



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN206A Perform basic ballet technique

Release: 1

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Modification History

Version	Comments
CUADAN206A	This version first released with <i>CUA11 Live Performance Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to appreciate ballet as an art form and to perform basic ballet techniques in a learning environment.

Application of the Unit

Persons with some practical experience in ballet apply the skills and knowledge outlined in this unit. They would normally perform as members of a group or ensemble.

At this level basic ballet techniques are applied under the close supervision of experienced dancers and dance teachers. Performances would usually be within a learning environment for small audiences.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

<p>1. Develop an understanding of ballet as an art form</p>	<p>1.1. Become familiar with the main <i>historical periods</i> of classical and contemporary ballet</p> <p>1.2. Apply knowledge of the French vocabulary used to describe ballet movements and exercises in classes and discussions</p> <p>1.3. Discuss with <i>relevant personnel</i> the <i>elements</i> that define ballet as a genre</p>
<p>2. Develop basic ballet performance skills</p>	<p>2.1. Under the guidance of mentors or teachers, practise a range of basic <i>exercises at the barre</i></p> <p>2.2. Under the guidance of mentors or teachers, practise a range of basic <i>centre exercises</i></p> <p>2.3. Reproduce simple sequences combining a variety of discrete movements</p> <p>2.4. Practise techniques for <i>performing port de bras</i></p> <p>2.5. Practise techniques for performing <i>controlled pirouettes</i></p> <p>2.6. Apply <i>safe dance practices</i> at all times to prevent injury to self and others</p> <p>2.7. Follow advice from others about ways to improve own ballet technique</p>
<p>3. Perform short dance sequences</p>	<p>3.1. Discuss the intention and key <i>aspects</i> of sequences with relevant personnel</p> <p>3.2. Apply <i>basic make-up</i> and wear appropriate <i>costumes</i> for performances</p> <p>3.3. Perform simple sequences combining a variety of discrete movements in ensemble or individually</p> <p>3.4. Use props effectively and confidently as required</p> <p>3.5. Observe direction from relevant personnel</p> <p>3.6. Observe and follow dictates of music or rhythm</p> <p>3.7. Synchronise movements with ensemble where required</p>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - discuss dance issues with colleagues in an appropriate way
 - respond appropriately to feedback on own skill development and performance
- initiative and enterprise skills to:
 - apply techniques of music to movement in dance forms
 - express rhythms in physical form
- learning skills to:
 - improve own ballet techniques through practice and a positive attitude to dancing
 - develop a movement memory
- planning and organising skills to:
 - prepare for performances
 - plan practice time
- self-management skills to:
 - arrive punctually at classes
 - dress appropriately
 - observe studio protocol and follow direction
 - apply safe dance practices
 - teamwork skills to work collaboratively with others involved in dance classes and performances.

Required knowledge

- well-developed knowledge of:
 - principles underlying dance movements and techniques, such as:
 - relationship with gravity
 - spatial awareness
 - successional movement
 - use of breath
 - folding
 - extending
 - rotating
 - shifting weight
 - anatomical foundations, including:
 - articulation of the spine
 - engagement of the feet
 - bases of support, including feet, legs, hands, arms and torso
 - range of motion of the joints
 - differentiation of the legs and pelvis
 - importance of healthy food choices in relation to wellbeing and injury prevention, including five food groups and recommended daily amounts

- contemporary dance terminology
- overview knowledge of:
 - stagecraft as it relates to dancers, including:
 - costumes
 - make-up
 - props
 - lighting.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • reproduce ballet exercises and sequences, within personal capabilities • perform at least two basic ballet sequences in a group or individually that demonstrate: <ul style="list-style-type: none"> • neat technique with flow of movement • coordinated use of arms and legs • musicality, style and presentation • spatial awareness • respond appropriately to constructive feedback on own performance.
Context of and specific resources for assessment	<p>Assessment must ensure access to appropriate dance performance areas or spaces.</p>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence • third-party workplace reports of on-the-job performance evaluation of performance of dance skills • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • review of candidate's dance performances by peers and colleagues • direct observation or video recording of dance performance. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: <ul style="list-style-type: none">• CUADAN201A Develop basic dance techniques• CUADAN202A Incorporate artistic expression into basic dance performances• CUAPRF201A Prepare self for performances.
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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Historical periods</i> include:</p>	<ul style="list-style-type: none"> • Italian Renaissance courts of the 15th and 16th centuries • French court of Catherine de Medici • French court of Louis XIV in the 17th century • Imperial Ballet of the Russian Empire • Ballets Russes in the early 20th century • formation of major ballet companies in the 20th century in: <ul style="list-style-type: none"> • England • Europe • Australia • Canada • USA.
<p><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • choreographers • community members • manager • mentors • performers • representatives of dance societies • supervisor • teachers.
<p><i>Elements</i> may include:</p>	<ul style="list-style-type: none"> • styles, such as: <ul style="list-style-type: none"> • classical • neoclassical • contemporary • ballet d'action • romantic • principles, such as: <ul style="list-style-type: none"> • symmetry • flexibility • stability • coordination • angles and lines of the body and form • gracefulness

	<ul style="list-style-type: none"> • extension • balance • musicality.
<i>Exercises at the barre</i> may include:	<ul style="list-style-type: none"> • pliés • battement tendus • battement tendus with demi-pliés • battement tendus jetés • pas soutenus • rond de jambe á terre • battement fondu • battement frappé • petit battement sur le cou-de-pied • rond de jambe en l'air • développés • demi-grands rond de jambe with rond de jambe en l'air • fouetté of adage • grands battements • grands battements en cloche • stretches • demi pointe, such as: <ul style="list-style-type: none"> • rises in 1st and 2nd positions • relevés in 1st, 2nd and 5th positions • échappés relevés in 2nd position • temps lié in 2nd position.
<i>Centre exercises</i> may include:	<ul style="list-style-type: none"> • pliés • battement fondu • échappé relevé • temps lié • chassés • grands battements • simple balances, such as: <ul style="list-style-type: none"> • arabesque • attitude • allegro, such as: <ul style="list-style-type: none"> • changements • changements en tournant • échappés • glissades • pas de bourrées devant and derrière • assembles dessus and dessous

	<ul style="list-style-type: none"> • assembles en avant • jetés ordinaires • sissones fermées en avant, en arrière, dessus and dessous.
Techniques for <i>performing port de bras</i> involve:	<ul style="list-style-type: none"> • correct posture and placing of the body • correct placing of arm and arabesque lines • showing poise and presentation with focus of eyes and head • correct breathing • flow of movement • balanced and harmonious arm lines • incorporating musicality.
Techniques for <i>performing controlled pirouettes</i> involve:	<ul style="list-style-type: none"> • correct placing and control in adage • clear alignment and balanced arm lines • applying an understanding of rotation • correct preparations and finishes • showing a spotting head • incorporating musicality and presentation.
<i>Safe dance practices</i> relate to:	<ul style="list-style-type: none"> • understanding the body's capabilities and limitations, including: <ul style="list-style-type: none"> • alignment • flexibility (mobility) • strength (stability) • cardiorespiratory endurance • muscular endurance • warm-up and cool-down activities, such as: <ul style="list-style-type: none"> • gentle stretches • aerobic exercises • anaerobic exercises • breathing exercises • doing exercises and performing routines on flooring appropriate to genre and style of dance, such as: <ul style="list-style-type: none"> • sprung softwood • tarkett • sprung parquet • tongue and groove hardwood • resined for ballroom and Latin dance • non-slip for ballet • wood for tap and Spanish • correct execution of dance steps • appropriate clothing and footwear

	<ul style="list-style-type: none">• nutrition and diet.
<i>Aspects</i> may include:	<ul style="list-style-type: none">• audience characteristics• costume requirements• length of performances• make-up• props• number of performances.
<i>Basic make-up</i> may include:	<ul style="list-style-type: none">• face make-up• body paint• theatre make-up.
<i>Costumes</i> may include:	<ul style="list-style-type: none">• designer• streetwear• sportswear.

Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.