



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN306A Increase depth of ballet dance technique

Release: 1

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Modification History

Version	Comments
CUADAN306A	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 consolidate basic ballet dance technique to achieve a greater depth of expression in performances.

Application of the Unit

This unit applies to dancers who are pursuing a career in contexts where ballet dancing skills are required. They could be preparing for performances in commercial or community settings where they would usually be performing as members of an ensemble.

At this level, work is normally supervised, though some autonomy and judgement can be expected within established parameters.

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. Maintain a physical conditioning program</p>	<p>1.1. In consultation with relevant personnel identify a range of techniques to improve stamina, strength and flexibility</p> <p>1.2. Set realistic physical conditioning goals aimed at improving own dance technique</p> <p>1.3. Identify risk factors that may inhibit the achievement of goals and seek professional advice as required</p> <p>1.4. Take fatigue, personal limitations and boundaries into account when undertaking physical conditioning program</p> <p>1.5. Always perform warm-up and cool-down activities in conjunction with dance activities</p> <p>1.6. Ensure that clothing and footwear are appropriate for undertaking exercise regime and practising dance technique</p>
<p>2. Build on basic ballet dance technique</p>	<p>2.1. Employ appropriate balance, posture and breathing techniques to develop a repertoire of fluid ballet positions and movements at the barre</p> <p>2.2. In centre space perform patterns and movement sequences in time with differing rhythmic beats</p> <p>2.3. Practise facial expressions and other techniques required to perform simple mimes</p> <p>2.4. Perform a range of exercises to strengthen capacity for pointe work as required</p> <p>2.5. Apply a sense of spatial awareness to all dance movements</p> <p>2.6. Perform ballet dance techniques with increasing confidence and expertise, in a learning environment</p> <p>2.7. Incorporate musicality, rhythm and correct timing into performances</p> <p>2.8. Coordinate position and movement between other dancers</p>
<p>3. Maintain expertise in ballet dance technique</p>	<p>3.1. Continuously practise executing movements with precision and speed</p> <p>3.2. Maintain and update knowledge of ballet dance terminology</p> <p>3.3. Use feedback from teachers and mentors to identify</p>

	<p>and develop ways to improve own ballet dance performance skills</p> <p>3.4. Regularly view performances by industry practitioners as a way of sourcing new ideas and trends, and maintaining motivation</p>
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Required Skills and Knowledge

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

Required skills

- aural and visual skills to:
 - recognise patterns and sequences
 - develop a movement memory
 - recognise music systems
 - develop aural and visual imagination
- communication skills to:
 - discuss dance and physical conditioning issues with relevant personnel
 - respond appropriately to feedback on own skill development
- initiative and enterprise skills to:
 - work creatively with music and dance
 - dance with confidence and projection
 - communicate the mood or style of dances to audiences
- learning skills to:
 - improve own ballet techniques through practice and a positive attitude to dancing
 - develop and implement a personal physical conditioning program
- planning and organising skills to plan practice time
- problem-solving skills to:
 - interpret and respond to complex instructions
 - make appropriate judgements with respect to use of space and time
- self-management skills to:
 - arrive punctually at classes
 - dress appropriately
 - observe dance discipline and follow direction
 - apply safe dance practices
 - teamwork skills to work collaboratively with others involved in dance classes.

Required knowledge

- 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
- ballet dance terminology
- stage geography and directions
- musical rhythms, including:
 - time signatures
 - beat
 - tempo
 - syncopation
 - main periods in the history of ballet, including prominent dancers.

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"> • improve ballet dance technique over a 6 to 12 month period • perform a range of basic ballet dance techniques in a learning environment • respond appropriately to constructive feedback on own dance technique • follow safe dance practices.
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 live or recorded performances • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of maintaining a personal physical conditioning program • direct observation of candidate in classes, rehearsals and performances. <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	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for</p>

	<p>example:</p> <ul style="list-style-type: none">• CUADAN301A Explore rhythm in the context of dance or movement technique• CUADAN303A Develop dance partnering techniques• CUAPRF307A Develop performance techniques.
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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.

<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • teachers • mentors • coaches • medical practitioners • nutrition experts • colleagues • family members • performers • representatives of dance societies.
<i>Risk factors</i> may relate to:	<ul style="list-style-type: none"> • consistency of a physical fitness regime • own ambition • expectations of others • injury-prevention strategies • gender issues • body image and eating disorders • insufficient hydration • poor nutrition • incorrectly fitting footwear • gender-appropriate performance techniques.
<i>Warm-up and cool-down activities</i> may include:	<ul style="list-style-type: none"> • stretching • joint-mobility exercises • flexibility exercises • aerobic activities • anaerobic exercises • coordinated breathing activities • floor work.
<i>Ballet positions and movements</i> may relate to barre exercises, such as:	<ul style="list-style-type: none"> • developpé <p>steps, including à la seconde</p> <ul style="list-style-type: none"> • positions: 1st, 2nd, 3rd and 5th <p>arabesque, such as demi hauteur and arabesque</p> <ul style="list-style-type: none"> • grand battement in 1st, 2nd and 3rd, incorporating tendu and arms count, and crossed • elevés and relevés

	<ul style="list-style-type: none"> • ronds de jambe • bends, such as: <ul style="list-style-type: none"> • pli�� • 1st and 2nd positions • demi and grand • demi only in 3rd position • stretches and balance degage • battement tendu en croix • developp�� en croix at 45 degree angle • piqu�� • rotation • stretch and throw: grand battement en croix • coup��: <ul style="list-style-type: none"> • front • behind • retir�� in 1st and 3rd, incorporating coup�� and arms • attitude, incorporating arms and fondu <p>relev�� 1st, 2nd and 3rd positions.</p>
<p><i>Patterns and movement sequences</i> may relate to centre work, such as:</p>	<ul style="list-style-type: none"> • execution of a range of proficient movements during body posture, poses, directions and movement while still or in action • adage: stationary and locomotive <p>port de bras ��paulement positions</p> <ul style="list-style-type: none"> • attitude en l'air at different degrees pivots and turns • arabesque en l'air at different degrees pivots and turns • allegro • pirouettes at different degrees, such as: <ul style="list-style-type: none"> • quarter • half • full vertical body rotation • chasse • locomotive exercises, such as changes in directions, and arm and leg alignment • visual and body coordination, such as: <ul style="list-style-type: none"> • eye, hand • eye, foot • parallel placement of feet • appropriate weight transference in motion leading from differing leg placement • maintenance of balance and correct body alignment

	<p>related to:</p> <ul style="list-style-type: none">• direction and change of direction• arm, leg, body position or movement, and locomotion• propulsion of body in jumps, runs and turns• interpretation of time of beats.
<i>Spatial awareness</i> relates to:	<ul style="list-style-type: none">• floor patterns• aerial pathways• body shapes in space• movement through space• personal relationship to dance space.
<i>Ballet dance techniques</i> may include:	<ul style="list-style-type: none">• demonstrating an awareness of personal and general space when travelling and stationary• using arm lines appropriately and extensively• multi-turning exercises• clean, sharp isocentric and polycentric isolations• correct posture and alignment when in motion• demonstrating safe dance practices in jumping and faster travelling steps• footwork, arm lines and head movements in combination to express rhythm• performing complex turns while maintaining good technique• moving against gravity with confidence and knowledge.

Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.