



Australian Government

CUADTM419 Teach ballet at junior 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 to children of primary school age.

The unit applies to those who teach syllabus or non-syllabus ballet. Exercises and teaching methods used should be suited to the physical and mental development of students through childhood, specifically ages 7 to 12.

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 the learning outcomes for student's ballet achievement 1.2 Identify and interpret learning outcome requirements for barre work 1.3 Identify and interpret learning outcome requirements for port de bras 1.4 Identify and interpret learning outcome requirements for centre practice 1.5 Distinguish learning outcome requirements for adage 1.6 Identify and interpret learning outcome requirements for pirouettes 1.7 Distinguish learning outcome requirements for allegro

ELEMENT	PERFORMANCE CRITERIA
	1.8 Analyse the learning outcome requirements for dances 1.9 Use learning outcomes to devise lesson plans and appropriate methods
2. Design warm-up exercises	2.1 Design aerobic warm-up exercises for the specific age and physical development of students 2.2 Teach a range of stretches appropriate for the specific age and physical development of students 2.3 Design exercises for strengthening the feet
3. Demonstrate and deliver age and skill appropriate ballet exercises	3.1 Teach range of travelling movements 3.2 Identify faults and suggest corrective exercises 3.3 Train students to use turnout appropriately throughout the class. 3.4 Identify and define French terminology for individual exercises 3.5 Teach by breaking down complex steps into individual movements. 3.6 Monitor quality of ballon and footwork 3.7 Analyse line and quality of position 3.8 Monitor students' control through body and legs 3.9 Encourage in students a sense of enjoyment and confidence in movement
4. Teach students to perform age and skill appropriate enchaînements	4.1 Design enchainments suited to the age and skill level of a group of students 4.2 Explain learning outcomes to students 4.3 Teach enchainments to a group of students, paying attention to technical requirements and learning outcomes 4.4 Encourage a sense of performance, musicality and artistry 4.5 Give constructive 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

SKILL	DESCRIPTION
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 the 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.

Barre may 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 may include:	- position and shapes shown - extension of extremities to create line - flow - breadth - poise and developing expressive qualities.
Centre practice may 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 may include:	- establishment and placement of body parts - ability to demonstrate line - maintenance of stability - strength and control - transfer of weight with ease.

<i>Pirouette</i> may include:	• use of head and eyes • centring of the body • accuracy in demonstration.
<i>Allegro</i> may 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.
<i>Dances</i> 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
<i>Travelling movements</i> may 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

No equivalent unit. Supersedes and is not equivalent to CUADTM409 Teach Cecchetti Ballet method at junior 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 CUADTM419 Teach ballet at junior 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 a junior level to two different age groups.

In the course of the above, the candidate must:

- teach effective and appropriate posture, placement and control through the body and legs applicable to the identified learning outcomes
- use age and skill appropriate class plans and teaching methods
- facilitate a positive response from students towards their performance, musicality and artistry
- explain learning outcomes to students.

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 a junior 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 a junior level
- organisational procedures required to demonstrate the performance evidence

- issues and challenges that arise when teaching primary-age children
- key aspects of safe dance practice applicable to a teaching context
- key stages in the physical and mental development of children aged between 7 and 12
- protocols associated with teaching dance
- age and skill appropriate class plans and teaching methods
- requirements and application of specific learning outcomes to the teaching of a class
- examples of French ballet terms and their translations.

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
- 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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