



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