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.
### BALLETT

**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
- Développé
- Développé
- Retiré/pasé
- Grand Bâttement
- Arabesque
- Balancé
- Changement
- Sauté
- Échappé sauté
- Glissade
- Pas de basque
- Pas de bourrée
- Soutenu
- Révérence
- Chassé
- Pas de chat
- Chainé
- Polka step

**In what language are ballet terms?**

<table>
<thead>
<tr>
<th>Ballet Terms</th>
<th>French Terms</th>
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<tbody>
<tr>
<td>Kimbo</td>
<td>Chassé</td>
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<tr>
<td>Three step turn</td>
<td>Lindy</td>
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<tr>
<td>Sugar foot</td>
<td>Shorty George</td>
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<tr>
<td>Grapevine</td>
<td>Jazz square (going nowhere)</td>
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<tr>
<td>Step hop</td>
<td>Step cross turn</td>
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<tr>
<td>Push turn (pivot turn)</td>
<td>Scissors</td>
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<tr>
<td>Spotting</td>
<td>Dig</td>
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<tr>
<td>Tap</td>
<td>Touch</td>
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<tr>
<td>Kick ball change</td>
<td>Charleston</td>
</tr>
<tr>
<td>Jazz split</td>
<td>Truckin’</td>
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<tr>
<td>Flat back</td>
<td>Flick kick</td>
</tr>
<tr>
<td>What is Parallel 1st, 2nd and 4th?</td>
<td>Battement</td>
</tr>
<tr>
<td>Jazz pas de bourrée</td>
<td></td>
</tr>
</tbody>
</table>

### 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:

- 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

### 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
Ballet


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, Vagonova–Russian and Cecchetti)

Jazz


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
BALLETBALLETTAP

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?


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

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
- Cramroll - Military (4 ct), brush (5 ct)
- Fall off the log
- Waltz Clog (double & triple)
- Paradiddles (double & triple)
- Double Lindy

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
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- Long jazz arm inverted
- Long jazz hand
- Jazz port de bras
- Lunge
- Inward Pirouette
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<th>BALLET</th>
<th>JAZZ</th>
<th>TAP</th>
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<td>All material of Red, Blue and White Levels</td>
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<tr>
<td>Balançoire</td>
<td>Axel turn</td>
<td>Soft shoe:</td>
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<tr>
<td>Ballonné</td>
<td>Body wave</td>
<td>Front essence</td>
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<tr>
<td>Entrechat (understand entrechat, trois, quatre, cinq)</td>
<td>Barrel turn</td>
<td>Back essence</td>
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<tr>
<td>Contretemps (full, demi)</td>
<td>Body roll</td>
<td>Paddle turns</td>
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<tr>
<td>Emboîté</td>
<td>Layout</td>
<td>Bells</td>
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<tr>
<td>Failli</td>
<td>Cambré</td>
<td>Pickups (single &amp; double)</td>
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<tr>
<td>Fouetté</td>
<td>Saut de chat</td>
<td>Bombershays</td>
</tr>
<tr>
<td>Glissade (en avant, en arrière)</td>
<td>Chainé turns (levels high, low)</td>
<td>Rhythm</td>
</tr>
<tr>
<td>Positions of the body (Russian and French)</td>
<td>Bâttements with relevé</td>
<td>Tempo</td>
</tr>
<tr>
<td>Saut de basque</td>
<td>Swastika position or “Z” position</td>
<td>Double shuffles</td>
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<tr>
<td>Soubresaut</td>
<td>Static stretch</td>
<td>Over the Top</td>
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<tr>
<td>Temps lié</td>
<td>Ballistic stretch</td>
<td>Standard time steps (Shuffle) – single, double, triple</td>
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<tr>
<td>Grand jeté</td>
<td>Pas de bourrée en tournant</td>
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<tr>
<td>Ouvert</td>
<td>Knee spin</td>
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<tr>
<td>Fermé</td>
<td>Pique turn inside and outside</td>
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<tr>
<td>Who is Agrippina Vaganova?</td>
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</tr>
</tbody>
</table>

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**Green Level (Ages 14-16) CNADM Study Guides for BALLET | JAZZ | TAP**
Yellow Level (Ages 16-21) CNADM Study Guides for BALLET | JAZZ | TAP

**BALLET**


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**


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 jeté
- 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
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+
- Green – ages 14-16
- White – ages 13-14
- Blue – ages 12-13
- Red – ages 11-12
- Purple & Orange Groups do not test

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Registered Color Group</th>
<th>BALLET</th>
<th>TAP</th>
<th>JAZZ</th>
<th>Amount Due</th>
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Send completed form and check made out to CNADM to:
CNADM, 220 East State Street, Ste. G, Rockford, IL 61104
Phone: (815) 397-6282 • Fax: (815) 397-6799 • E-mail: dance@cnadm.com

Photocopy this form, if needed!