About AcroArts Pre-School Program

AcroDance Preschool curriculum: The Curriculum focuses on physical literacy. This is not a program designed to teach students back handsprings and walkovers, you can expect to find skills like: Pike position, Skipping, Marching, Pre-Cartwheel, Plie, Tendu, etc.

The focus of the program included learning the acro positions, locomotive sills (jumping, hoping, etc.), balance skills, classroom behavior skills, movement concepts, cooperation and social skills.

The magic is in repletion, the reports cards, colouring pages, imaginary play, fun and games. This is the type of curriculum you could give to a brand new teacher, and have them be successful. If you are just looking for a list of 100 skills, this probably isn’t the right program for you.

This program is designed for ages 2-5 and as your child grows and develops so does the program. Once your child “graduates” from the Preschool program there is an option to start the next level of AcroArts, Primary Levels 1-7. There is where the difficulty and skills increase and the dancer will learn the progressions for side aerial, limber, and more advanced skills.

This program is all about progressions. Each dancer must complete all of the skills before they can move on to the next level and be successful. Just like in school, you would not expect a student to do well in Algebra if they haven’t learned how to divide yet.

We do understand that AcroDance is not made for everybody, but this program has proven results not only in the acro classes, but also in their technique classes; ballet, jazz, tap, and lyrical.

Typical Benchmarks by Age

Note: every child develops at their own pace. The below benchmarks are averages that are typical for the age listed

## Age 2

Social and Emotional

* Copies others, especially adults and older children
* Gets excited when with other children
* Show more and more independence
* Shows defiant behavior (doing what he/she has been told not to)
* Plays mainly beside other children, but is beginning to include other children, such as in chase games.

Language/Communication

* Points to things or pictures when they are named
* Knows names of familiar people and body parts
* Says sentences with 2 to 4 words
* Follows simple instructions
* Repeats words overheard I conversation
* Points to things in a book

Cognitive (learning, thinking, problem-solving)

* Finds things even when hidden under two or three covers
* Begins to sort shapes and colors
* Completes sentences and rhymes in familiar books
* Plays simple make-believe games
* Builds towers of 4 or more blocks
* Might use one hand more than the other
* Follows two-step instructions such as “Pick up your shoes and put them in the closest.”
* Names items in a picture book such as cat, bird, and dog

Movement/Physical Development

* Stands on tiptoe
* Kicks a ball
* Begins to run
* Climbs onto and down from furniture without help
* Throws ball overhand
* Makes copies straight lines and circles

Age 3

Social and Emotional

* Copies adults and friends
* Shows affection for friends without prompting
* Takes turns in games
* Shows concern for crying friend
* Understands the idea of “mime” and “his” or “hers”
* Shows a wide range of emotions
* Separates easily from mom and dad
* May get upset with major changes in routine
* Dresses and undresses self

Language/Communication

* Follows instructions with 2 or 3 steps
* Can name most familiar things
* Understands words like “in”, “on”, and “under”
* Says first name, age, and gender
* Names a friend
* Says words like “I”, “me”, “we”, and “you” and some plurals (dogs, cars, and cats)
* Talks well enough for strangers to understand most of the time
* Carries on a conversation using 2 to 3 sentences

Cognitive (learning, thinking, problem-solving)

* Can work toys with buttons, levers, and moving parts
* Plays make believe with dolls, animals, and people
* Does puzzle with 3 0r 4 pieces
* Understands what “two” means
* Copies a circle with pencil or crayon
* Turns books pages one at a time
* Screws and unscrews jar lids or turns door handle

Movement/Physical Development

* Climbs well
* Runs easily
* Pedals a tricycle
* Walks up and downs stairs, one foot at a time

Age 4

Social and Emotional

* Enjoys doing new things
* Plays “Mom” and ‘Dad”
* Is more and more creative with the make-believe play
* Would rather play with other children than by themselves
* Cooperates with other children
* Often can’t tell what’s real and what’s make-believe
* Talks about what she/he likes and what he/she is interested

Language/Communication

* Knows same basic rules of grammar such as using “he” and “she”
* Sigs a song or says a poem from memory such as the “itsby bitsy spider”, or the “wheels on the bus”
* Tells stories
* Can say first and last name

Cognitive (Learning, thinking, problem solving)

* Names some colors and some numbers
* Understands the idea of counting
* Starts to understand time
* Remembers parts of as tory
* Understands the idea of “same and “different”
* Draws a person with 2 or 4 body parts
* Uses scissors
* Starts to copy some capital letters
* Plays board or card games
* Tells you what he/she thinks is going to happen next in a book

Movement/Physical Development

* Pours, cuts with supervision, and mashes own food.
* Hops and stands on one foot up to 2 seconds
* Catches a bounced ball most of the time

Age 5

Social and Emotional

* Wants to please friends
* Wants to be like friends
* More likely to agree with rules
* Likes to sing, dance, and act
* Is aware of gender
* Can tell what’s real and what’s make-believe
* Shows more independence
* Is sometimes demanding and sometimes very cooperative

Language and Communication

* Speaks very clearly
* Tells a simple story using full sentences
* Uses future tense for example, ‘Grandma will be here”
* Says name and address

Cognitive (learning, thinking, and problem-solving)

* Counts 10 or more things
* Can draw a person with at least 6 body parts
* Can print some letters or numbers
* Copies a triangle and other geometric shapes
* Knows about things used every day, like money and food

Movement/Physical development

* Stands on one foot for 10 seconds or longer
* Hops; may be able to skip
* Can do a somersault
* Uses a fork and spoon and sometimes a table knife
* Can use the toilet on their own
* Swings and climbs