



Australian Government

CUADTM409 Teach Cecchetti Ballet method at junior level

Release: 2

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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 grades 2 to 6 and progression through the levels. These levels have been clustered to reflect the physical and mental development of students through early childhood, specifically ages 7 to 12.

Persons wishing to gain a full qualification within 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.

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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	1.1 Demonstrate understanding of the syllabus at the individual

the grade syllabus	grade levels 1.2 Identify and interpret the syllabus requirements for barre work for each grade level 1.3 Identify and interpret the syllabus requirements for port de bras for each grade level 1.4 Identify and interpret syllabus requirements for centre practice for each grade level 1.5 Distinguish syllabus requirements for adage for each grade level 1.6 Identify and interpret syllabus requirements for pirouettes for each grade level 1.7 Distinguish syllabus requirements for allegro for each grade level 1.8 Analyse the syllabus requirements for studies for each grade level
2. Design warm-up exercises	2.1 Design aerobic warm-up exercises 2.2 Demonstrate a range of stretches appropriate for the specific grade level 2.3 Design exercises for strengthening the feet
3. Demonstrate and deliver grade-specific exercises	3.1 Demonstrate range of travelling movements appropriate for the individual grade level 3.2 Identify faults and suggest corrective exercises 3.3 Identify and define French terminology for individual exercises 3.4 Demonstrate an ability to break down grade-specific exercises into individual steps 3.5 Monitor quality of ballon and footwork 3.6 Analyse line and quality of position 3.7 Monitor students' control through body and legs 3.8 Encourage in students a sense of enjoyment and confidence in movement
4. Teach students to perform grade-specific enchaînements	4.1 Demonstrate a combination of exercises to create a series of steps, or enchaînements, specific to the grade level 4.2 Perform enchaînements to music as specified in the grade syllabus 4.3 Encourage a sense of performance, musicality and artistry 4.4 Give positive feedback on rhythm, quality and coordination of

	movement
5. Prepare students for grade examinations	5.1 Explain examination requirements to students 5.2 Practise a range of positions and movements consistent with the syllabus 5.3 Identify syllabus requirements and artistry for studies at individual levels 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, 1.6, 1.7, 1.8	Obtains information from written sources
Oral communication	2.2, 3.1, 3.2, 3.8, 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, 3.2, 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, 3.7, 3.8, 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.

Barre must include:	• establishing and maintaining appropriate posture • establishing and sustaining appropriate degree of turnout • sustaining stretched legs and feet • sustaining centring of the body • showing transfer of weight with ease.
Port de bras must include:	• position and shapes shown • extension of extremities to create line • flow • breadth • poise and developing expressive qualities.
Centre practice must include:	• establishing and maintaining appropriate posture • establishing and sustaining appropriate degree of turnout • sustaining stretched legs and feet • centring the body to be sustained • showing transfer of weight with ease.
Adage must include:	• establishment and placement of body parts • ability to demonstrate line • maintenance of stability • strength and control • transfer of weight with ease.
Pirouette must include:	• use of head and eyes • centring of the body • accuracy in demonstration.
Allegro must include:	• well-articulated feet • ability to take off and land with the correct use of demi plié • maintenance of turnout with well-stretched legs and feet • precision of footwork • well-defined beats • ability to demonstrate spatial awareness • ability to demonstrate diverse movement qualities • upper body coordination, including use of head and arms • elevation • joy of movement shown.
Studies must include:	• Le Chat 4/4 • Sailor's Hornpipe 4/4

	• La Grand Classique $\frac{3}{4}$ • Tarantella 6/8 • Classical Study for girls or boys $\frac{3}{4}$ • Polka 2/4 • Ragtime 2/4 • Spanish Waltz $\frac{3}{4}$ • Cinderella • Pirate's treasure hunt • Lyrical $\frac{3}{4}$ • Mazurka $\frac{3}{4}$.
Travelling movements must include:	• assemblés élanés • autour de la salle • balancés • demi contretemps • échappés sautes et soubresauts • galops • glissades • glissades changé et pas de chat • grand allegro en diagonale • pas de bourrée • pas de chats • polkas • posés coupés and galops • posés en avant • posés tours • preparations for chainé • sissones • step pas de bourrée • step temps levé.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADTM409 Teach Cecchetti Ballet method at junior level (Release 2)	CUADTM409 Teach Cecchetti Ballet method at junior level (Release 1)	Updated application and assessment conditions sections. Updated modification history section to reflect changed name	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
		of training package.	

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 CUADTM409 Teach Cecchetti Ballet method at junior level

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Performance Evidence

Evidence of the ability to:

- demonstrate effective and appropriate posture, placement and control through the body and legs relevant to the specific grade 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 grades 2 to 6 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 7 and 12
- protocols associated with teaching dance
- requirements and application of grades 2 to 6 Cecchetti Ballet syllabus to the teaching of a class
- requirements of the grades 2 to 6 Cecchetti Ballet examination
- provide examples of French ballet terms and their translations.

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.

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