



Australian Government

CUADTM420 Teach ballet at intermediate 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 intermediate levels to teenage children.

The unit applies to those who teach syllabus or non-syllabus ballet. Students training at this level have a reasonable grounding in classical ballet, having studied ballet for several years. This unit reflects the physical and mental development of young people aged 13 to 16. Exercises and teaching methods used should be suited to students within this age range.

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 Identify and interpret learning outcome requirements for barre work, port de bras and centre practice 1.3 Analyse learning outcome requirements for adage 1.4 Identify and interpret learning outcome requirements for pirouettes , allegro and pointe work 1.5 Identify specific learning outcome requirements for males and females
2. Teach intermediate ballet exercises and	2.1 Identify faults and suggest corrective exercises 2.2 Identify appropriate ballet exercises for barre, port de bras,

ELEMENT	PERFORMANCE CRITERIA
enchainment	centre practise, centre adages, pirouettes and allegro 2.3 Design exercises specific to the needs of male students as required 2.4 Detect and correct quality of allegro and footwork 2.5 Analyse line and quality of position 2.6 Monitor students' control through body and legs 2.7 Train understanding and use of turnout
3. Confirm a sound knowledge of ballet theory	3.1 Identify and teach positions of the feet, arms and head 3.2 Identify and teach movements in dance 3.3 Identify and teach the correct movements of the foot 3.4 Discuss the theory of port de bras 3.5 Identify and teach arabesques 3.6 Identify and teach ballet body positions and lines 3.7 Demonstrate understanding of the meanings of French ballet terms
4. Teach students to perform intermediate enchaînements	4.1 Explain learning outcomes to students as required 4.2 Teach the ability to break down intermediate exercises into individual steps 4.3 Teach enchaînements specific to the intermediate level 4.4 Provide constructive feedback to students to enable them to achieve technical requirements of individual steps and enchaînements 4.5 Encourage a sense of performance, musicality and artistry 4.6 Give feedback on rhythm, quality and coordination of movement 4.7 Encourage in students a sense of enjoyment and confidence in 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 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 ballet posture - maintaining turnout and body placement throughout with poise and control - sustaining stretched legs and feet - centring the body to be sustained - showing transfer of weight with ease - coordinating head and arm movements at all times.
Port de bras and centre practice may include:	- position and shapes shown musically and expressively with flow and breadth - posture, turnout and placement maintained with upper body quality and poise - smooth transfer of weight as required - well-articulated feet.
Adage may include:	- establishment and placement of body parts - ability to demonstrate line - maintenance of stability and rotation - strength and control - transfer of weight shown with ease - maintenance of turnout on working and supporting sides - maintenance of established leg height.

<i>Pirouette</i> may include:	• correct use of head and eyes • centring of the body • accuracy in demonstration • well-pulled up body and legs • correctly placed arms.
<i>Allegro</i> may include:	• well-articulated feet • correct use of demi-plié • turnout maintained with well-stretched legs and feet • precision of footwork • well-defined beats • understanding demonstrated of the petite allegro concept • use of ballon • ability to demonstrate spatial awareness • ability to demonstrate diverse movement qualities as appropriate • upper body coordination, including use of head and arms • elevation • joy of movement shown.
<i>Pointe work</i> may include:	• well-placed body and legs en pointe established and maintained throughout • correct alignment of foot demonstrated en pointe and correct rising and lowering through the foot • maintenance of energy.
<i>Intermediate dances</i> may include:	• accurate reproduction of the selected variation and ability to choreograph dances appropriate to the student • appropriate expressive qualities • musicality.
<i>Musicality and artistry</i> may include:	• demonstration of: • focus: use of head and eye-lines • sense of occasion • confidence in presentation • effective use of body parts in movement • interpretation of the dynamic qualities in the music and movement • sustained demonstration of the basic movements in dance • showing an awareness of: • meter • tempo • phrasing • accent • dynamic qualities in the accompanying music.

Unit Mapping Information

No equivalent unit. Supersedes and is not equivalent to CUADTM410 Teach Cecchetti Ballet method at intermediate 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 CUADTM420 Teach ballet at intermediate 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 one ballet class demonstrating ballet at an intermediate level.

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 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
- demonstrate application 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 intermediate 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 intermediate level
- issues and challenges that arise when teaching teenage children
- organisational procedures required to demonstrate the performance evidence
- key aspects of safe dance practice applicable to a teaching context

- key stages in physical and mental development in young people aged 13 to 16
- protocols associated with teaching dance
- requirements and application of specific learning outcomes to the teaching of a class
- provide 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 a group 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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