



Australian Government

CUADTM418 Teach ballet at introductory level

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to teach ballet classes at beginner levels to young children.

The unit applies to those who teach young children syllabus or non-syllabus ballet teaching. Exercises and teaching methods used should be suited to the physical and mental development of students through early childhood, specifically ages 4 to 7.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Performing arts – Dance teaching and management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine learning outcomes	1.1 Determine and demonstrate understanding of learning outcomes for student's ballet achievement 1.2 Analyse learning outcome requirements for barre work 1.3 Identify age appropriate technical requirements and goals 1.4 Identify age appropriate learning outcome requirements for improvisation and musicality 1.5 Identify age appropriate learning outcome requirements for dances
2. Design warm-up exercises	2.1 Design aerobic warm-up exercises 2.2 Teach a range of stretches appropriate for the specific age and physical development of students

ELEMENT	PERFORMANCE CRITERIA
	2.3 Design and deliver <i>exercises that stretch and flex the feet</i>
3. Teach age and skill appropriate exercises	3.1 Teach a range of travelling movements appropriate for the specific age and skill of students 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 age and skill appropriate enchaînements	4.1 Teach a combination of exercises to create a series of steps, or enchaînements, specific to the learning outcomes 4.2 Perform enchaînements to music as specified in learning outcomes 4.3 Encourage a sense of performance, timing, musicality and artistry 4.4 Give feedback on rhythm, quality and coordination of movement

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Oral communication	- Obtains information by listening and questioning - Uses clear language and correct industry terminology to contribute information and express requirements
Reading	Obtains information from written sources
Planning and organising	- 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
Self-management	Applies organisational procedures when teaching Ballet and meets expectations associated with own role
Teamwork	- Builds rapport with and motivates students - Shows respect for the values and aspirations of students when providing feedback on skill development

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. It is restricted to essential operating conditions and any other variables essential to the work environment.

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 • transfer of weight shown with ease • hand movements with eye focus • arm movements • arabesques • pirouette.
Dances may include:	• short group dances as listed in your learning outcomes and/or: • short group dances choreographed by the teacher • duo and trio dances • dances led by a teaching assistant or teacher
Exercises that stretch and flex the feet must include:	• foot articulation • rises in parallel extending as high as possible on ¾ pointe.
Travelling movements must include:	• walks on demi pointe • skips • sautes • pony canters • ballet runs • galops • spring points.

Unit Mapping Information

No equivalent unit. Supersedes and is not equivalent to CUADTM408 Teach Cecchetti Ballet method at introductory level.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for CUADTM418 Teach ballet at introductory level

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- teach at least two ballet classes demonstrating ballet at an introductory level to two different age groups.

In the course of the above, the candidate must:

- use age appropriate class plans and teaching methods
- teach effective and appropriate posture, placement and control through the body and legs, applicable to the specific level of the identified learning outcomes
- facilitate a positive response from students towards their presentation and musicality
- engender in students a sense of enjoyment, confidence and pleasure in movement
- teach understanding of the specified learning outcomes.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- in the context of teaching ballet at an introductory level, 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
- key principles in the Australian Guidelines for Dance Teachers and Dance Industry Code of Ethics
- history and background of ballet applicable to an introductory level
- organisational procedures required to demonstrate the performance evidence

- issues and challenges that arise when teaching young children
- key aspects of safe dance practice applicable 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 learning outcomes to the teaching of a class.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- a simulated or real class situation with groups of appropriate level students with a basic knowledge of the required learning outcomes
- resources and equipment required to demonstrate the performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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