

DANCE CURRICULUM AUDIT WORKBOOK



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WELCOME TO THE CURRICULUM AUDIT

This workshop will give you a clear understanding of your studio's teaching philosophy, how well your curriculum is achieving your goals for your students, and where your opportunities may be.

By the end of this workshop, you will:

- Define your **end dancer**
- Align your **programs + styles**
- Build a **clear progression from age 3 → senior**





DEFINE YOUR END DANCER

Why this Matters

"If a student finishes your program... what do they actually become?"

Strong studios don't just teach classes, they build **dancers with intention.**

STEP 1

Define the End Dancer

What should a graduating dancer be able to do?

TECHNICAL SKILLS

1. _____
2. _____
3. _____
4. _____
5. _____

ARTISTRY / PERFORMANCE

1. _____
2. _____
3. _____
4. _____
5. _____



KNOWLEDGE

1. _____
2. _____
3. _____
4. _____
5. _____

CHARACTER / HABITS

1. _____
2. _____
3. _____
4. _____
5. _____

STEP 2

Make it Measurable

Turn vague ideas into clear outcomes.

Example: "Strong technique" → "Consistent double pirouette"

YOUR MEASURABLE OUTCOMES

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |



BREAK DOWN BY STYLE / PROGRAM

Why this Matters

“What does ‘great’ look like in each style?”

Each style should intentionally build toward your end dancer.

STEP 1

Map Your Programs

	STYLE 1	STYLE 2	STYLE 3	STYLE 4
Style Name				
Technical Requirements <i>(ex: tendu, battement, dbt pirouette)</i>				
Style-Specific Skills <i>(energy and flow)</i>				
Performance Quality <i>(emoting, telling a story, stage presence)</i>				



	STYLE 5	STYLE 6	STYLE 7	STYLE 8
Style Name				
Technical Requirements <i>(ex: tendu, battement, dbl pirouette)</i>				
Style-Specific Skills <i>(energy and flow)</i>				
Performance Quality <i>(emoting, telling a story, stage presence)</i>				

STEP 2

Identify Patterns

REFLECTION:

What overlaps across all styles?

What is missing or inconsistent?



BUILD YOUR PROGRESSION

Why this Matters

“Do your students know what comes next?”

Without progression:

- Students plateau
- Parents get confused
- Retention drops

STEP 1-3

Build Your Progression (Senior → Age 3)

DANCE STYLE: _____

LEVEL	AGE GROUP	WHAT THEY MUST ACHIEVE AT THIS LEVEL	WHAT THEY NEED BEFORE THIS LEVEL (Prep for Next Stage)
Jazz 2	9-12 yr	Dbl pirouette, six step prep, grand jete, tilt jump, chaine turns	Single pirouette, ball change/pivot turn, grand battement front and back, grand battement side/passe jump, traveling across the floor

**example only, fill out on following pages*



DANCE STYLE: _____

LEVEL	AGE GROUP	WHAT THEY MUST ACHIEVE AT THIS LEVEL	WHAT THEY NEED BEFORE THIS LEVEL (Prep for Next Stage)



STEP 4-5

Identify Patterns & Diagnose the Gap

REFLECTION:

Where are the gaps?

Where are expectations unclear?

Why is progression not working?

- ☐ No clear pathway
- ☐ Skills jump too quickly
- ☐ Classes not connected
- ☐ Age & ability mismatch
- ☐ Other: _____



STEP 6-7

Define Your Pathway

👉 A student in our studio progresses like this:

We will improve progression by:

FINAL OUTCOME

By completing this sprint, you now have:



A DEFINED **END DANCER**



CLEAR **PROGRAM EXPECTATIONS**



A STRUCTURED **PROGRESSION PATHWAY**