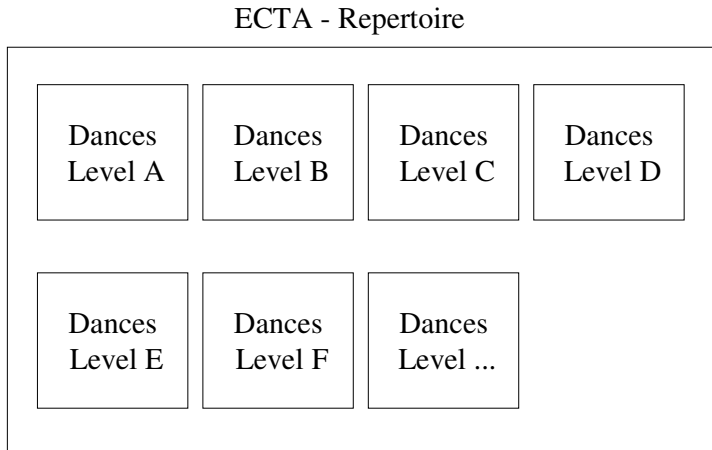


Teaching Order ECTA Level B-F...

Starting point for considerations upon the next education levels under ECTA should be the connection to the repertoire. It must be clear to everybody that a considerable change in the current repertoire is also necessary to reach this goal. Ideally at the end each dance of the repertoire should/could be linked to one educational level. It should be pointed out here again, that these are ECTA educational levels. We don't try to disestablish the RAL phase rating system.



For this connection to the repertoire we should also reflect, which pieces of music of the repertoire are currently still available. It makes little sense to bind such a far reaching educational reformation to choreographies whose music is not available for future cuer generations. Our young talents will grow up with downloads and streaming of music. For future times it will be advantageous if the whole music of the repertoire would be legally available by electronical means.

The enclosed excell-sheet surely contains choreographies whose music is not available any more. However, the base is the current repertoire. Even for this reason the attached proposal is indeed far reaching but also far away from being mature and complete. It is an attempt to fill the more theoretical approach of the concept with life and to give a practical orientation.

We could get into long discussions about which figure is best for which level. Sure there are also different ways that lead to the same result. But even when we built upon figure teaching in the beginning of the education we will be judged in the end by how many choreographies our students are able to dance at a certain special event. The teaching order of figures has to be practical and we need to make sure that corresponding choreography is available. So in case you are in favour of a certain teaching order please consider which choreographies are available to practice these figures at this certain stage of education, and if the music is permanently available, etc. Please also consider that successive choreographies should contain appr. 3 new figures.

To the structure of the next levels:

- At level A the students got to know 4 rhythms and learnt to dance to cues. The next level will have to deal with the deepening of the knowledge in figure material for the known rhythms and to introduce a further rhythm.
- Proposal: Each „old“ rhythm is strengthened thru appr. 10 new figures in level B. The new rhythm is introduced with appr. 20 figures. The overall number of new figures for level B is appr. 60.
- Proposal: Jive is introduced in Level B.
- As the number of rhythms increases, the number of new figures per rhythm in the next Levels must decrease! A number of appr. 60 new figures for each level feels to be a good approach.
- FT could be introduced in level B as well with its WZ-like figures. With its specific figures it really belongs to level C. The proposal is built up in a way that both is possible, starting FT in B or C. Advantageous would be to introduce FT in level C when enough figure material from WZ is known (figures with no closing at the end) to really start with a FT-specific choreography. If you question the choice of WZ figures in level B: among other reasons they are chosen to enable the introduction of FT in level C in that respect.
- MB can easily be picked up at level C. Corresponding choreography and music is available.
- Level D: TG is a great rhythm for beginners. Even the needed choreographic base for TG in an early stage of education is written (www.mixed-up.com search for *Tango III*). Sadly most choreographies are written to music that is no longer available. We need to encourage more choreography in this field. (If somebody likes to jump on Phase III-IV choreography in TG: Especially well qualified are Tangos on CDs by *Prandi Sound* and *Dancelife*. They have pieces in the area 1:30-1:50 min. This length is ideal for beginners choreography. Attention: Some of the pieces are very melodic, with little basic beat = inappropriate.)
- Level E: A lot of time has been put into TS since Level A. Now it is time to start with QS. Basic Choreographie is missing here as well.
- Explanation of the colors
 - **Green** – Figures that are already taught before in another rhythm. They don't count as new.
 - **Red** – Repertoire dances, which are danceable at this stage of education.
 - **Blue** – Non-repertoire dances, which are danceable at this stage of education.

What has to be done?

1. Identify dances of the repertoire which the teaching order should incorporate.
Criteria :
 - a. Availability of the music
 - b. Didactic potential of the choreography
2. Choice of the figures that are necessary to get there.
3. Search and/or write dances that fill existing gaps. (Some examples are given)