



Australian Government

CUADTM408 Teach Cecchetti Ballet method at introductory level

Release: 2

CUADTM408 Teach Cecchetti Ballet method at introductory level

Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated application and assessment conditions sections. 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 teach Cecchetti Ballet classes at the Pre Primary, Primary and Grade 1 levels and progression through the levels. These levels have been clustered to reflect the physical and mental development of students through early childhood, specifically ages 4 to 6.

Persons wishing to gain a full qualification in Cecchetti Ballet Australia Inc. apply the skills and knowledge in this unit, which 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 CUA Creative Arts and Culture Training Package. Registered training organisations wishing to deliver this unit must be licensed to do so by Cecchetti Ballet Australia Inc.

Unit Sector

Performing arts – dance teaching and management

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. Analyse and interpret the Pre Primary, Primary and Grade 1	1.1 Demonstrate understanding of the syllabus at the individual grade levels

syllabus	1.2 Analyse syllabus requirements for barre work for the appropriate level 1.3 Identify the technical requirements required at each level 1.4 Interpret the syllabus requirements for improvisation at appropriate level 1.5 Analyse syllabus requirements for studies at appropriate level
2. Design warm-up exercises	2.1 Design aerobic warm-up exercises 2.2 Demonstrate a range of stretches appropriate for the specific level 2.3 Design and deliver exercises that stretch and flex the feet
3. Demonstrate and deliver Pre Primary, Primary and Grade 1-specific exercises	3.1 Demonstrate range of travelling movements appropriate for the specific level 3.2 Monitor quality of ballon and footwork 3.3 Analyse line and quality of position 3.4 Monitor students' control through body and legs 3.5 Encourage in students a sense of enjoyment and confidence in movement 3.6 Identify faults and suggest corrective exercises
4. Teach students to perform level-specific enchaînements	4.1 Demonstrate a combination of exercises to create a series of steps, or enchaînements, specific to the syllabus level 4.2 Perform enchaînements to music as specified in the syllabus 4.3 Encourage a sense of performance, timing, musicality and artistry 4.4 Give positive feedback on rhythm, quality and coordination of movement
5. Prepare students for Pre Primary, Primary and Grade 1 examination	5.1 Explain examination requirements to students 5.2 Break down the class into sections that reflect the methods used in the exam 5.3 Practise a range of positions and movements consistent with the syllabus 5.4 Conduct and document a pre-examination checklist

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
Reading	1.1, 1.2, 1.3, 1.4, 1.5	Obtains information from written sources
Oral communication	2.2, 3.1, 3.5, 3.6, 4.1, 4.3, 4.4, 5.1	- Obtains information by listening and questioning - Uses clear language and correct industry terminology to contribute information and express requirements
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 1.5, 5.1, 5.2, 5.3, 5.4	Applies organisational procedures when teaching the Cecchetti Ballet method and meets expectations associated with own role
Interact with others	2.2, 2.3, 3.1, 3.5, 3.6, 4.1, 4.3, 4.4, 5.1	- Builds rapport with and motivates students - Shows respect for the values and aspirations of students when providing feedback on skill development
Get the work done	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4	- Adopts a methodical and logical approach to the process of preparing for and conducting dance classes - Facilitates the learning of others through competent delivery of dance classes - Monitors and adjusts teaching to meet group or individual requirements

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Technical requirements must include:	- 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 during: - transfer of weight shown with ease - hand movements with eye focus
---	---

	• arm movements • arabesques • pirouette.
Studies must include:	• Playing 6/8 • Friends $\frac{3}{4}$ • Going Riding 6/8 • The Road to Oz 2/4 • Oom Pah Pah $\frac{3}{4}$ • Umbrella dance 6/8 • Directions 6/8 • Lyrical $\frac{3}{4}$.
Exercises that stretch and flex the feet must include:	• foot articulation • rises in parallel extending as high as possible on $\frac{3}{4}$ pointe.
Travelling movements must include:	• walks on demi pointe • skips • sautes • pony canters • ballet runs • galops • spring points.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADTM408 Teach Cecchetti Ballet method at introductory level (Release 2)	CUADTM408 Teach Cecchetti Ballet method at introductory level (Release 1)	Updated application and assessment conditions sections. 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 CUADTM408 Teach Cecchetti Ballet method at introductory level

Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated application and assessment conditions sections. 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:

- demonstrate effective and appropriate posture, placement and control through the body and legs, relevant to the specific level of the Cecchetti Ballet syllabus
- facilitate a positive response from students towards 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.

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:

- in the context of demonstrating the Cecchetti Ballet method, explain the significance of the following anatomical foundations:
 - 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
- describe:
 - key principles in the Australian Guidelines for Dance Teachers and Dance Industry Code of Ethics

- history and background of the Cecchetti Ballet method
- issues and challenges that arise when teaching the Cecchetti Ballet syllabus
- key aspects of safe dance practice relevant to a teaching context
- key stages in the physical and mental development of children aged between 4 and 6
- protocols associated with teaching dance
- 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.

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:

- a simulated or real class situation with a group of appropriate level students with a basic knowledge of the relevant syllabus
- relevant resources and equipment.

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>