



**Australian Government**

# **CUADTM410 Teach Cecchetti Ballet method at intermediate level**

**Release: 2**

## CUADTM410 Teach Cecchetti Ballet method at intermediate level

### Modification History

| Release   | Comments                                                                                                                                                                                                                         |
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| 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 intermediate levels and progression through to this level. This level has been separated due to the start of pointe work, and to reflect the physical and mental development of young people aged 13 to 16.

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 the intermediate        | 1.1 Demonstrate understanding of the syllabus at the intermediate                                      |

|                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| syllabus                                                                               | <p>grade level</p> <p>1.2 Identify and interpret syllabus requirements for <b>barre</b> work, <b>port de bras</b> and <b>centre practice</b></p> <p>1.3 Analyse syllabus requirements for <b>adage</b></p> <p>1.4 Identify and interpret syllabus requirements for <b>pirouettes</b>, <b>allegro</b> and <b>pointe work</b></p> <p>1.5 Identify specific syllabus requirements for males</p> <p>1.6 Analyse syllabus requirements for the <b>intermediate dances</b></p>                                                                                             |
| 2. Demonstrate and deliver intermediate-specific exercises                             | <p>2.1 Identify faults and suggest corrective exercises</p> <p>2.2 Create exercises to introduce and complement the set work</p> <p>2.3 Design exercises specific to the needs of male students as required</p> <p>2.4 Detect and correct quality of allegro and footwork</p> <p>2.5 Analyse line and quality of position</p> <p>2.6 Monitor students' control through body and legs</p>                                                                                                                                                                             |
| 3. Ensure a sound knowledge of theory work, up to and including the intermediate level | <p>3.1 Identify and demonstrate the five positions of the feet, arms and head</p> <p>3.2 Identify and demonstrate the seven movements in dance</p> <p>3.3 Identify and demonstrate the correct movements of the foot</p> <p>3.4 Discuss the theory of port de bras and the use of the eight fixed points</p> <p>3.5 Identify and demonstrate the five arabesques</p> <p>3.6 Identify and demonstrate the eight directions of the body</p> <p>3.7 Ensure student understanding of the meanings of French ballet terms</p>                                             |
| 4. Teach students to perform intermediate-specific enchaînements                       | <p>4.1 Demonstrate the ability to break down intermediate exercises into individual steps</p> <p>4.2 Demonstrate a combination of exercises to create a series of steps, or enchaînements, specific to the intermediate level</p> <p>4.3 Perform enchaînements to music as specified in the intermediate syllabus</p> <p>4.4 Encourage a sense of performance, <b>musicality and artistry</b></p> <p>4.5 Give positive feedback on rhythm, quality and coordination of movement</p> <p>4.6 Encourage in students a sense of enjoyment and confidence in movement</p> |

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| 5. Prepare students for intermediate examination | <p>5.1 Explain examination requirements to students</p> <p>5.2 Break down the class into sections that reflect the methods used in the examination</p> <p>5.3 Practise a range of positions and movements consistent with the syllabus</p> <p>5.4 Incorporate unseen enchaînements in classes</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                                                                                                                                                                                                                                                                                                                     |
|----------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading                    | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6                                                                                      | <ul style="list-style-type: none"> <li>Obtains information from written sources</li> </ul>                                                                                                                                                                                                                                      |
| Oral communication         | 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.4, 4.5, 4.6, 5.1                                         | <ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> <li>Uses clear language and correct industry terminology to contribute information and express requirements</li> </ul>                                                                                                             |
| Navigate the world of work | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 5.1, 5.2, 5.3, 5.4                                                                  | <ul style="list-style-type: none"> <li>Applies organisational procedures when teaching the Cecchetti Ballet method and meets expectations associated with own role</li> </ul>                                                                                                                                                   |
| Interact with others       | 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.4, 4.5, 4.6, 5.1                                         | <ul style="list-style-type: none"> <li>Builds rapport with and motivates students</li> <li>Shows respect for the values and aspirations of students when providing feedback on skill development</li> </ul>                                                                                                                     |
| Get the work done          | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4 | <ul style="list-style-type: none"> <li>Adopts a methodical and logical approach to the process of preparing for and conducting dance classes</li> <li>Facilitates the learning of others through competent delivery of dance classes</li> <li>Monitors and adjusts teaching to meet group or individual requirements</li> </ul> |

## 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.*

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Barre</b> must include:                            | <ul style="list-style-type: none"> <li>• establishing and maintaining ballet posture</li> <li>• maintaining turnout and body placement throughout with poise and control</li> <li>• sustaining stretched legs and feet</li> <li>• centring the body to be sustained</li> <li>• showing transfer of weight with ease</li> <li>• coordinating head and arm movements at all times.</li> </ul>                                                                                                                                                  |
| <b>Port de bras and centre practice</b> must include: | <ul style="list-style-type: none"> <li>• position and shapes shown musically and expressively with flow and breadth</li> <li>• posture, turnout and placement maintained with upper body quality and poise</li> <li>• smooth transfer of weight as required</li> <li>• well-articulated feet.</li> </ul>                                                                                                                                                                                                                                     |
| <b>Adage</b> must include:                            | <ul style="list-style-type: none"> <li>• establishment and placement of body parts</li> <li>• ability to demonstrate line</li> <li>• maintenance of stability and rotation</li> <li>• strength and control</li> <li>• transfer of weight shown with ease</li> <li>• maintenance of turnout on working and supporting sides</li> <li>• maintenance of established leg height.</li> </ul>                                                                                                                                                      |
| <b>Pirouette</b> must include:                        | <ul style="list-style-type: none"> <li>• correct use of head and eyes</li> <li>• centring of the body</li> <li>• accuracy in demonstration</li> <li>• well-pulled up body and legs</li> <li>• correctly placed arms.</li> </ul>                                                                                                                                                                                                                                                                                                              |
| <b>Allegro</b> must include:                          | <ul style="list-style-type: none"> <li>• well-articulated feet</li> <li>• correct use of demi-plié</li> <li>• turnout maintained with well-stretched legs and feet</li> <li>• precision of footwork</li> <li>• well-defined beats</li> <li>• understanding demonstrated of the petite allegro concept</li> <li>• use of ballon</li> <li>• ability to demonstrate spatial awareness</li> <li>• ability to demonstrate diverse movement qualities as appropriate</li> <li>• upper body coordination, including use of head and arms</li> </ul> |

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|                                                     | <ul style="list-style-type: none"> <li>• elevation</li> <li>• joy of movement shown.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b><i>Pointe work</i></b> must include:             | <ul style="list-style-type: none"> <li>• well-placed body and legs en pointe established and maintained throughout</li> <li>• correct alignment of foot demonstrated en pointe and correct rising and lowering through the foot</li> <li>• maintenance of energy.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    |
| <b><i>Intermediate dances</i></b> must include:     | <ul style="list-style-type: none"> <li>• accurate reproduction of the selected variation and ability to choreograph dances appropriate to the student</li> <li>• appropriate expressive qualities</li> <li>• musicality.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b><i>Musicality and artistry</i></b> must include: | <ul style="list-style-type: none"> <li>• demonstration of: <ul style="list-style-type: none"> <li>• focus: use of head and eye-lines</li> <li>• sense of occasion</li> <li>• confidence in presentation</li> <li>• effective use of body parts in movement</li> <li>• interpretation of the dynamic qualities in the music and movement</li> <li>• sustained demonstration of the basic movements in dance</li> </ul> </li> <li>• showing an awareness of: <ul style="list-style-type: none"> <li>• meter</li> <li>• tempo</li> <li>• phrasing</li> <li>• accent</li> <li>• dynamic qualities in the accompanying music.</li> </ul> </li> </ul> |

## Unit Mapping Information

| Code and title<br>current version                                         | Code and title<br>previous version                                        | Comments                                                                                                                                  | Equivalence status |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| CUADTM410 Teach Cecchetti Ballet method at intermediate level (Release 2) | CUADTM410 Teach Cecchetti Ballet method at intermediate 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.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>