



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN408A Develop expertise in ballet technique

Release: 1

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Modification History

Version	Comments
CUADAN408A	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 add range and depth to ballet dance technique. At this level, dancers are constantly refining their technique and expression to produce performances that convey the mood and style of music through complex dance movements.

Application of the Unit

This unit applies to those who are consolidating their career in contexts where ballet dancing skills are required. For example, classes and practice sessions are an integral part of a dancer's daily work life. These could be geared towards specific performances which could be in commercial or competition settings where dancers would usually be performing as members of a corps de ballet, though some solo work could be expected.

While supervision and guidance are provided in practice sessions and rehearsals, dancers are expected to display a high level of motivation and sense of responsibility for themselves and others when it comes to applying dance technique in a live performance context.

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 <i>relevant personnel</i> 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 <i>risk factors</i> 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 <i>warm-up and cool-down activities</i> 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. Use practice sessions to increase level of expertise in ballet technique</p>	<p>2.1. Practise a range of <i>techniques</i> to increase levels of strength, flexibility, coordination and cardiovascular endurance</p> <p>2.2. Use <i>barre work</i> to develop equal strength and flexibility on both sides of the body</p> <p>2.3. Ensure that flow and interaction with other dancers in group work are smooth and well-timed</p> <p>2.4. Increase level of <i>expertise in pointe work</i> as required</p>
<p>3. Maintain expertise</p>	<p>3.1. Continuously practise and refine combinations of complex movements and exercises</p> <p>3.2. Maintain and update knowledge of ballet terminology</p> <p>3.3. Use feedback from teachers and mentors to identify and develop ways to improve own ballet technique</p> <p>3.4. Regularly view performances by industry practitioners as a way of sourcing new ideas and trends, maintaining motivation, and improving own technique</p>

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss dance and physical conditioning issues with relevant personnel
 - respond appropriately to feedback on own skill development
- learning skills to:
 - develop strong ballet techniques through:
 - practising complex movements and exercises
 - a positive attitude to dancing
 - develop and implement a personal physical conditioning program
 - develop a movement memory
- planning and organising skills to plan practice time
- self-management skills to:
 - arrive punctually at classes and rehearsals
 - observe dance discipline and follow direction
 - apply safe dance practices
 - teamwork skills to work collaboratively with others involved in dance classes.

Required knowledge

- well-developed knowledge of:
 - technical principles underlying classical ballet, including:
 - symmetry
 - flexibility
 - stability
 - coordination
 - angles and lines of the body and form
 - gracefulness
 - extension
 - balance
 - musicality
 - principles underlying dance movements and techniques in general, including:
 - 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 terminology
- stage geography and directions
- musical rhythms, including:
 - time signatures
 - beat
 - tempo
 - syncopation
- overview knowledge of:
 - main periods in the history of ballet
 - ways of notating ballet.

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"> • demonstrate physical and conceptual understanding of the fundamental technical principles in classical ballet • execute complex technical classical ballet steps and techniques • respond appropriately to constructive feedback on own technique.
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 • 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 developing ballet technique • direct observation of candidate in classes and rehearsals. <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 example:</p>

	<ul style="list-style-type: none">• CUADAN303A Develop dance partnering techniques• CUADAN407A Develop expertise in dance performance skills• CUADAN411A Develop expertise in cultural dance technique.
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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>Techniques</i> must relate to:	<ul style="list-style-type: none"> • barre • centre • adage • pirouettes • petite batterie • allegro.
<i>Techniques</i> may relate	<ul style="list-style-type: none"> • using arm lines appropriately and extensively • demonstrating an awareness of personal and general

to:	<p>space when travelling and stationary</p> <ul style="list-style-type: none"> • lifting • balance • turns • travelling sequences • temps lié • adage • pirouettes en dehors • pirouettes en dedans • pirouettes en diagonale • petit allegro • allegro enchaînement • batterie enchaînement • grand allegro • grands jetés en avant • grands jetés en tournant • energy placement, including: <ul style="list-style-type: none"> • moving energy from the centre of the body to the outer extremities • shifting weight • executing leaps • landing from jumps • sequences from a range of techniques, such as: <ul style="list-style-type: none"> • Royal Academy of Dance (RAD) • Cecchetti • Vaganova • French • Balanchine.
Barre work may relate to:	<ul style="list-style-type: none"> • pliés • battements tendus and tendus jetés • rond de jambe par terre • battement frappé • battement fondu en l'air • petits battements • grand battements • rond de jambe en l'air • fouettés rond de jambe en tournant • rotation and extension of the legs • footwork and placement.
Expertise in pointe work may relate to:	<ul style="list-style-type: none"> • exercises to develop strength and precision, such as: <ul style="list-style-type: none"> • échappés relevés

	<ul style="list-style-type: none">• posés• relevés to one foot• temps lié• pointe enchaînement• posés en diagonale• grand allegro• practising control in rising from and returning to the floor• executing enchaînements with correct posture, weight placement, alignment and aplomb• developing strength and control in pull up and turnout• practising balanced use of arms when dancing on pointe.
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Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.