



Australian Government

CUADAN604 Extend ballet performance skills to a professional level

Release: 2

CUADAN604 Extend ballet performance skills 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 conditioning program	1.1 Meet physical conditioning requirements of professional dance 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. Use practice sessions to increase level of artistry and presentation	2.1 Apply increasingly difficult ballet techniques across each section of class work 2.2 Emulate the style and intention of pas de deux repertoire through partnering techniques 2.3 Execute group work with a professional sense of cohesion, and solo work demonstrating strong musical individuality 2.4 Demonstrate complex performance attributes and quality of movement in sequences of extended difficulty 2.5 Show strength, precision and complexity in all aspects of footwork, including pointe work as required 2.6 Practise executing complex variations and repertoire with a high level of technical accuracy 2.7 Demonstrate through ongoing technical strength, diversity and refinement, evidence of advanced self-correction and concentrated response to feedback 2.8 Convey a high level of spatial awareness appropriate to solo and group work
3. Perform at a professional level	3.1 Undertake preparations appropriate to performance contexts 3.2 Ensure that personal presentation is appropriate to performance contexts 3.3 Apply performance psychology techniques to preparations 3.4 Rehearse performances until perfected 3.5 Maintain focus to produce performances that show artistry, rhythm and musicality and convey the story and mood of the dance 3.6 Convey choreographic intent of dances through confident and precise execution of ballet dance techniques 3.7 Contribute to debriefing sessions to evaluate the quality of performances and to discuss ways of improving individual or ensemble technique

4. Develop professional practice	4.1 Refine professional work ethic 4.2 In consultation with teachers and mentors, develop realistic parameters for extending scope of performance practice 4.3 Identify regimes and artistic strategies to refine own performance technique 4.4 Incorporate ballet terminology and history into discussions, and practice and performance activities
----------------------------------	--

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	4.2, 4.3	- Analyses feedback and reflects on performance to identify ways to develop performance - Identifies opportunities to extend professional development
Oral communication	1.3, 2.7, 3.7, 4.2, 4.4	- Obtains information by listening and questioning - Discusses ideas and solutions
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4	- Follows accepted industry practices in relation to safe dance practices and general work ethic - Works independently and collectively within broad parameters, with a strong sense of responsibility for goals, decisions and outcomes - Recognises and responds to rehearsal and performance protocols - Takes responsibility for own professional development
Interact with others	1.3, 2.2, 2.3, 2.7, 2.8, 3.5, 3.6, 3.7, 4.2, 4.4	- Collaborates with other dancers to ensure that group performances flow and respond to choreographic intent - Builds rapport in order to establish effective work relationships - Communicates mood and style of dance repertoire to audiences

Get the work done	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.4	• Adopts a methodical, disciplined and positive approach to dance classes, physical conditioning program and performing at a professional level • Works creatively with music and dance • Responds to different time signatures • Displays high level of competency in each section of class work • Employs physical control throughout solo, partnered and group 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 • Demonstrates a high level of spatial awareness • Exhibits a high level of coordination of limbs, torso and head • Exhibits confidence in creating movement sequences
-------------------	---	---

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADAN604 Extend ballet performance skills to a professional level (Release 2)	CUADAN604 Extend ballet performance skills 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 CUADAN604 Extend ballet performance skills 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.

Performance Evidence

Evidence of the ability to:

- use physical control throughout performances, including pas de deux
- demonstrate through the execution of sequences the following fundamental dance skills:
 - 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 and stage 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 ballet technique
- demonstrate understanding of the fundamental technical principles in classical ballet
- 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.

Links

Companion Volume implementation guides are found in VETNet -

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