



Australian Government

CUADTM512 Teach medium level classical ballet dance techniques

Release: 1

CUADTM512 Teach medium level classical ballet dance techniques

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 teach medium level classical ballet dance techniques in dance studios or venues equipped for the safe teaching of dance.

The unit applies to those who are able to work without supervision. They are expected to apply initiative and judgement when planning lessons which may be based on a specific syllabus or on teaching resources they may or may not have helped to prepare.

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 Sequence dance elements and movements for classes according to class purpose and dance safety practices 1.2 Formulate class plan according to learning outcome progress requirements 1.3 Identify risk factors in the teaching of classical ballet classes and determine preventative strategies 1.4 Confirm that learners are wearing required practice clothing and footwear for medium level classical ballet 1.5 Teach required warm-up techniques according to safe dance practices
2. Deliver learning	2.1 Teach posture and body alignment required for medium level

ELEMENTS	PERFORMANCE CRITERIA
outcomes	classical ballet technique and movement 2.2 Teach isolation and coordination of the upper and lower body in complex movement sequences 2.3 Teach techniques that integrate balance, flexibility, coordination, stamina and control of individual body parts 2.4 Teach complex enchaînements and discuss importance of control, attention to detail and memory in their completion 2.5 Teach the timing and phrasing relationship between classical ballet movement and accompanying music 2.6 Manage and minimise risk of injuries using safe dance practices in teaching activities 2.7 Teach required cool-down techniques according to safe dance practices 2.8 Manage class dynamics and learner behaviour
3. Improve teaching practice for medium level classical ballet technique	3.1 Seek and evaluate feedback from required personnel, and identify and revise areas of improvement in quality of own teaching practice 3.2 Research, identify and utilise sources outlining current industry issues, trends and codes of practice 3.3 Develop plan to refine and adapt to improve own teaching practice and incorporate research findings as required 3.4 Participate in professional development activities as required

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 - Contributes information and expresses requirements using clear language and industry terminology
Reading	Obtains information from written sources
Planning and organising	Adopts methodical and logical approach to the process of preparing for and conducting dance classes
Problem solving	Monitors and adjusts teaching to meet group and individual requirements
Self-management	- Identifies and follows procedures and expectations associated with own role - Takes responsibility for following accepted industry practices in

SKILL	DESCRIPTION
	relation to safe dance practices and injury-prevention strategies • Takes responsibility for own professional development
Teamwork	• Provides all learners with opportunities for participation and input during classes • Interprets different verbal and non-verbal signals in student behaviour • Interprets and addresses learner behaviour that puts others at risk • Demonstrates respect for diversity, disability, culture, gender and ethnic backgrounds
Technology	• Uses the internet as a source of information

Unit Mapping Information

Supersedes and is equivalent to CUADTM502 Teach medium level classical ballet technique.

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 CUADTM512 Teach medium level classical ballet dance techniques

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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 four dance classes demonstrating medium level classical ballet technique.

In the course of the above, the candidate must:

- teach warm-up and cool-down techniques required for medium level classical ballet techniques
- follow safe dance practices in teaching activities
- deliver class according to identified learning outcomes
- teach complex enchaînements
- teach musicality, expression, phrasing and correct timing in movement sequences
- interact constructively with learners and demonstrate respect for individual learning needs
- evaluate own teaching practice and identify opportunities for improvement.

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:

- significance of the following anatomical foundations in the context of demonstrating dance techniques:
 - spine articulation
 - foot engagement
 - bases of support, including feet, legs, hands, arms, and torso
 - joint range of motion
 - differentiation of legs and pelvis
- key principles in the Australian Guidelines for Dance Teachers and Dance Industry Code of Ethics
- features of movement sequences including:

- musicality
- phrasing
- correct timing
- features of commonly performed classical ballet repertoire
- issues, trends and challenges that arise when teaching classical ballet
- key aspects of safe dance practice
- protocols associated with teaching dance
- processes for formulating class plans according to learning outcomes
- strategies to evaluate feedback and develop plan to improve teaching practice
- processes for participating in professional development activities
- techniques for researching, sourcing and using current industry issues, trends and codes of practice
- impacts of managing class dynamics and learner behaviour on creating a positive learning environment
- ***classical ballet principles and techniques*** taught at a medium level, including those relating to:
 - proficient use of demi pointe
 - coordination of arms and legs
 - placement and alignment of the body
 - competent execution of:
 - adage
 - allegro enchaînement
 - battements tendus and grands battements
 - batterie enchaînement
 - grand allegro
 - grands jetés en avant
 - grands jetés en tournant
 - petit allegro
 - pirouettes en dedans
 - pirouettes en dehors
 - pirouettes en diagonal
 - temps liés
 - expressing a flow of movement with arms, head and eyes
 - proficient use of stretched legs and feet
 - movement of legs and feet through the floor and in the air
 - performing port de bras:
 - correct placing of the arm and arabesque lines
 - balanced and harmonious arm lines
 - focused use of head and eyes
 - posture, rotation and turnout
 - transference of weight correctly in relation to balance, control and strength.

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:

- teaching resources and equipment
- opportunities for teaching medium level classical ballet techniques in classes
- a venue with space required for teaching classical ballet, ballet barres and a sprung or tarkett floor.

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

Links

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