



Australian Government

Department of Education, Employment and Workplace Relations

CUADTM408A Teach Cecchetti Ballet method at introductory level

Release: 1

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Modification History

| Version | Comments |
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| CUADTM408A | 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 teach Cecchetti Ballet classes at the Pre Primary, Primary and Grade 1 levels and the progression through the levels. These levels have been clustered due to the ages of the students and their physical and mental development levels.

This unit 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.

This unit was developed by Cecchetti Ballet Australia Inc. and is reproduced with permission in the Live Performance Training Package. Registered training organisations wishing to deliver this unit must be licensed to do so by Cecchetti Ballet Australia Inc.

Application of the Unit

Persons wishing to gain a full qualification within Cecchetti Ballet Australia Inc. apply the skills and knowledge in this unit.

This unit develops an awareness of the principles of Enrico Cecchetti's method of teaching classical ballet. It is developed over time to reflect the physical and mental development through early childhood, specifically ages 4 to 6 years.

The unit involves identifying developmental stages and designing classes and exercises to meet individual client needs.

This unit requires the encouragement of a sense of enjoyment and the development of confidence in movement.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

| Element | Performance Criteria |
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| <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

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| <p>1. Analyse and interpret the Pre Primary, Primary and Grade 1 syllabus</p> | <p>1.1. Demonstrate understanding of the syllabus at the individual <i>grade levels</i></p> <p>1.2. Analyse syllabus requirements for barre work for the appropriate level</p> <p>1.3. Identify the <i>technical requirements</i> as appropriate at each level</p> <p>1.4. Interpret the syllabus requirements for <i>improvisation</i> at appropriate level</p> <p>1.5. Analyse syllabus requirements for <i>studies</i> at appropriate level</p> |
| <p>2. Design warm-up exercises</p> | <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> |
| <p>3. Demonstrate and deliver Pre Primary, Primary and Grade 1-specific exercises</p> | <p>3.1. Demonstrate range of <i>travelling movements</i> appropriate for the specific level</p> <p>3.2. Identify faults and suggest corrective exercises</p> <p>3.3. Monitor quality of <i>ballon</i> and footwork</p> <p>3.4. Analyse line and quality of position</p> <p>3.5. Monitor control through body and legs</p> |
| <p>4. Teach the students to perform level-specific enchaînements</p> | <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, <i>timing</i>, <i>musicality</i> and <i>artistry</i></p> <p>4.4. Give positive feedback on rhythm, quality and coordination of movement</p> |
| <p>5. Prepare students for Pre Primary, Primary and Grade 1 examination</p> | <p>5.1. Explain the requirements of the examination 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> |

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| | 5.4. Conduct and document a pre-examination checklist |
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Required Skills and Knowledge

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

Required skills

- communication, teamwork and organisational skills to:
 - instruct students according to individual physical and emotional needs
 - encourage class participants to perform as a group
 - respond appropriately to constructive feedback on own performance as a dance teacher
 - present confidently in teaching situations
 - seek assistance from others as required
- group facilitation skills to ensure that:
 - every learner has an opportunity for participation and input
 - group cohesion is maintained
 - behaviour that puts others at risk is observed, interpreted and addressed
- initiative and enterprise skills to encourage a sense of enjoyment and the development of confidence in movement
- learning skills to:
 - apply knowledge of the Pre Primary, Primary and Grade 1 Cecchetti Ballet to the teaching of a specific class
 - apply knowledge of basic anatomy to the teaching of a Pre Primary, Primary and Grade 1 class
 - apply knowledge of childhood development to the teaching of a Pre Primary, Primary and Grade 1 class
 - provide feedback to learners by identifying areas of weakness
 - assist learners to plan their practice time
- listening skills to:
 - monitor and adjust teaching as required
 - maintain correct tempo and phrasing in movement sequences
- literacy skills to:
 - complete pre-examination checklists and lesson plans
 - write or interpret instructions and feedback for the learners
- problem-solving skills to:
 - design classes to suit individual needs
 - memorise basic exercises and routines
 - respond appropriately to the unexpected in a teaching situation
- self-management and planning skills to:
 - plan and organise teaching sessions in line with syllabus requirements
 - maintain an appropriate standard of personal presentation in a teaching context
- technical skills to:
 - demonstrate introductory level Cecchetti Ballet syllabus
 - demonstrate and apply knowledge of rhythm, timing and geometric shapes and floor plans
- technology skills to use audiovisual equipment as appropriate, such as:

- iPods and playlists
- music stereos
- video, DVD players and recorders.

Required knowledge

- general knowledge of professional development opportunities for dance teachers
- well-developed knowledge of:
 - anatomical foundations, including:
 - articulation of the spine
 - engagement of the feet
 - bases of support, including feet, legs, hands, arms and torso
 - range of joint motion
 - differentiation of the legs and pelvis
 - Australian Guidelines for Dance Teachers
 - history and background of the Cecchetti Ballet method
 - dance teaching terminology
 - issues and challenges that arise in the context of teaching the Cecchetti Ballet syllabus
 - OHS principles relevant to a teaching context
 - physical and mental development in the early childhood years
 - safe dance practice relevant to a teaching context
 - teaching and performance protocols
 - requirements and application of the Pre Primary, Primary and Grade 1 Cecchetti Ballet syllabus to the teaching of a class
 - requirements of the Pre Primary, Primary and Grade 1 Cecchetti Ballet examination.

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.

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| 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 effective and appropriate posture, placement and control through the body and legs relevant to the specific level • facilitate a positive response from students in terms of their presentation and musicality • engender in students a sense of enjoyment, confidence and pleasure in movement • demonstrate understanding of the Cecchetti Ballet Pre Primary, Primary and Grade 1 syllabus. |
| Context of and specific resources for assessment | <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • a simulated or real class situation with a group of appropriate level students who have a working knowledge of the relevant syllabus • relevant resources and equipment. |
| 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 third-party workplace reports of on-the-job performance • evaluation of the candidate at an examination where the candidate is required to apply experience to a group of unknown students • 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 teaching Cecchetti Ballet syllabus at introductory level • review of candidate's portfolio of evidence gained during training period, including self-assessments, candidate's students examination results, pre-examination checklists and end of course assessments for childhood development and anatomy • direct observation of a practical demonstration of two classes before a panel of assessors. |

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| | 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). |
| 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">• CUADTM401A Plan and organise dance classes• CUADTM403A Apply safe dance teaching methods• TAEASS401A Plan assessment activities and processes• TAEASS402A Assess competence• TAEDES401A Design and develop learning programs. |

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.

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| Individual grade levels of the Cecchetti Ballet syllabus are: | <ul style="list-style-type: none"> • Pre Primary • Primary • Grade 1. |
| Technical requirements must include: | <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: <ul style="list-style-type: none"> • transfer of weight shown with ease • hand movements with eye focus • arm movements • arabesques • pirouette. |
| Improvisation refers to: | <ul style="list-style-type: none"> • ability to move freely with awareness of the dynamic qualities in the accompanying music. |
| Studies must include: | <ul style="list-style-type: none"> • Playing 6/8 • Friends 3/4 • Going Riding 6/8 • The Road to Oz 2/4 • Oom Pah Pah 3/4 • Umbrella dance 6/8 • Directions 6/8 • Lyrical 3/4. |
| Exercises that stretch and flex the feet must include: | <ul style="list-style-type: none"> • foot articulation, e.g. use of Thera-Band • rises in parallel extending as high as possible on ¾ pointe. |
| Travelling movements must include: | <ul style="list-style-type: none"> • walks on demi pointe • skips • sautes • pony canters • ballet runs • galops |

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| | <ul style="list-style-type: none"> • spring points • échappés sautes • classical walks • pas de chats - en diagonale • petits jetés • triplet walks. |
| Ballon refers to: | <ul style="list-style-type: none"> • ability to take off and land with the correct use of demi plié and foot articulation. |
| Timing and musicality refer to: | <ul style="list-style-type: none"> • meter • tempo • phrasing • accent • dynamic qualities of accompanying music. |
| Artistry refers to: | <ul style="list-style-type: none"> • demonstration of: <ul style="list-style-type: none"> • focus: use of head and eye-lines • sense of occasion • confidence in presentation • sensitive interpretation of the dynamic qualities in the music and movement • grooming • sustained vitality and energy levels. |

Unit Sector(s)

Performing arts - dance teaching and management

Custom Content Section

Not applicable.