



Australian Government

CUADTM502 Teach medium level classical ballet dance technique

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 assessment conditions section. 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 incorporate safe dance practice into the teaching of medium level classical ballet dance technique in dance studios or venues where flooring is appropriate for the safe teaching of dance.

At this level, dance teachers work without supervision. They are expected to apply initiative and judgement when planning lessons which could be based on a specific syllabus or teaching resources they may have helped to prepare. Alternatively, they may be devising and conducting classes which are not based on a particular syllabus.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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. Prepare for dance classes	1.1 Ensure dance elements or movements for classes are safely sequenced 1.2 Identify and minimise risk factors relevant to the teaching of classical ballet classes

	<p>1.3 Check that learners are wearing appropriate practice clothing and footwear</p> <p>1.4 Demonstrate appropriate warm-up techniques</p>
2. Demonstrate medium level classical ballet techniques	<p>2.1 Demonstrate to learners correct posture and body alignment appropriate to medium level classical ballet technique and movement</p> <p>2.2 Demonstrate isolation and coordination of the upper and lower body in complex movement sequences</p> <p>2.3 Demonstrate a range of <i>techniques</i> that integrate balance, flexibility, coordination, stamina and control and articulation of individual body parts</p> <p>2.4 Emphasise the importance of control, attention to detail and memory when demonstrating complex series of steps or enchaînements</p> <p>2.5 Demonstrate the timing and phrasing relationship between classical ballet movement and the accompanying music</p> <p>2.6 Follow safe dance practice in teaching activities to minimise risk of injuries</p> <p>2.7 Demonstrate appropriate warm-down techniques</p> <p>2.8 Manage class dynamics and learner behaviour to encourage learning</p>
3. Maintain expertise in teaching medium level classical ballet technique	<p>3.1 Use feedback from relevant personnel about the quality of classes to identify areas of own teaching practice that could be improved</p> <p>3.2 Use a range of sources to keep up-to-date with current industry issues, trends and codes of practice</p> <p>3.3 Participate in professional development activities as required</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
Learning	3.1, 3.3	<ul style="list-style-type: none"> Seeks feedback and accepts guidance from others Accepts opportunities to participate in formal professional development activities

Reading	3.2	<ul style="list-style-type: none"> Obtains information from written sources
Oral communication	1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 3.1, 3.2	<ul style="list-style-type: none"> Seeks the views and opinions of others 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, 2.6, 3.2, 3.3	<ul style="list-style-type: none"> Identifies and follows procedures and expectations associated with own role Takes responsibility for following accepted industry practices in relation to safe dance practices and injury-prevention strategies Maintains an appropriate standard of personal presentation Takes responsibility for own professional development
Interact with others	1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 3.1	<ul style="list-style-type: none"> Ensures that every learner has an opportunity for participation and input during classes Pays attention to the behaviour of others, interpreting a broad range of verbal and non-verbal signals Interprets and addresses learner behaviour that puts others at risk Demonstrates sensitivity to diversity, disability, culture, gender and ethnic backgrounds Respects expertise and background of learners
Get the work done	1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.2	<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 Uses the internet as a source of information

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>Techniques taught at a medium level must relate to:</p>	<ul style="list-style-type: none"> • proficient use of demi pointe • coordination of arms and legs • demonstrating correct placing and alignment of the body • competent execution of: <ul style="list-style-type: none"> • adage • allegro enchaînement • battements tendus and grands battements • batterie enchaînement • grand allegro • grands jetés en avant • grands jetés en tournant • petit allegro • pirouettes en dedans • pirouettes en dehors • pirouettes en diagonale • temps liés • expressing a flow of movement with arms, head and eyes • proficient use of stretched legs and feet • movement of legs and feet through the floor and in the air • performing port de bras: <ul style="list-style-type: none"> • correct placing of the arm and arabesque lines • balanced and harmonious arm lines • focused use of head and eyes • showing correct posture, rotation and turnout • transferring weight correctly with balance, control and strength.
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADTM502 Teach medium level classical	CUADTM502 Teach medium level	Updated assessment conditions section.	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
ballet dance technique (Release 2)	classical ballet dance technique (Release 1)	Updated modification history section to reflect changed name of training package.	

Links

Companion Volume implementation guides are found in VETNet -

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