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Australian Institute of Classical Dance Inc.

A.I.C.D. Borovansky Syllabus

Guidelines for

Associate Diploma Applicants

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"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."
William Arthur Ward

Suggested Reading

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Suggested Reading

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Fontana Press, London 1987.

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History of A.I.C.D.

The Australian Institute of Classical Dance Inc. (A.I.C.D.) was formed in 1991 by Marilyn Jones O.B.E., following her receipt of a prestigious Creative Arts Fellowship from the Australian Government.

The Institute has a board composed of eminent members of the dance community. It was set up to oversee and encourage the development of Australian classical ballet. It assists teachers and students of classical dance in Australia by providing a national focus for the development of this important art form. By co-operating with existing recognised dance organisations, it encourages research and the development of dance.

Since its inception, the A.I.C.D. has aimed to provide a forum for discussion on all aspects of dance and actively lobbies for classical dance in the political and educational arena.

The A.I.C.D., also acts as an assessment body, initiates workshops, runs summer schools, conventions and seminars and offers both National and International scholarships to Australian dancers and choreographers.

From its beginning, the Institute has played an important and vital role in Australia's cultural life.

The A.I.C.D. is a not for profit organisation with branches in most states of Australia. Members of the state committees serve for the betterment of classical dance in Australia, and to give support and assistance to teachers, students and choreographers in order that they can "follow their dreams" and assist with both current trends and respected traditions to stay relevant and compete successfully on both a national and international arena.

The A.I.C.D. offers various awards and scholarships throughout the year to deserving recipients, and many of the events run by the state committees are to raise funds in order for these scholarships and awards to come into fruition.

The A.I.C.D. is always looking at new, innovative ways in which they can encourage and support teachers, dancers and choreographers in the development and expansion of their technical skills and artistry through further education in the art form.

The Borovansky Syllabus

Czech-born Edouard Borovansky first came to Australia in 1929 with the company of the famous ballerina Anna Pavlova. He returned in 1938 with a Ballets Russes Company called (at that time) The Covent Garden Russian Ballet.

Borovansky had persuaded his Russian-born wife Xenia – a fine ballet teacher who had her own school in Berlin – to accompany him to Australia, because he had decided to remain here at the end of the tour. World War II erupted in Europe in September 1939.

His idea was to start a ballet school where Xenia's marvellous teaching skills could be utilised, hoping eventually to form an Australian ballet company.

The Ballets Russes Company displayed techniques and styles of dance that were not being taught in Australia. When the Borovansky's Academy of Russian Ballet opened its studios in Melbourne in 1939, eager young ballet students and ballet lovers flocked to them to learn.

Xenia was the central pillar of classical ballet teaching, passing on the technique and style in which she had been trained in Russia.

The Borovansky Ballet Company was created, and first performed in 1940. This company was comprised of mainly Australian dancers from the Borovansky's school, featuring some artists who had remained in Australia after their tour.

Between 1940 and 1959, the company toured regularly throughout Australia, becoming a much-loved part of the Australian performing arts scene.

After Edouard Borovansky's death in 1959, Peggy van Praagh came from England to direct the company until the end of its current contract. Plans were begun for a new company, The Australian Ballet, which made its debut in November 1962.

Xenia maintained the school in Melbourne, eventually deciding to develop an Australian system for teaching ballet, based on her own Russian schooling.

Other methods, developed and administered from London, were being taken up in Australia at the time. Xenia wanted her syllabus to be administered and examined within Australia, and that is how it remains today.

In 1992, the society administering the Borovansky method (which had undergone a number of name changes over the years) came under the umbrella of the Australian Institute of Classical Dance. Regularly updated, this Borovansky examination syllabus was revised by a panel of examiners and teachers in January 2012. Current updates commenced in 2020.

Associate Diploma Through RPL—2

Once you have submitted your application for Associate Diploma status to the Artistic Director, your application goes before the A.I.C.D. Examination Board for approval.

The Artistic Director will then contact you and confirm whether your application for RPL has been successful or unsuccessful and whether you will be required to sit the Associate Diploma Examination.

When the application for RPL is deemed successful, you will need to pay the Associate Diploma Fee by logging in to the website at ballet.org.au. Go to the "Shop" and click on Teacher Qualifications, then click on "Associate Teachers Fee". *You will need to be logged in as a member to access*

Your A.I.C.D. Associate Diploma Certificate will be posted to you and you will be entitled to use the letters A. AICD after your name.

The Artistic Director and the A.I.C.D. Examination Board may waive any or all of the above requirements based on prior professional dance or teaching experience; or circumstance.

"Behind every great dancer on stage, is a great dance teacher standing in the wings, looking on with the utmost care"

Associate Diploma Through RPL—1

Associate Diploma Status—Recognition of Prior Learning (RPL)

This category applies to a teacher who has extensive experience in teaching classical ballet and/or teaching qualifications from another recognised syllabus or organisation. It may also include those who have had a broad professional career in classical ballet, with a history of study and development in regard teaching practices and methodology.

If you are applying for Associate Diploma though RPL, you need to do the following:

1. Be a minimum of 18 years of age
2. Be or become a financial member of the A.I.C.D.
3. Hold a current Working with Children Check that is appropriate for the State in which you are teaching
4. Hold the A.I.C.D. Advanced I Certificate or equivalent from a recognised ballet examination society
5. Contact the AICD Artistic Director at: director.aicd@ballet.org.au with a letter of recommendation from a recognised teacher or mentor attesting to your ethical behaviour and professional integrity as a teacher, along with your CV and copies of Syllabus and/or Academic Certification.
6. Show evidence of Professional development
7. Be proficient in Safe Dance Practices
8. Show awareness of the current Child Protection laws
9. Complete the Associate Diploma application form
10. Once approved by the A.I.C.D. Examination Board, you should make a payment for your Associate Diploma via the website shop at: ballet.org.au (*go to Teaching in the shop and scroll down to Associate Diploma*)

Rationale of the Syllabus

The general philosophy of Xenia Borovansky and the original syllabus has been retained over the years, through several reviews and updates.

This philosophy includes the following premises:

The syllabus has always been **an examination syllabus** rather than a training 'method' and should be regarded separately from the work covered in general non -syllabus ballet classes. *This encourages all-round expertise of both the teacher and the student.*

The creation of enchaînements early in the syllabus, rather than separately presented steps, is to show each step in context. *This engenders appropriate dynamics and a fluid style.*

The exclusion from the syllabus of specific ports de bras and embellishments is to allow each teacher to express a personal style. *This encourages artistry.*

Borovansky Arms

1st, 2nd & 3rd

Borovansky arms follow the Russian method, for third position one arm is in 2nd position and the other is in 5th position.

Bras Croisé position of arms.

Aims of the Syllabus

This syllabus aims to foster and develop;

* A love of dance
* An awareness of ballet as a performing art in both recreational and vocational students.
* Students of vocational and non-vocational aspirations are equally well-served.
* The need for flexibility in teaching and in examining a wide variety of body shapes, sizes and capabilities is recognised.
* Students are offered grades which are appropriate to their individual level of physical development and ability.
* Technical difficulty increases gradationally.
* Dance quality, style, expressiveness and musicality are encouraged from the beginning, and are progressively developed.
* Students are exposed to a wider range of movements than appeared in earlier versions of the syllabus.
* Steps are taught in a safe and continuous progression through all the grades. Repetitious movements have been replaced with safer, more suitable and efficient alternatives, in line with "Safe dance" principles.
* Students are taught basic human anatomy and simple principles of physiology as it relates to ballet technique. Knowledge and understanding is developed alongside skills.
* An awareness of dance history and context is cultivated by some sequences, and in particular by set dances.
* Character dance steps are integrated in the syllabus, reflecting the syllabus' heritage in the Borovansky Ballet Company, famed for its wholehearted vigorous approach to national dance.

Assessment Outcomes

Candidates will be notified on the day of their assessment whether they were successful or not.

Successful candidates will receive the A.I.C.D. Associate Diploma Certificate and will be entitled to use the letters A. AICD after their name.

They are also entitled to send students for assessment/examination under the Borovansky syllabus up to and including Grade 6.

If in the assessor's judgement, the candidate is not yet ready to receive the Associate status from the A.I.C.D., those areas requiring improvement will be clearly stated during the discussion section of the assessment. The candidate may subsequently re-apply to take the assessment again.

Success

Success is "the accomplishment of an aim or purpose", as the Oxford dictionary states.

It's that mythical finish line we cross when we accomplish our goals. It's something we all aim for. There are times however when we need a little inspirational or motivational support to keep our journey towards *success* going.

Associate Diploma Supporting Documentation

Copies of the following documents should be forwarded to the National Examination Coordinator at least six weeks prior to your scheduled examination. These documents may then be reviewed by the A.I.C.D. Examination Board.

Lesson Plan

The candidate should present the assessor with a typed copy of their demonstration class—referred to as the lesson plan. The lesson plan should be consistent, thorough and detailed.

It should include:

1. Detailed description of each exercise or enchaînement
2. Include appropriate head and arm movements
3. Define music, time signatures, tempo and number of bars
4. It should be age appropriate and take into account student abilities
5. It should reflect and build on students' prior knowledge & experience

Resume

The candidate should present the assessor with a typed copy of their resume which should include their training history, achievements and teaching experience.

Letter of Recommendation

A copy of the letter of recommendation from a recognised ballet teacher or mentor, attesting to your teaching abilities, ethical behaviour and professional integrity as a teacher should be given to the assessor on the day of the assessment. (*This may or may not be an employer*)

Associate Task Sheet

Six weeks prior to assessment, the candidate should complete and submit, the Associate Task Sheet which is assigned on receipt of Associate assessment application. The task sheet will relate to the history of the Borovansky Syllabus.

Teaching the Syllabus

In order to teach the syllabus and send students for assessments / examinations you must be a registered teacher of the A.I.C.D.

The process to registration is as follows:

1. Be 18 years of age or more
2. Become a member of the Australian Institute of Classical Dance. (*If you are already a member, proceed to step 2*)

   You can register as a 'friend member' by going to the A.I.C.D. website at ballet.org.au and clicking on membership. Scroll down to 'Friend' membership and follow the prompts.

2. Applying for Teacher Accreditation

   Once you are a member of the A.I.C.D. you can apply for Full Teacher Accreditation by logging onto the website with your members login password. Associate teachers exams should be taken in conjunction with an AICD registered school under the mentorship of an AICD registered teacher. If you, the applicant, is not associated with a school then it is advised that you email the Artistic Director for guidance.

   If applying for

   a. Associate Diploma through Assessment, go to the "Shop" click on "Associate Fee"

   b. Associate Diploma through Recognition of Prior Learning (RPL) Please contact the Artistic Director from the website.

These are explained on the following pages. You should read the guidelines and ascertain which is the most suitable path for you.

ALL Teachers accredited with the A.I.C.D. must abide by the A.I.C.D. Code of Conduct and the A.I.C.D. Professional Practice policies. (*Available on the website, under Policies, once you become a member*)

It is strongly recommended that all Associate teachers purchase a copy of the theory book from the AICD website, for full details of Borovansky port de bras positions and vocabulary.

Process to Associate Diploma

The process to achieving the A.I.C.D. Associate Diploma is:

1. Be a financial member of the A.I.C.D.
2. Be a minimum of 18 years of age
3. Hold a current Working with Children card or equivalent
4. Hold the A.I.C.D. Advanced I Certificate or equivalent from a recognised ballet examination society or have completed the A.I.C.D. Affiliate Teacher Program
5. Send a formal email of introduction to the A.I.C.D. Artistic Director at: director.aicd@ballet.org.au If approved, the Artistic Director will send you the application form to complete and return.
6. Submit a letter of recommendation from a recognised teacher or mentor attesting to your ethical behaviour and professional integrity as a teacher
7. Show evidence of Professional development
8. Be proficient in Safe Dance Practices
9. Show awareness of the current Child Protection laws
10. Make a payment for your assessment or RPL via the website shop at: ballet.org.au (go to Teaching in the shop and scroll down to Associate Diploma)
11. Sit the Associate Diploma Assessment or receive Recognition of Prior Learning

All candidates should make themselves aware of the '*Australian Guidelines for Teaching Dance*' available from the Ausdance website at: www.ausdance.org.au

A Ballet Teacher

Helps their students find the song in their heart, the beat in their feet and a passion for life.

Post-Class Questions

Candidates will also participate in a discussion with the assessor once the class has concluded and the students have left the room. (*20 minutes maximum*).

The candidate is to initiate the discussion in a way of positive self-evaluation of the class they have just conducted.

Topics for discussion are:

1. Teaching Methodology
2. Safety in the Dance Class
3. Ballet Terminology
4. The Demonstration Lesson Plan and Rationale
5. Analysis of how basic Ballet Vocabulary builds to Major examinations
6. Teaching Techniques used within the Demonstration Class
7. Use of Music in Dance Classes

Candidates should also reflect Safe Dance teaching practices both in the demonstration class and oral discussion.

During the discussion, questions may be asked on basic anatomy and basic physiology and how it relates to ballet teaching. This may include:

1. Environmental Considerations
2. Injury Prevention and Management Strategies
3. Healthy Lifestyle Strategies
4. Fitness Training Principles
5. Basic Biomechanics of the Body
6. Body Alignment Principles
7. Safety Considerations

Assessment Class Criteria

The Candidate's demonstration class will be assessed on the following criteria:

1. Confident Self-Presentation
2. Evidence of an Effective Lesson Plan
3. Suitable Class Content
4. Teaching Methodology and Practice
5. Effective Time Management
6. Suitability of the Music
7. Effective Communication Skills
8. Supportive, Encouraging Manner
9. Rewards Effort as well as Ability
10. Uses Physical Contact with Caution
11. Encourages Rhythm Awareness
12. Explains Ballet Terminology Effectively
13. Displays an Understanding of a Variety of Character Dance Techniques
14. Shows an Understanding of Safe Dance Techniques
15. Answered questions with knowledge & understanding

Privileges of Associate Diploma

Anyone holding The Australian Institute of Classical Dance – Associate Diploma is entitled to use the letters A. AICD following their name.

A holder of the Associate Diploma may teach any grade or major level from the Borovansky syllabus, however, you may only submit students for examination up to Grade 6.

If you are submitting students for Major Examinations and Major Assessments, you must be teaching in a school that has a Licentiate or Fellow as part of the staff or make separate representation to the A.I.C.D. Examination Board for a waiver.

The A.I.C.D. conducts regular seminars and workshops for teachers of the Borovansky syllabus, in most participating states of Australia. These are designed to refresh the syllabus and answer any questions in regard technique and content.

Major seminars are conducted on a yearly basis and address specific areas of the syllabus.

The A.I.C.D. encourages all teachers to treat the Associate Diploma as a stepping stone to the Licentiate Diploma, rather than as an end goal in itself. As part of your ongoing professional development, you should be seeking to achieve the higher teaching qualification.

For Associate Diploma teachers that are operating their own schools, we encourage you to contact your state coordinator to determine an agreed path to achieving your Licentiate Diploma. (Contact details for State Coordinators is available on the website under CONTACTS)

Associate Diploma Through Assessment

This assessment is for teachers who want to teach the Borovansky syllabus but have limited teaching experience in classical ballet, do not have the necessary qualifications for RPL, or for those who are progressing from the Affiliate program who have been teaching for at least 12 months under the 'mentor path'.

In order to apply for the Associate Diploma Teaching Assessment you must:

1. Be a minimum of 18 years of age
2. Be or become a financial member of the A.I.C.D.
3. Hold a current Working with Children card or equivalent
4. Hold the A.I.C.D. Advanced I Certificate or equivalent from a recognised ballet examination society or have completed the A.I.C.D. Affiliate Teacher Program
5. Contact the Artistic Director at: director.aicd@ballet.org.au and complete the application form
6. Pass the Associate Diploma Demonstration class which includes a 1-hour non-syllabus class and up to 20 minutes of questions
7. Submit a letter of recommendation from a recognised ballet teacher or mentor, attesting to your ethical behaviour and professional integrity as a teacher
8. Show evidence of Professional development
9. Be proficient in Safe Dance Practices
10. Show awareness of the current Child Protection laws

For candidates progressing through the Affiliate stream, you must also:

1. Be under the 'mentor program' with a registered A.I.C.D. teacher
2. Have been teaching the Borovansky syllabus for at least 12 months
3. Have submitted all Affiliate Task documentation

The Assessment Class

Candidates will give a one hour, non-syllabus demonstration class, with a minimum of five students and a maximum of ten, before an independent assessor/s.

The candidate may choose the class level, but it should be aimed at a level from Grade 2—Grade 5.

Candidates must demonstrate the development of the students' abilities in several exercises through coaching and repetition, rather than just presenting a succession of exercises only executed once.

The class may have some pre-preparation but should be given in such a way that the candidate demonstrates their teaching practices and methodology.

It should be succinct and at all times take into account the age and abilities of the student as well as reflect Safe Dance practices.

Some Character dance exercises should be included.

Students of a range of abilities may be presented.