



Australian Government

CUADAN603 Extend ballet technique to a professional level

Release: 2

CUADAN603 Extend ballet technique to a professional level

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 show range, depth, precision and complexity across ballet technique and classical and contemporary repertoire at a professional level.

This unit applies to dancers who are moving towards professional careers in contexts where complex ballet technique is required for performing as members of a dance company as a soloist and in other professional contexts.

At this level, dancers are constantly expanding and perfecting their artistry across complex dance sequences and repertoire, including pas de deux repertoire and solo and group work.

While some supervision and guidance are provided in practice sessions and rehearsals, dancers are expected to display a high level of motivation and responsibility for themselves and others during practice sessions, rehearsals and live performances.

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. Excel at a physical	1.1 Meet physical conditioning requirements of professional dance

conditioning program	work 1.2 Demonstrate ongoing stamina, strength, cardiovascular endurance and flexibility 1.3 Minimise risk factors that inhibit the achievement of goals and seek professional assistance when required 1.4 Observe safe dance practice by performing warm-up and warm-down activities in conjunction with dance activities
2. Execute professional level of artistry and presentation in practice sessions	2.1 Refine extended ballet technique across each section of class work 2.2 Demonstrate complex performance attributes and quality of movement in sequences of extended difficulty 2.3 Show strength, precision and complexity in all aspects of footwork, including pointe work as required 2.4 Execute complex variations of ballet repertoire with accuracy and precision 2.5 Exhibit professionalism and adaptability to incorporate unseen combinations across different teaching methods 2.6 Demonstrate through ongoing technical strength, diversity and refinement, evidence of advanced self-correction and concentrated response to feedback 2.7 Demonstrate muscularity, strength and stamina in gender-specific vocabulary as required
3. Demonstrate advanced partnering techniques	3.1 Demonstrate advanced ability to cooperate with a partner 3.2 Consistently show timing and weight centring in accomplishing adage, pirouettes, promenades and lifts 3.3 Perform complex lifts and counterbalances with grace, balance and control 3.4 Apply the flexibility, sense of line and clear positions essential to the form 3.5 Emulate the style and intention of pas de deux repertoire through partnering techniques
4. Execute complex ballet repertoire	4.1 Execute complex variations and repertoire with a high level of technical accuracy 4.2 Convey a high level of spatial awareness appropriate to solo and group work 4.3 Execute group work demonstrating strong cohesion, and solo work demonstrating strong musical individuality 4.4 Present variations and repertoire with a high level of stage

	presence and confidence across ballet styles and genres
5. Develop professional practice	5.1 Refine professional work ethic and knowledge of ballet terminology and history 5.2 In consultation with teachers and mentors, develop realistic parameters for extending scope of performance practice 5.3 Identify regimes and artistic strategies to refine own performance technique

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	5.2, 5.3	- Analyses feedback and reflects on performance to identify ways to develop performance - Identifies opportunities to extend professional development
Oral communication	1.3, 2.6, 3.1, 5.2	- Obtains information by listening and questioning - Builds rapport with partners through verbal and non-verbal means
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 5.1, 5.2, 5.3	- Follows accepted industry practices in relation to safe dance practices and general work ethic - Takes responsibility for own professional development
Interact with others	1.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 5.2	- Collaborates with dance partners to ensure that partnered sequences flow and respond to choreographic intent - Communicates mood, style and grace through dance
Get the work done	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4	- Adopts a methodical, disciplined and positive approach to dance classes and physical conditioning program - Works creatively with music and dance - Displays high level of competency in each section of class work - Employs physical control throughout pas de

		deux • 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 • Demonstrates 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
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADAN603 Extend ballet technique to a professional level (Release 2)	CUADAN603 Extend ballet technique to a professional level (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 CUADAN603 Extend ballet technique to a professional level

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Performance Evidence

Evidence of the ability to:

- demonstrate the fundamental technical principles in classical ballet through executing the following:
 - high level of coordination of limbs, torso and head
 - high level of spatial awareness in group movements
 - alignment and extensions in highly difficult combinations
 - skills and speed in directional changes
 - reproduction of complex movement sequences on both sides of the body
- develop professional practice
- use ballet terminology correctly.

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:
 - extending
 - folding
 - relationship with gravity
 - rotating
 - shifting weight

- spatial awareness
- successional movement
- use of breath
- 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
- explain and demonstrate how the musical elements of time signatures, beat, tempo and syncopation apply to dance technique
- demonstrate comprehensive knowledge of the history and philosophical nature of ballet.

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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