



Australian Government

Department of Education, Employment and Workplace Relations

CUADTM507A Teach classical ballet pointe technique

Release: 1

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Modification History

Version	Comments
CUADTM507A	This version first released with <i>CUA11 Live Performance Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to incorporate safe dance practice into the teaching of classical ballet pointe technique.

Application of the Unit

Private dance teachers who specialise in teaching classical ballet apply the skills and knowledge in this unit.

Typically these teachers are working in private dance studios or in venues such as community halls, where flooring is appropriate for the safe teaching of dance.

At this level, private 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 any particular syllabus.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Prepare for dance classes	1.1. Ensure dance elements or movements for classes are safely sequenced 1.2. Identify and minimise the effect of risk factors relevant to the teaching of classical ballet pointe 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 balance, flexibility, transfer of weight, coordination, stamina and control and articulation of individual body parts in an integrated manner in a range of techniques 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 pointe movement and the accompanying music through dance that displays complex musicality, phrasing, sensitivity and convincing interpretation 2.6. Follow safe dance practice in teaching activities 2.7. Demonstrate appropriate cool-down techniques
3. Maintain expertise	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 stay abreast of current industry issues and trends 3.3. Identify and participate in professional development activities as required

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication, teamwork and organisational skills to:
 - respond appropriately to constructive feedback on own performance as a dance teacher
 - present confidently in teaching situation
 - design and communicate approaches to unpredictable problems that may arise in a teaching context
 - seek assistance from others as required
- group facilitation skills to ensure that:
 - every learner has an opportunity for participation and input
 - group cohesion is maintained
 - behaviour that puts others at risk is observed, interpreted and addressed
- learning skills to:
 - provide feedback to learners by identifying areas of weakness
 - assist learners to plan their practice time
 - maintain own expertise by taking advantage of ongoing professional development opportunities
- listening skills to:
 - monitor and adjust teaching as required
 - maintain correct tempo, musical timing, sensitivity, awareness and phrasing in movement sequences
- literacy skills to write or interpret instructions and feedback for the learners
- problem-solving skills to:
 - memorise complex classical ballet pointe exercises and routines
 - respond appropriately to the unexpected in a teaching situation
- self-management and planning skills to:
 - plan teaching sessions
 - maintain an appropriate standard of personal presentation in a teaching context
- technical skills to demonstrate classical ballet pointe techniques, such as:
 - at the barre
 - in the centre
 - complex balancing, turning, and low, medium and high-elevation movements
 - complex pointe enchaînements of classical ballet movements.

Required knowledge

- anatomical foundations, including:
 - 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

- Australian Guidelines for Dance Teachers
- classical ballet repertoire
- classical ballet pointe principles, characteristics and techniques
- dance teaching terminology
- graded progress requirements according to dance society levels
- issues and challenges that arise in the context of teaching classical ballet
- OHS principles relevant to a teaching context
- safe dance practice relevant to a teaching context
- teaching and performance protocols.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • demonstrate classical ballet pointe technique • apply safe dance practice in teaching activities, including correct warm-up and cool-down techniques • demonstrate complex classical ballet pointe enchaînements within specified movements • demonstrate musicality, expression, phrasing and correct timing, and sensitivity in movement sequences • interact effectively and constructively with learners • maintain expertise.
Context of and specific resources for assessment	Assessment must ensure access to: • relevant resources and equipment • opportunities for teaching classical ballet pointe technique in either a real or simulated situation • a venue with adequate space, ballet barres, and appropriate flooring, such as a sprung or tarket floor.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence • third-party workplace reports of on-the-job performance • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • direct observation, or video recordings, of candidate teaching a classical ballet pointe class • case studies and scenarios as a basis for discussion of methods, strategies and other issues involved in preparing for and teaching a classical ballet pointe class. Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups

	(e.g. people with disabilities and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUADTM508A Refine dance teaching methodologies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Risk factors may include:	• inappropriate or worn-out footwear • trip hazards in the venue or facility, for example power cords • unsafe flooring.
Warm-up techniques may include:	• barre and floor exercises • exercises for areas, such as: • body conditioning and strength development • flexibility • isometric control • coordination improvement and enhancement exercises • muscle contraction and release • isolation and mobility of body parts • slow and relevant stretching • slow and deep breathing.
Body alignment refers to:	• placement (on pointe) • proper alignment of the torso, limbs, spine and shoulders, such as: • ear over the shoulder over the hips • knee over the ankle • skeletal alignment throughout movements.
Techniques taught at a medium level must relate to:	• échappés relevés • grand allegro • pointe enchaînement • posés en diagonale • posés • relevés to one foot • temps lié.
Accompanying music may include:	• instrumental • live or recorded • vocal.
Safe dance practice may include:	• correct execution of dance steps • appropriate clothing and footwear

	• doing exercises and performing routines on flooring appropriate to genre and style of dance, including: • sprung softwood • tarkett • sprung parquet • tongue and groove hardwood • resined for ballroom and Latin dance • non-slip for ballet • wood for tap and Spanish • nutrition and diet • understanding the body's capabilities and limitations, including: • alignment • flexibility (mobility) • strength (stability) • cardiorespiratory endurance • muscular endurance • warm-up and cool-down procedures, such as: • gentle stretch • aerobic exercises • anaerobic exercises • breathing exercises.
Cool-down techniques may include:	• barre and floor exercises • exercises for areas, such as: • body conditioning and strength development • flexibility • isometric control • coordination improvement and enhancement exercises • muscle contraction and release • isolation and mobility of body parts • slow and relevant stretching • slow and deep breathing.
Relevant personnel may include:	• colleagues • dance school director • mentors • other teachers • parents • students.
Sources may include:	• print publications

	• resources available through dance societies • television shows • websites.
<i>Industry issues and trends</i> may relate to:	• Australian Guidelines for Dance Teachers • dance teaching methodologies • emerging trends in different dance disciplines and genres • employment opportunities for dancers • safe dance practice.
<i>Professional development activities</i> may include:	• industry events, such as: • conferences • expositions • festivals • workshops or seminars organised by dance societies or industry associations.

Unit Sector(s)

Performing arts - dance teaching and management

Custom Content Section

Not applicable.