



Australian Government

CUADAN502 Refine ballet performance skills

Release: 2

CUADAN502 Refine ballet performance skills

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 add range, depth and increasing complexity to ballet performance skills.

At this level, dancers are challenging themselves with dance pieces, variations and repertoire of increasing technical and physical complexity.

This unit applies to those who are consolidating their career where complex ballet technique is required in commercial or competition settings. Dancers are usually performing as members of an ensemble, but some solo work can also be expected.

While some supervision and guidance are provided in practice sessions and rehearsals, dancers are expected to be self-directed and display a high level of motivation and responsibility for themselves and others.

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

Unit Sector

Performing arts - dance

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. Maintain a physical conditioning program	1.1 In consultation with teachers and mentors, set realistic physical conditioning goals aimed at improving own dance technique

	1.2 Use a range of techniques to improve stamina, strength and flexibility 1.3 Identify risk factors that may inhibit the achievement of goals and seek professional advice as required 1.4 Take fatigue and personal limitations into account when undertaking physical conditioning program 1.5 Observe safe dance practice by performing warm-up and warm-down activities in conjunction with dance activities
2. Use practice sessions to increase level of expertise in ballet performance skills	2.1 Apply increasingly difficult ballet techniques across each section of class work 2.2 Work with others to improve cohesion in group work and to refine partnering technique for pas de deux 2.3 Show developed strength and complexity in footwork, including pointe work as required 2.4 Practise executing complex variations of ballet repertoire with accuracy and a high level of artistry 2.5 Practise adding a sense of musical individuality to solo work 2.6 Convey a high level of spatial awareness appropriate to solo and group work
3. Apply technique in performances	3.1 Undertake preparations appropriate to performance contexts 3.2 Ensure that personal presentation is appropriate to performance contexts 3.3 Prepare for competitions and auditions as required 3.4 Apply performance psychology techniques to preparations 3.5 Rehearse dance sequences to be performed 3.6 Maintain focus to produce performances that show well-developed rhythm and musicality 3.7 Convey choreographic intent of dances through confident and precise execution of ballet dance techniques 3.8 Contribute to debriefing sessions to evaluate the quality of performances and to discuss ways of improving individual or ensemble technique
4. Maintain expertise in performance skills	4.1 Apply professional work ethic to practice and performance activities 4.2 Incorporate injury-prevention techniques into dance and movement activities 4.3 Use feedback from others to identify and develop ways to

	improve own ballet dance technique and group work 4.4 Regularly view performances by industry practitioners as a way of sourcing new ideas, identifying trends, maintaining motivation, and improving own technique 4.5 Incorporate ballet terminology and history into discussions, and practice and performance activities
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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	1.1, 4.3, 4.4	- Seeks the views and opinions of others to develop own understanding - Gains insight from previous experience and from viewing the performances of others
Oral communication	1.1, 1.3, 2.2	- Obtains information by listening and questioning - Discusses ideas and solutions - Builds rapport with partners through verbal and non-verbal means
Navigate the world of work	1.4, 1.5, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5	- Follows accepted industry practices in relation to safe dance practices, injury-prevention strategies and general work ethic - Takes responsibility for own ongoing professional and career development
Interact with others	1.1, 1.3, 2.2, 2.6, 3.5, 3.8, 4.3, 4.5	- Works collaboratively to develop and improve dance techniques - Responds creatively and flexibly to partners while dancing together
Get the work done	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2	- Adopts a methodical, disciplined and positive approach to physical conditioning program, dance classes, performances and evaluation of own skill development - Works creatively with music and dance - Responds to different time signatures - Communicates mood, style and grace through dance

		• Displays high level of competency in each section of class work • Employs physical control throughout performances • Maintains correct posture, weight placement and alignment in fully rotated turn-out position • Shows alignment and extensions in highly difficult combinations • Performs complex movement sequences on both sides of the body • Shows skills and speed in directional changes • Displays a high level of spatial awareness in group movements • Exhibits a high level of coordination of limbs, torso and head • Exhibits confidence in creating movement sequences • Takes steps to minimise risk of injury through appropriate physical conditioning program
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADAN502 Refine ballet performance skills (Release 2)	CUADAN502 Refine ballet performance skills (Release 1)	Updated assessment conditions section. Updated modification history section to reflect changed name of training package.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for CUADAN502 Refine ballet performance skills

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Performance Evidence

Evidence of the ability to:

- perform pas de deux and complex combinations of classical ballet technique consistently over time using:
 - analysis of pointe work technique
 - classical line
 - combinations of spatial organisations with pirouettes, balances and jumps of increasing difficulty and dynamic continuity
 - control of movement
 - individual artistic qualities
 - complex enchaînements
 - muscular strength and flexibility
 - quality and breadth of movement
- prepare mentally and physically for semi-professional performances
- use ballet terminology correctly
- display professional work ethic.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

Knowledge Evidence

To complete the unit requirements the individual must:

- explain how the following principles relate to physical movements and ballet technique:

- relationship with gravity
- spatial awareness
- successional movement
- use of breath
- folding
- extending
- rotating
- shifting weight
- explain how the following apply in the context of safe dance practice and injury prevention:
 - 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
 - healthy nutrition and diet
- describe performance psychology techniques and ways to prepare for auditions and competitions
- explain and demonstrate how the musical elements of time signatures, beat, tempo and syncopation apply to ballet dance technique.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- fully equipped dance studios with suitable flooring
- appropriate music or accompanists.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

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