



Australian Government

CUADTM507 Teach classical ballet pointe technique

Release: 2

CUADTM507 Teach classical ballet pointe technique

Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. 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 incorporate safe dance practice into the teaching of classical ballet pointe technique in dance studios or venues where flooring is appropriate for the safe teaching of dance.

At this level, dance teachers work without supervision. They are expected to apply initiative and judgement when planning lessons which could be based on a specific syllabus or teaching resources they may have helped to prepare. Alternatively, they may be devising and conducting classes which are not based on a particular syllabus.

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

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. Prepare for dance classes	1.1 Ensure dance elements or movements for classes are safely sequenced 1.2 Identify and minimise risk factors in the teaching of classical ballet pointe technique classes 1.3 Check that learners are wearing appropriate practice clothing

	and footwear 1.4 Demonstrate appropriate warm-up techniques
2. Demonstrate classical ballet pointe techniques	2.1 Demonstrate to learners correct posture and body alignment appropriate to classical ballet pointe technique and movement 2.2 Demonstrate isolation and coordination of the upper and lower body in complex movement sequences 2.3 Demonstrate a range of techniques that integrate balance, flexibility, coordination, stamina and control and articulation of individual body parts 2.4 Emphasise the importance of control, attention to detail and memory when demonstrating complex linking of steps or enchaînements of classical ballet pointe movements 2.5 Demonstrate the timing and phrasing relationship between classical ballet movement and the accompanying music 2.6 Follow safe dance practice in teaching activities to minimise risk of injuries 2.7 Demonstrate appropriate warm-down techniques 2.8 Manage class dynamics and learner behaviour to encourage learning
3. Maintain expertise in teaching classical ballet pointe technique	3.1 Use feedback from relevant personnel about the quality of classes to identify areas of own teaching practice that could be improved 3.2 Use a range of sources to keep up-to-date with current industry issues, trends and codes of practice 3.3 Participate in professional development activities as required

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
Learning	3.1, 3.3	- Seeks feedback and accepts guidance from others - Accepts opportunities to participate in formal professional development activities
Reading	3.2	Obtains information from written sources

Oral communication	1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 3.1, 3.2	• Seeks the views and opinions of others • 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, 2.6, 3.2, 3.3	• Identifies and follows procedures and expectations associated with own role • Takes responsibility for following accepted industry practices in relation to safe dance practices and injury-prevention strategies • Maintains an appropriate standard of personal presentation • Takes responsibility for own professional development
Interact with others	1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 3.1	• Ensures that every learner has an opportunity for participation and input during classes • Pays attention to the behaviour of others, interpreting a broad range of verbal and non-verbal signals • Interprets and addresses learner behaviour that puts others at risk • Demonstrates sensitivity to diversity, disability, culture, gender and ethnic backgrounds • Respects expertise and background of learners
Get the work done	1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.2	• 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 • Uses the internet as a source of information

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.

Techniques taught at a medium level must relate to:	• échappés relevés • grand allegro • pointe enchaînement • posés en diagonale • posés • relevés to one foot • temps liés.
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADTM507 Teach classical ballet pointe technique (Release 2)	CUADTM507 Teach classical ballet pointe technique (Release 1)	Updated assessment conditions section. Updated modification history section to reflect changed name of training package.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for CUADTM507 Teach classical ballet pointe technique

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Performance Evidence

Evidence of the ability to:

- demonstrate classical ballet pointe technique
- demonstrate correct warm-up and warm-down techniques and follow safe dance practices in teaching activities
- demonstrate complex classical ballet pointe enchaînements
- demonstrate musicality, expression, phrasing and correct timing, and sensitivity in movement sequences
- interact effectively and constructively with learners
- evaluate own teaching practice and identify ways to improve it.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

Knowledge Evidence

To complete the unit requirements the individual must:

- in the context of demonstrating dance technique, explain 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
- describe:

- key principles in the Australian Guidelines for Dance Teachers and Dance Industry Code of Ethics
- classical ballet pointe principles, characteristics and techniques
- features of commonly performed classical ballet repertoire
- graded progress requirements according to dance society levels
- issues and challenges that arise when teaching classical ballet pointe technique
- key aspects of safe dance practice
- protocols associated with teaching dance.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- teaching resources and equipment
- opportunities for teaching medium level classical ballet in either a real or simulated situation
- a venue with adequate space, ballet barres and a sprung or tarket floor.

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

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