant competitions include a personal introduction at the microphone, an interview on or off stage, and the basic modeling routine. Onstage and personal interviews are also incorporated into pageant like competitions. Pageant competitions include a personal introduction at the microphone, an interview on or off stage, and the basic modeling routine. Personal interviews are *five minutes* in length for 4-11 year olds and *ten minutes* for 12-18 year olds. Onstage interviews consist of the student answering one randomly chosen question. The microphone introduction includes the students’ name, age, hometown and something unique about themselves that they want the judges to know.

Example:

“Hello my name is Betty Sue, I’m 6 years old and I’m from Decatur, GA. I enjoy playing school with my teddy bears.”

Students may wear costumes of their choice for such competitions as long as they coincide with the theme of the competition.

 *Public Speaking*- Students deliver a two minute speech about a social or global topic.

Internal Competition Dates and Descriptions-

Competitive Age Groups 4-6, 7-8, 9-10, 11-12, 13-14, 15-18

October- (Pumpkin Fest Scholarship Competition) Eminent Style Modeling and Freestyle dance. There will be one overall winner per age group.

November- (Fall Harvest Competition)- Jazz, Hip-Hop, and Lyrical dance. Individual winners will be chosen per category. Trophies will be awarded.


December- (Winter Wonderland Scholarship Pageant) Formal modeling and interview.

February- (Sweetheart Scholarship Pageant) Formal Modeling, writing, service speech, and on stage interview.

March- (Green Irish Competition) Trios, Duets, Cheer Dance, Fashion Unleashed. One winner will be chosen in each category. Primary, Junior, or Senior winners.

May- (May Fest Scholarship Extravaganza) jazz, lyrical, hip-hop, formal modeling, interview, public speaking. Winners will be selected for the Royal Court. There are three advancement levels: Beginner, Intermediate, and Advanced. Advanced students

qualify to compete for placement on the Royal Court. Winners of the Royal Court will receive scholarship awards. Beginner and Intermediate competitors will receive a trophy, sash, and tiara. Trophies will be awarded to the top three winners of each competitive category. The person with the highest combined score from each category will be crowned the overall winner/royal court member. (Additional Royal Court details are listed below.)

 *External Competitions*- Advanced students compete in local or national competitions against students from other dance companies. The student activity fund will cover the entry fees for the group portion of the competition. Individuals who choose to compete in individual competitions are responsible for their own entry fees. Costumes for group competitions will be provided by the student activity fund. Individuals that compete at this level are responsible for their own costumes.

Dance Lingo

ARABESQUE (ah-rah-besk) - In Arabesque Penchee the dancer leans down to the ground to form a line inclining downwards from the raised back foot to the outstretched hand or hands. This line may also be produced when the dancer's arms are extended behind her. To perform arabesque penchee the dancer usually stands on a straight leg in arabesque and then lean forward and back again in a slow see-saw movement, keeping the body and raised leg in fixed alignment.



ASSEMBLE (ah-sahm-blai') - A firm step starting with and ending on both feet. 1. The dancer throws one leg up and springs off the other: while ascending the raised leg continues to rise. On landing, both feet close down together.

ATTITUDE - a pose in which one leg is raised in back or in front with knee bent, usually with one arm raised.



BALANCE' (bah-lahn-say') - To swing; to rock.. A swinging 3-step movement that is usually done either on the musical meter of 3/8 or 6/8.

BALLET - classical theatrical dancing based on the danse d'ecole, the rules and vocabulary that were codified around 1700 in France.

BATTEMENT (baht-mahn') - Movement of the leg. Kick.



BARRE - the wooden bar that runs around the wall of the ballet studio at waist height, and which the dancer holds onto during the first part of class - usually referred to as the barre. It helps the dancer find or adjust his/her balance.



CAMBRE - In ballet, a bend from the waist to the side or to the back.



CANDLE STICKS- This is a cheer motion where you extend your arms out in front of you with your fists facing each other as if you were holding a lit candle in each hand.



CHAINE TURN (shin-ay) –A continuous turn in a straight line.

CHASSE' (shah-say') - To glide; a smooth gliding movement that can be either front, side, or back. Example: with one leg in the front and extended forward of the other leg, step forward on the extended leg, pull both legs together traveling forward in the air, then, land on the back leg with the front leg extended.

CHOREOGRAPHER- The choreographer is the composer of the dancing in the ballet. He or she is responsible for producing the ballet for the stage and integrating the dancing, music, decor, story, costumes and lighting.

CONTRACTION - A basic movement in the technique of Martha Graham, based on breath inhalation and exhalation.

COUPE (koo-pay')- To cut; a movement that calls for the foot to be sharply pulled off the floor and placed either in front or back of the ankle.

DEMI-PLIE' (deh-mee'-plee-ay') - Small bend; a movement fundamental to ballet that calls for the knee, or knees, to bend in alignment over the toes without causing the heel, or heels, of the foot to lift off the floor.



DEVELOPPE - An unfolding of the leg in the air.

GRAND (grahn) - Large

GRAND JETE' (grahn zjuh-tay') - Large throw; to fling; a large jump that is done from one foot to the other; it can be done either fermé (closed) or ouverte (open); there are many forms of grand jeté such as: grand jeté attitude croisé en arrière (large jump on the diagonal with one leg extended forward and the other leg extended to the back, slightly bent at the knees).



GRAND PLIE' (grahn plee-yay') - A large bend; a movement that requires both knees to fully bend at the same time, and the body is lowered very close to the floor.



HIGH V- to form the letter V with the arms over the head.



HINGE- to bend the knees and lower the body into a slanted position.



JETE' (zjeh-tay') - To jump.



LAYOUT- To lay back in a flat position with your balance on one foot while extending the other.



LOW V- To form the letter V with the arms towards the ground.



PASSE' - When the working leg passes the supporting leg, sliding to the knee.

PIROUETTE (peer-whet')- Whirling; a generalized term used to describe a turn; in the Russian method they usually refer to turns as tours.

PIQUE TURN – A turn on one foot while the other leg is in passe with your toe touching the opposite knee.

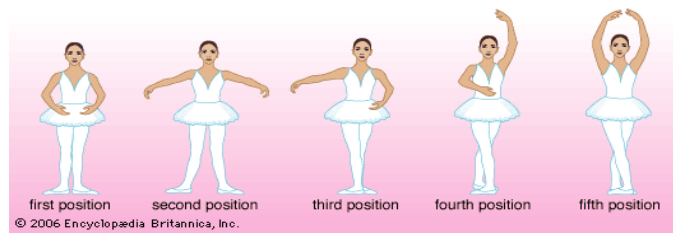
PENCHE - In ballet, leaning forward.



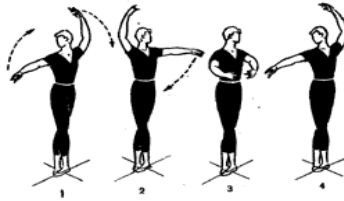
POM POM- A hand held ball of plastic strips connected by a handle.



POSITIONS (ballet) - There are five basic positions for the feet in which all steps in classic ballet begin and end, with corresponding positions of the arms. It is assumed that in all these positions the legs are turned out from the pelvis. First position: heels touching, feet in a straight line; second position: feet apart in a straight line; third position: one foot in front of the other, the heel against the instep; fourth position: feet apart, one in front of the other, either opposite first, or opposite fifth; fifth position: one foot in front of the other, the heel against the joint of the big toe. (Ballroom dancers describe feet positions same way).



PORT DE BRAS (pohr duh brah) - Carriage of the arms; a term used to describe a movement of the upper torso and arms; in the Russian method there are six port de bras.



RELEVÉ (rehl-leh-vay') - To rise; a term used to describe a rise from the whole foot to demi-pointe.



SOLOIST- Soloists are dancers, male or female, who perform solos and small group dances in the repertoire. Many dancers are groomed for principal roles while they are soloists, gaining both technical strength and artistic maturity.

TENDUE (tahn -dew') – Point the toe.



TOUCHDOWN- Cheerleading motion where both arms are held directly overhead, tight against the head/ears. Hands have palms facing each other, pinky side out.



TURN OUT- The basic principle of classic ballet technique. The dancer trains to achieve a 90 degree turn out of the leg from the hip without any strain. This gives maximum mobility.



Parades and Performances

Parade Line Up

Banners-Senior Advanced Dancers-Float (Royal Court)-Junior Advanced Dancers-Car (princess) - Primary Advanced Dancers- Advertising Banner-Intermediate Dancers- Beginner Dancers

Students will participate in local city and national parades such as Christmas and Independence Day parades

Performances

Students on the advanced level will also have the opportunity to perform at professional basketball and football games for the Atlanta teams. The advanced level students will also participate in a minimum of two community service performances a year. Such performances may be for companies and locations such as Hosea Feed the Hungry, Children's Hospitals, Retirement Homes, and Homeless Shelters.

Tips for A Successful Performance

- ♪ If you are doing graceful flowing movements it is helpful if you relax as much as possible, especially in the hands. It will get easier as you gain more experience and confidence.
- ♪ It is important for the group to interact properly, the relationship between dancers is visible and why unity is important. Maintain eye contact where appropriate, and correct facial expressions. There is much more power in a group working together than individuals doing completely separate movements.
- ♪ Stage presence begins with the initial step you make in front of the audience. Be mindful that your entrance is the first impression that people get of you. Enter with dignity and grace.
- ♪ Our facial expressions are an important element of the dance, what's inside shows on the outside! What we are portraying through our dance needs to be engaging our soul, or else the dance is just empty movements devoid of meaning.
- ♪ Avoid eating heavy or fried foods before a performance. (hamburgers, fried chicken, fries, etc). Instead eat foods that provide natural energy, endurance, and muscle building. (bananas, grapes, water, juice, yogurt, etc)
- ♪ Spend at least 20 minutes stretching to avoid injury.

Parental Involvement

- ✍ Security Dads- Fathers chaperone along side the girls during parades, rehearsals, and performances. They monitor the girls and help to prevent estranged individuals from bringing harm to students.
- ✍ Parent Volunteer Banquet- Banquet to be sponsored by the Student Activity Fund to recognize those parents who have done extensive volunteer work on behalf of Dance Time.
- ✍ Rockstars- Proud parent dance team that performs at internal dance competitions. Participation is voluntary. No experience or audition is required.
- ✍ Star Agents- Parent volunteers responsible for uniform inspections before every performance. They also serve as chaperones.

References

<http://www.maranathalife.com/teaching/jew-danc.htm>

<http://choreography.homestead.com/expressive1.html>

(1996) Dancing into the Anointing by Amiee Verduzco Kovacs

Contact Information

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Appendix

Beginners (Crystals)

All students entering the Dance Time program start at the beginner level. At the conclusion of their first semester of classes, they may test for level advancement.

Intermediate Placement Checklist (Sapphire)

Before advancing to the next level (intermediate group), the student must be able to do all of the following:

- Perform a single pirouette.
- Demonstrate ballet positions 1-5 as well as port de bras.
- Differentiate the difference between the feet being turned in and turned out.
- Complete a 90 degree battement.
- Tendue
- Arabesque
- Demonstrate chasse' and pot e boure'
- Left and Right Splits
- Hinge Kick
- Cartwheels on the left and right
- Jazz walks

Advanced Placement Checklist (Black Diamonds)

Before advancing to the next level (advanced group), the student must be able to perform all of the intermediate placement tasks as well as the following:

- Perform double pirouettes.
- Layouts
- Fan Kick – left and right
- Grand Jete' - left and right
- Tilts left and right
- Battement at all angles
- Chaines turns
- Pique turns

Appendix

Date _____ Your child has been issued a demerit for the following reason.

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