



Australian Government

CUADTM408 Teach Cecchetti Ballet method at introductory level

Release: 2

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Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated application and assessment conditions sections. Updated modification history section to reflect changed name of training package.
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 1.0.

Application

This unit describes the performance outcomes, skills and knowledge required to teach Cecchetti Ballet classes at the Pre Primary, Primary and Grade 1 levels and progression through the levels. These levels have been clustered to reflect the physical and mental development of students through early childhood, specifically ages 4 to 6.

Persons wishing to gain a full qualification in Cecchetti Ballet Australia Inc. apply the skills and knowledge in this unit, which is part of a three-year apprenticeship using self-assessment and liaison with a mentor. External studies, including anatomy, childhood development, musicology, first aid and business studies, are also undertaken during the apprenticeship. The knowledge gained from these external studies is applied to the development of lesson plans and delivery, student assessments and the daily running of a ballet school.

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Unit Sector

Performing arts – dance teaching and management

Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Analyse and interpret the Pre Primary, Primary and Grade 1	1.1 Demonstrate understanding of the syllabus at the individual grade levels

syllabus	<p>1.2 Analyse syllabus requirements for barre work for the appropriate level</p> <p>1.3 Identify the <i>technical requirements</i> required at each level</p> <p>1.4 Interpret the syllabus requirements for improvisation at appropriate level</p> <p>1.5 Analyse syllabus requirements for <i>studies</i> at appropriate level</p>
2. Design warm-up exercises	<p>2.1 Design aerobic warm-up exercises</p> <p>2.2 Demonstrate a range of stretches appropriate for the specific level</p> <p>2.3 Design and deliver <i>exercises that stretch and flex the feet</i></p>
3. Demonstrate and deliver Pre Primary, Primary and Grade 1-specific exercises	<p>3.1 Demonstrate range of <i>travelling movements</i> appropriate for the specific level</p> <p>3.2 Monitor quality of ballon and footwork</p> <p>3.3 Analyse line and quality of position</p> <p>3.4 Monitor students' control through body and legs</p> <p>3.5 Encourage in students a sense of enjoyment and confidence in movement</p> <p>3.6 Identify faults and suggest corrective exercises</p>
4. Teach students to perform level-specific enchaînements	<p>4.1 Demonstrate a combination of exercises to create a series of steps, or enchaînements, specific to the syllabus level</p> <p>4.2 Perform enchaînements to music as specified in the syllabus</p> <p>4.3 Encourage a sense of performance, timing, musicality and artistry</p> <p>4.4 Give positive feedback on rhythm, quality and coordination of movement</p>
5. Prepare students for Pre Primary, Primary and Grade 1 examination	<p>5.1 Explain examination requirements to students</p> <p>5.2 Break down the class into sections that reflect the methods used in the exam</p> <p>5.3 Practise a range of positions and movements consistent with the syllabus</p> <p>5.4 Conduct and document a pre-examination checklist</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 1.4, 1.5	<ul style="list-style-type: none"> Obtains information from written sources
Oral communication	2.2, 3.1, 3.5, 3.6, 4.1, 4.3, 4.4, 5.1	<ul style="list-style-type: none"> Obtains information by listening and questioning Uses clear language and correct industry terminology to contribute information and express requirements
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 1.5, 5.1, 5.2, 5.3, 5.4	<ul style="list-style-type: none"> Applies organisational procedures when teaching the Cecchetti Ballet method and meets expectations associated with own role
Interact with others	2.2, 2.3, 3.1, 3.5, 3.6, 4.1, 4.3, 4.4, 5.1	<ul style="list-style-type: none"> Builds rapport with and motivates students Shows respect for the values and aspirations of students when providing feedback on skill development
Get the work done	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4	<ul style="list-style-type: none"> Adopts a methodical and logical approach to the process of preparing for and conducting dance classes Facilitates the learning of others through competent delivery of dance classes Monitors and adjusts teaching to meet group or individual requirements

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

<p>Technical requirements must include:</p>	<ul style="list-style-type: none"> appropriate posture established and maintained ability to establish and sustain appropriate degree of turnout ability to sustain stretched legs and feet centring of the body to be sustained during: <ul style="list-style-type: none"> transfer of weight shown with ease hand movements with eye focus
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	<ul style="list-style-type: none"> • arm movements • arabesques • pirouette.
Studies must include:	<ul style="list-style-type: none"> • Playing 6/8 • Friends $\frac{3}{4}$ • Going Riding 6/8 • The Road to Oz 2/4 • Oom Pah Pah $\frac{3}{4}$ • Umbrella dance 6/8 • Directions 6/8 • Lyrical $\frac{3}{4}$.
Exercises that stretch and flex the feet must include:	<ul style="list-style-type: none"> • foot articulation • rises in parallel extending as high as possible on $\frac{3}{4}$ pointe.
Travelling movements must include:	<ul style="list-style-type: none"> • walks on demi pointe • skips • sautes • pony canters • ballet runs • galops • spring points.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADTM408 Teach Cecchetti Ballet method at introductory level (Release 2)	CUADTM408 Teach Cecchetti Ballet method at introductory level (Release 1)	Updated application and assessment conditions sections. Updated modification history section to reflect changed name of training package.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>