



CHICAGO NATIONAL ASSOCIATION OF DANCE MASTERS

Student Honors Program

General Information

The Student Honors Program provides a method that members of the Chicago National Association of Dance Masters can utilize to recognize the accomplishments of their students. The Program is open only to students of CNADM members. It establishes a set criteria of knowledge and ability for five different color levels in the three subjects of ballet, tap and jazz. When students demonstrate their knowledge in a specific subject through written, oral and demonstrative testing, they will receive a pin and become eligible to test at the next level. Teachers can use this Program to establish benchmarks for teaching students, as well as provide an in-studio program to honor their students' growth in dance.

To qualify for this program, each student must:

- study with a CNADM member in good standing.
- be in attendance for the entire student session at the Summer Workshops.
- register to test in the color level for which he/she is registered, or lower level.
Note: Purple Group does not test.
- complete registration application and mail with non-refundable \$20 fee per color level.
(Good for 1-3 subjects in one color level).

Student may test in one to three subjects—ballet, tap, jazz. Tests will include oral, written and demonstrative sections. The 50% of the qualifying score will be based on the written test and students must get 15 out of 20 answers correct to pass that test. The oral and demonstrative section will be pass/fail.

Students who receive a qualifying score will receive a pin for each level in each subject. Teachers will receive a certificate listing all qualifying students, their subjects and levels to post in their studios., and will also be recognized in CNADM written publications.

All CNADM members have been provided a complete set of Student Honors benchmarking criteria. If you cannot locate yours, please contact the office at 815-397-6052 or dance@cnadm.com.

An application form for this Program can be found on page 7.

Red Level (Ages 10-11) CNADM Study Guides for BALLET | JAZZ | TAP

BALLET

Recommended references: *Technical Manual and Dictionary of Ballet* by Gail Grant and *Classical Ballet Teaching Manual* by Terrell Paulk.

Students should be able to demonstrate their understanding of the material through oral, written (definitions, etc.) and demonstrative adjudications.

Objectives for this level include correct placement, understanding and performance of the following:

Positions of the feet

Positions of the arms (French)

Port de bras

Plié

Tendu

Dégagé

Rond de jambe a terre

En dehors

En dedans

Relevé

Détourné

Développé

Retiré/passé

Grand Bâtement

Arabesque

Balancé

Changement

Sauté

Échappé sauté

Glissade

Pas de basque

Pas de bourrée

Soutenu

Révérance

Chassé

Pas de chat

Chainé

Polka step

Body positions à la seconde, à la quatrième devant and à la quatrième derrière

In what language are ballet terms?

JAZZ

Recommended reference: *Chicago National Association of Dance Masters, Inc. Jazz Dance Syllabus* by Tom Ralabate.

Students should be able to demonstrate their understanding of the material through oral, written (definitions, etc.) and demonstrative adjudications.

Objectives for this level include correct placement, understanding and performance of the following:

Kimbo

Chassé

Three step turn

Lindy

Sugar foot

Shorty George

Grapevine

Jazz square (going nowhere)

Step hop

Step cross turn

Push turn (pivot turn)

Scissors

Spotting

Dig

Tap

Touch

Kick ball change

Charleston

Jazz split

Truckin'

Flat back

Flick kick

What is Parallel 1st, 2nd and 4th?

Battement

Jazz pas de bourrée

TAP

Recommended reference: *TAPWORKS* by Beverly Fletcher.

Students should be able to demonstrate their understanding of the material through oral, written (definitions, etc.) and demonstrative adjudications.

Objectives for this level include correct placement, understanding and performance of the following:

Toe drop

Toe tap

Toe tip

Toe dig

Heel drop

Heel dig

Step

Stamp

Stomp

Brush forward

Brush backward/spank

Shuffle

Flap

Ball change

Shuffle ball change

Flap ball change

Hop

Leap

Jump

Buffalo (single)

Maxie Ford

Charleston

Irish

Sugars

Grapevine

Blue Level (Ages 12-13) CNADM Study Guides for BALLET | JAZZ | TAP

BALLET

Recommended references: *Technical Manual and Dictionary of Ballet* by Gail Grant and *Classical Ballet Teaching Manual* by Terrell Paulk.

Students should be able to demonstrate their understanding of the material through oral, written (definitions, etc.) and demonstrative adjudications.

Objectives for this level include correct placement, understanding and performance of the following:

All material of Red Level
Grand and Demi Plié
Penché
Cambré
Cou-de-pied
Fondu
Arabesque (1-5 Cecchetti)
Échappé
Pas de bourrée (dessous, dessus)
Glissade (devant, derrière)
Pas de bourrée en tournant
Piqué
Royale
Sous-sus
Tombé
Jeté
Temps levé
8 fixed points of the stage (Cecchetti method)
Assemblé
Adage/Adagio
Allegro
Cecchetti body positions: croisé devant, croisé derrière and effacé
Different styles or "schools" of ballet (French, Vaganova–Russian and Cecchetti)

JAZZ

Recommended reference: *Chicago National Association of Dance Masters, Inc. Jazz Dance Syllabus* by Tom Ralabate.

Students should be able to demonstrate their understanding of the material through oral, written (definitions, etc.) and demonstrative adjudications.

Objectives for this level include correct placement, understanding and performance of the following:

All material of Red Level
Head isolations
Shoulder isolations
Hip isolations
Progressive step ball change
Flea hop
Camel walk
Pony step
Triplet
Hitchkick
Fan kick
Hinge
Contraction and release

TAP

Recommended reference: *TAPWORKS* by Beverly Fletcher.

Students should be able to demonstrate their understanding of the material through oral, written (definitions, etc.) and demonstrative adjudications.

Objectives for this level include correct placement, understanding and performance of the following:

All materials of Red Level
Irish (forward, back)
Maxie Ford turn
Buffalo (single)
Waltz clog (single)
Suzy-Q
Chug
Trench
Heelstands
Shuffles in all directions
Flaps in all directions
Slap
Double heel drops
Paradiddle (single)
Lindy

White Level (Ages 13-14) CNADM Study Guides for BALLET | JAZZ | TAP

BALLET

Recommended references: *Technical Manual and Dictionary of Ballet* by Gail Grant and *Classical Ballet Teaching Manual* by Terrell Paulk.

Students should be able to demonstrate their understanding of the material through oral, written (definitions, etc.) and demonstrative adjudications.

Objectives for this level include correct placement, understanding and performance of the following:

All material of Red and Blue Levels

Positions of the arms in French, Russian and Cecchetti methods

5 positions of the head

8 Cecchetti body positions

7 movements of dance

Rond de jambe en demi en l'air (45 degrees)

Enveloppé

Frappé

Pas de valse

Glissade (dessous, dessus)

Sissone

Coupé

Piqué turns en dedans and en dehors and entournant

Pas de bourrée devant, derrière

Pirouette en dedans and en dehors

Attitude

Understand the differences between entrechat, changement and entrechat quatre

Promenade

Soubresaut

Battu

Who is Enrico Cecchetti?

JAZZ

Recommended reference: *Chicago National Association of Dance Masters, Inc. Jazz Dance Syllabus* by Tom Ralabate.

Students should be able to demonstrate their understanding of the material through oral, written (definitions, etc.) and demonstrative adjudications.

Objectives for this level include correct placement, understanding and performance of the following:

All material of Red and Blue Levels

Chainé turns

Low level walks

High level walks

Long jazz arm

Long jazz arm inverted

Long jazz hand

Jazz port de bras

Lunge

Inward Pirouette

Outward Pirouette

Grand jété leap in 2nd Position

TAP

Recommended reference: *TAPWORKS* by Beverly Fletcher.

Students should be able to demonstrate their understanding of the material through oral, written (definitions, etc.) and demonstrative adjudications.

Objectives for this level include correct placement, understanding and performance of the following:

All materials of Red and Blue Levels

Alternate shuffles

Back flaps/spank steps

Riffs (2 ct, 3 ct, 4 ct)

Drawback (single)

Shim sham

Trucking

Boogie Woogie

Buck time step (Stomp)—single, double, triple

Cramprol - Military (4 ct), brush (5 ct)

Fall off the log

Waltz Clog (double & triple)

Paradiddles (double & triple)

Double Lindy

Green Level (Ages 14-15) CNADM Study Guides for BALLET | JAZZ | TAP

BALLET

Recommended references: *Technical Manual and Dictionary of Ballet* by Gail Grant and *Classical Ballet Teaching Manual* by Terrell Paulk.

Students should be able to demonstrate their understanding of the material through oral, written (definitions, etc.) and demonstrative adjudications.

Objectives for this level include correct placement, understanding and performance of the following:

All material of Red, Blue and White Levels

Balançoire

Ballonné

Entrechat (understand entrechat, trois, quatre, cinq)

Contretemps (full, demi)

Emboité

Failli

Fouetté

Glissade (en avant, en arrière)

Positions of the body (Russian and French)

Saut de basque

Soubresaut

Temps lié

Grand jeté

Ouvert

Fermé

Who is Agrippina Vaganova?

JAZZ

Recommended reference: *Chicago National Association of Dance Masters, Inc. Jazz Dance Syllabus* by Tom Ralabate.

Students should be able to demonstrate their understanding of the material through oral, written (definitions, etc.) and demonstrative adjudications.

Objectives for this level include correct placement, understanding and performance of the following:

All material of Red, Blue and White Levels

Axel turn

Body wave

Barrel turn

Body roll

Layout

Cambré

Saut de chat

Chainé turns (levels high, low)

Bâtements with relevé

Swastika position or "Z" position

Static stretch

Ballistic stretch

Pas de bourrée en tournant

Knee spin

Pique turn inside and outside

TAP

Recommended reference: *TAPWORKS* by Beverly Fletcher.

Students should be able to demonstrate their understanding of the material through oral, written (definitions, etc.) and demonstrative adjudications.

Objectives for this level include correct placement, understanding and performance of the following:

All material of Red, Blue and White Levels

Soft shoe:

Front essence

Back essence

Paddle turns

Bells

Pickups (single & double)

Bombershays

Rhythm

Tempo

Double shuffles

Over the Top

Standard time steps (Shuffle) – single, double, triple

Yellow Level (Ages 15-16) CNADM Study Guides for BALLET | JAZZ | TAP

BALLET

Recommended references: *Technical Manual and Dictionary of Ballet* by Gail Grant and *Classical Ballet Teaching Manual* by Terrell Paulk.

Students should be able to demonstrate their understanding of the material through oral, written (definitions, etc.) and demonstrative adjudications.

Objectives for this level include correct placement, understanding and performance of the following:

All material of Red, Blue, White, and Green Levels

Ballotté
Brisé
Emboîté
Fouetté round de jambe en tournant
Grand jeté en tournant (Tour jeté)
Pas de cheval
Tour en l'air
Temps de cuisse
Temps de fleche
Pas de ciseaux
Saut de chat
Grand ronde jambe en l'air (90 degrees)
Attitude turns
Renversé

JAZZ

Recommended reference: *Chicago National Association of Dance Masters, Inc. Jazz Dance Syllabus* by Tom Ralabate.

Students should be able to demonstrate their understanding of the material through oral, written (definitions, etc.) and demonstrative adjudications.

Objectives for this level include correct placement, understanding and performance of the following:

All material of Red, Blue, White, Green Levels

Double pirouette inside and outside
Pike (jackknife jump)
Straddle jété
Scissors switch leap
Chainé leaps
Pitch
Renversé
Compass turn
Stag leap
Calypso leap
Tuck jump

TAP

Recommended reference: *TAPWORKS* by Beverly Fletcher.

Students should be able to demonstrate their understanding of the material through oral, written (definitions, etc.) and demonstrative adjudications.

Objectives for this level include correct placement, understanding and performance of the following:

All material of Red, Blue, White, Green Levels

Scuffles
Riffles
Double pickup
Grab-offs/swapping pickups
Running pickups
Wing (single, double, switching)
Drawbacks (double, triple)
Cincinnati/Back to the woods
Cramrolls (forward, side, alternating, turning)
Traveling time step—single, double, triple
Heel clicks
Toe clicks
Over the top
Timing
Off beat
Up beat
Down beat
Time signature
Accent
Syncopation

CNADM Student Honors Program Registration Form

To qualify for this program, each student must:

- study with a CNADM member in good standing.
- be in attendance for the entire student session at the Summer Workshops.
- register to test in the color level for which he/she is registered, or lower level. *Note: Purple Group does not test.*
- complete registration application and mail with non-refundable \$20 fee per color level. (Good for 1-3 subjects in one color level).
- the cost to retake a test previously failed is \$10.
- the cost to replace a lost pin is \$10.

Tests will include oral, written and demonstrative sections. Students must pass both sections to receive a qualifying score for the level tested.

CNADM Member Name _____

Studio Name _____

Address _____

City _____ State _____ Zip _____

Telephone _____ Email _____

Please insert the **first letter of the color group** in which your student plans to test in the form below (e.g., B for Blue). Also include the color group in which your student will be registered at the workshops. The five groups are:

Yellow – ages 16+
Blue – ages 12-13

Green – ages 14-16
Red – ages 11-12

White – ages 13-14
Purple & Orange Groups do not test

Student Name	Registered Color Group	BALLET	TAP	JAZZ	Amount Due
Total					

Send completed form and check made out to CNADM to:
CNADM, 220 East State Street, Ste. G, Rockford, IL 61104
Phone: (815) 397-6052 • Fax: (815) 397-6799 • E-mail: dance@cnadm.com

Photocopy this form, if needed!



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**220 East State St., Suite G • Rockford, IL 61104
815-397-6052 • email: dance@cnadm.com • www.cnadm.com**