



Australian Government

CUADTM517 Teach classical ballet pointe techniques

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 classical ballet pointe techniques in dance studios or venues equipped for the safe teaching of dance.

The unit applies to those who are dance teachers and who are able to work without supervision. They are expected to apply initiative and judgement when planning lessons which could 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 pointe technique and determine preventative strategies 1.4 Confirm that learners are wearing appropriate practice clothing and footwear for classical ballet pointe technique 1.5 Teach required warm-up techniques
2. Teach classical ballet pointe techniques	2.1 Teach posture and body alignment required for classical ballet pointe technique and movement

ELEMENTS	PERFORMANCE CRITERIA
	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 linking of steps or enchaînements and discuss the 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 2.8 Manage class dynamics and learner behaviour
3. Improve teaching practice for classical ballet pointe 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 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 - 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
Problem solving	Monitors and adjusts teaching to meet group or individual requirements
Self-management	- 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 - Takes responsibility for own professional development

SKILL	DESCRIPTION
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 CUADTM507 Teach classical ballet pointe 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 CUADTM517 Teach classical ballet pointe 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 of classical ballet pointe technique.

In the course of the above, the candidate must:

- teach warm-up and cool-down techniques required for classical ballet pointe techniques
- follow safe dance practices in teaching activities
- teach complex classical ballet pointe 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 teaching 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
- 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
- features of commonly performed classical ballet repertoire
- issues and challenges that arise when teaching classical ballet pointe technique
- key aspects of safe dance practice
- protocols associated with teaching dance
- impact of managing class dynamics and learner behaviour on creating a positive learning environment
- classical ballet pointe principles and techniques, relating to:
 - échappés relevés
 - grand allegro
 - pointe enchaînement
 - posés en diagonale
 - posés
 - relevés to one foot
 - temps liés.

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 classical ballet pointe techniques in classes
- a venue with space required for teaching classical ballet pointe techniques, 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.

Links

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