



**Australian Government**

# **CUADAN605 Perform pas de deux at a professional level**

**Release: 2**

## CUADAN605 Perform pas de deux at 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 refine and consolidate technical skills and knowledge in the art of partnering to perform pas de deux repertoire across classical and contemporary styles of ballet.

This unit applies to dancers who are moving towards professional careers in contexts where complex ballet technique and versatility are required for performing as members of a professional dance company. They may be part of an ensemble or a soloist dancer who has the ability to work with a variety of partners to perform pas de deux.

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 their partner 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. Prepare for pas de deux with partner          | 1.1 Research and analyse chosen pas de deux work<br>1.2 Cooperate with and develop rapport with partner during the rehearsal process and seamlessly adjust to a change of partner |

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | <p>when required</p> <p>1.3 Practise timing and weight centring in accomplishing adage, pirouettes, promenades and lifts with partner</p> <p>1.4 Rehearse complex lifts and counterbalances with grace, balance and control</p> <p>1.5 Exhibit professionalism and adaptability to incorporate unseen combinations across different teaching methods</p> <p>1.6 Demonstrate through ongoing technical strength, diversity and refinement, evidence of advanced self-correction, safe dance practices and concentrated response to feedback</p> <p>1.7 Display correct technical requirements of pas de deux</p>                                                                                                 |
| 2. Apply technique in professional level performances     | <p>2.1 Rehearse performances until perfected</p> <p>2.2 Undertake preparations appropriate to performance contexts</p> <p>2.3 Ensure that personal presentation is appropriate to performance contexts</p> <p>2.4 Apply performance psychology techniques to preparations</p> <p>2.5 Maintain focus to produce performances that show artistry, rhythm and musicality and convey the story and mood of the dance</p> <p>2.6 Convey choreographic intent of dances through confident and precise execution of ballet dance techniques</p> <p>2.7 Contribute to debriefing sessions to evaluate the quality of performances and to discuss ways of improving individual or ensemble technique</p>                 |
| 3. Execute pas de deux in professional level performances | <p>3.1 Demonstrate complex performance attributes and quality of movement</p> <p>3.2 Show strength, precision and complexity in all aspects of footwork, including pointe work as required</p> <p>3.3 Sense when female dancer needs to leave a balance, or needs to be steadied, and be there to offer support (male only)</p> <p>3.4 In supported pirouettes or finger turns, sense how many turns to do, matching it to partner, and phrase the choreography with the music</p> <p>3.5 Apply the flexibility, sense of line and clear positions essential to the form</p> <p>3.6 Emulate the style and intention of pas de deux repertoire across ballet styles and genres through partnering techniques</p> |
| 4. Develop professional                                   | <p>4.1 Refine professional work ethic</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| practice | <p>4.2 In consultation with teachers and mentors, develop realistic parameters for extending scope of performance practice</p> <p>4.3 Identify regimes and artistic strategies to refine own performance technique</p> <p>4.4 Incorporate ballet and stage terminology into discussions, and practice and performance activities</p> |
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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                   | 4.2, 4.3                                                   | <ul style="list-style-type: none"> <li>Analyses feedback and reflects on performance to identify ways to develop performance</li> <li>Identifies opportunities to extend professional development</li> </ul>                                                                                                                                                                                                                           |
| Reading                    | 1.1                                                        | <ul style="list-style-type: none"> <li>Interprets information about repertoire to be performed</li> </ul>                                                                                                                                                                                                                                                                                                                              |
| Oral communication         | 1.2, 2.7, 4.2, 4.4                                         | <ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> <li>Discusses ideas and solutions</li> </ul>                                                                                                                                                                                                                                                                                              |
| Navigate the world of work | 1.6, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3, 4.4                | <ul style="list-style-type: none"> <li>Follows accepted industry practices in relation to safe dance practices and general work ethic</li> <li>Works independently and collectively within broad parameters, with a strong sense of responsibility for goals, decisions and outcomes</li> <li>Recognises and responds to rehearsal and performance protocols</li> <li>Takes responsibility for own professional development</li> </ul> |
| Interact with others       | 1.2, 1.3, 1.4, 1.7, 2.5, 2.6, 2.7, 3.3, 3.4, 3.6, 4.2, 4.4 | <ul style="list-style-type: none"> <li>Collaborates with dance partners to ensure that pas de deux performances flow and respond to choreographic intent</li> <li>Adapts to needs of partner</li> <li>Communicates mood and style of dance repertoire to audiences</li> </ul>                                                                                                                                                          |

|                   |                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Get the work done | 1.1, 1.2, 1.3,<br>1.4, 1.5, 1.7,<br>2.1, 2.2, 2.3,<br>2.4, 2.5, 2.6,<br>3.1, 3.2, 3.3,<br>3.4, 3.5, 3.6 | <ul style="list-style-type: none"> <li>• Emulates the style and intention of pas de deux repertoire through partnering techniques</li> <li>• Works creatively with music and dance</li> <li>• Employs physical control throughout performances</li> <li>• Demonstrates timing and weight centring techniques with partner, applying them to lifts and counterbalances</li> <li>• Demonstrates a high level of spatial awareness in partnering, including floor patterns and aerial pathways</li> <li>• Shows professional level of consistency from one performance to the next</li> </ul> |
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## Unit Mapping Information

| Code and title<br>current version                                          | Code and title<br>previous version                                         | Comments                                                                                                                                   | Equivalence status |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| CUADAN605<br>Perform pas de deux<br>at a professional<br>level (Release 2) | CUADAN605 Perform<br>pas de deux at a<br>professional level<br>(Release 1) | Updated assessment<br>conditions section.<br>Updated<br>modification history<br>section to reflect<br>changed name of<br>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 CUADAN605 Perform pas de deux at a professional level

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### Performance Evidence

Evidence of the ability to:

- demonstrate the following advanced partnering skills at a professional level:
  - travelling steps
  - supported adagio
  - pirouettes
  - lifts
- synchronise movement in a duo situation
- work effectively and with confidence with a partner
- apply 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
- demonstrate understanding of the fundamental technical principles in classical ballet as they relate to pas de deux
- demonstrate comprehensive knowledge of pas de deux repertoire and performances.

## 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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