

## 1. Qualification title (In the original language)

DE - Professeur de danse

## 2. Translated qualification title (If applicable. This translation has no legal status.)

State diploma - Dance teacher

## 3. Profile of acquired competencies

### Cross-disciplinary skills

- Use digital reference tools and IT security rules to acquire, process, produce and disseminate information and to collaborate internally and externally
- Identify and critically select various resources in their specialist field to document a subject
- Analyse and summarise data with a view to its use
- Develop arguments with a critical mind
- Be able to use the different registers of written and oral expression of the French language with ease
- Communicate orally and in writing, clearly and unambiguously, in at least one foreign language.
- Identify and situate the professional fields that are potentially related to the knowledge acquired in the field, and the possible routes to these fields.
- Characterise and develop their identity, skills and career plan in relation to a given context.
- Identify the process of producing, disseminating and promoting knowledge
- Situate their role and mission within an organisation in order to adapt and take initiatives
- Work as part of a team and network, as well as independently and responsibly in the service of a project
- Analyse their actions in a professional situation and evaluate themselves in order to improve their practice
- Respect the principles of ethics, professional conduct and social and environmental responsibility
- Take account of disability and accessibility issues in each of their professional activities.

### Specific skills

- Master a choreographic practice and express oneself through it
- Name, define and question the constituent elements of dance and its discipline (vocabulary, terminology, language, culture, etc.).
- relate to a repertoire representative of their main discipline
- Take a critical look at their artistic practice
- Make choreographic choices and justify them in technical and heritage terms
- Demonstrate individual and collective artistic experience
- Be open to new repertoires
- relate one's practice to the history of dance and choreographic culture
- Express a sensitive knowledge of choreographic trends, their contexts, history and current developments
- Linking one's practice to other arts and other choreographic aesthetics
- Take advantage of opportunities for dissemination to organise projects in conjunction with artists, works or cultural structures
- Apply the fundamentals of music and rhythm: musical forms, parameters of sound, rhythms
- Link musical and choreographic structure, in particular with the help of a score.
- Exploit the dynamic resources of different musical repertoires and, to do this, explore the resources of the history of European and non-European music, and musical works linked to dance
- Use a variety of relationships between dance and music
- Make use of choreographic composition protocols
- Use different dance improvisation methods
- Understand and analyse the physical organisation of students in dance situations (prevention of risks linked to dance practices)
- Support students in making the necessary body adjustments to optimise their postures and dance movements
- Apply notions of physiological adaptation to effort in the context of artistic dance practice
- Apply the elements of prevention relating to the dancer's health
- propose protocols based on the major stages of psychomotor, psychological and cognitive development from childhood to adulthood
- Adapt teaching suggestions to the different stages of the student's psychological and physical development.
- Adapt teaching proposals to the conditions in which teaching takes place (space, time of year, fatigue, project in progress, reality of the moment, etc.).
- Identify and prevent physical and psychosocial risks in learning.
- Take into account the specific needs of pupils with disabilities

- Adapting one's relational posture to the pupil's perceived reality
- Encourage students to take an active part in the sensitive construction of their bodies and body awareness as part of a collective practice
- Raise students' awareness of the diversity of situations of vulnerability (the issue of "pedagogical control"), the fight against discrimination and violence (sexist and sexual violence and harassment (VHSS), etc.).
- Be aware of somatic practices.
- Apply current texts relating to the orientation and organisation of initial art education in order to design an educational approach.
- Define learning objectives and rates of progression adapted to the specific features of the discipline and to the distribution of the learning path over time (from introductory to advanced levels).
- Designing activities that develop students' personal research, experimentation and creativity
- Drawing on resources from the human and social sciences (psychomotor, psychological and cognitive development, educational psychology, educational sciences), particularly for children aged 4 to 5, the early-learning period, and for children aged 6 to 7, the introductory dance period.
- Develop learning processes and know how to mobilise them in line with teaching intentions
- Take into account the needs, expectations, abilities, potential and motivations of students
- Adapt and/or develop teaching tools, aids and methods to suit the students and the context.
- Communicate about his/her teaching approach
- formulate proposals and instructions in line with the objectives and formats of each session: introductory, introductory, technical, workshop, work on repertoires, improvisation, composition, etc.
- Encourage students to immerse themselves in the arts by using a variety of media, in particular objects adapted to early learning and introduction to dance.
- Adapting its proposals to the reality of the people involved
- Diversify the proposals to offer students a variety of paths to acquisition
- Develop a memory for gestures, rhythms, movement paths and physical and emotional involvement
- Provide students with the resources they need to understand their own bodily organisation with a view to creating danced movements.
- Nourish its teaching with a proven choreographic and musical culture
- To lead activities that encourage students to become autonomous in their practice, particularly through personal research, experimentation and creativity
- To arouse the curiosity of students, encouraging them to find their own answers by fostering their critical spirit and broadening their references
- Welcome and reinvest the students' proposals, comments and analyses.
- Encourage group work, listening to others, sharing and exchanging ideas between students.
- Adopt language and behaviour that take account of the diversity of students and contexts
- Encourage the artistic singularity of each pupil within a group through observation, speaking and collective exchange
- Implement methods for monitoring pupils' learning in partnership, where appropriate, with other teachers and educational partners
- Assess pupils' learning and progress, in line with the objectives and, where appropriate, visible and invisible disabilities: technical acquisitions, development of body construction, development of autonomy, artistic expression, etc.
- Implement mechanisms for the ongoing assessment of students' achievements in various areas (technique, creativity, musicality, improvisation, composition, etc.).
- Give students a say in their own progress and assessment.
- Self-evaluate the session carried out, in particular on the basis of the objectives pursued.
- Guide students as they learn, according to what they have learnt, how they are progressing and what personal achievements they are able to demonstrate.
- Develop and maintain methods of communication with families
- Identify the context and framework of his/her work (awareness-raising, transmission, recurrent or one-off intervention)
- Design the course of the session around specific themes and objectives
- Plan teaching methods that enable a sensitive approach to movement (exploration, improvisation, artistic games, etc.)
- Use a variety of media to meet the artistic and human challenges of the approach
- Take into account, where appropriate, the relationship to the national education system's Common Base of Knowledge, Skills and Culture.
- Check that the safety of participants and staff is guaranteed (space, floor, temperature, accessibility, etc.).
- Implement the teaching situations defined by the project
- To provide reference points in terms of space, time and the body to encourage participants' artistic experience
- Adapt situations to the reality of the people involved and their motor and emotional responses
- Articulate the dynamics between artistic practice and teaching
- Maintain and develop an audience experience
- Carry out research with the aim of appropriating new artistic and/or pedagogical approaches in line with scientific and social developments and, where appropriate, applying them to the production of an artistic project.

#### 4. Range of occupations accessible to the holder of the qualification (If applicable)

##### Sectors of activity :

The State diploma for dance teachers entitles its holder to teach :

- in private dance schools or in public music, dance and drama teaching establishments run by local authorities;

- in other collective structures offering dance teaching, in particular associations, socio-cultural establishments and private dance establishments.  
They may also teach in higher education establishments under the supervision of the Ministry of Culture or the Ministry of Higher Education.

#### Types of attainable jobs :

State-certified dance teachers work either in the private sector:

- as an employee of the structure where they teach, in accordance with the job description defined by the collective agreement applicable to the structure;
- as a freelance or micro-entrepreneur.

In public music, dance and drama teaching establishments run by local authorities, dance teachers with a state diploma :

- may be admitted to the category B cadre d'emplois des assistants territoriaux d'enseignement artistique (ATEA) via the statutory route (concours d'accès à la fonction publique territoriale); in this respect, the diplôme d'État de professeur de danse is the diploma required to sit the external competition for access to the grade ;
- as part of a career path in the arts sector of the local civil service, they may take the internal competitive examination for the category A cadre d'emplois des professeurs territoriaux d'enseignement artistique (PTEA) ;
- alternatively, they may work on a contractual or temporary basis for the local authority or public body that employs them.

As a salaried employee or civil servant, a state-certified dance teacher may have several employers, subject to the regulations governing multiple jobs and remuneration.

#### Legal references for business regulations :

Law no. 89-468 of 10 July 1989 on the teaching of dance (article 1)  
Articles L 362-1 to L 362-5 and R.462-1 to R.462-5 of the Education Code

## 5. Legal basis of the qualification

### Body awarding the certificate

#### Certifying legal name

MINISTERE DE LA CULTURE

### Qualification level

National level (Décret n°2019-14 du 8 janvier 2019 relatif au cadre national des certifications professionnelles) : Level 6

European Qualifications Framework (EQF) level : Level 6

### Access to the next level of education / training

### Legal basis

Date of registration decision : -

Registration period : -

Registration expiry date : 05/12/2029

### Grading scale / Pass requirements

#### Assessment procedures

Continuous assessment and final assessment: artistic achievements, portfolios, course preparation materials, conduct of course sessions or workshops, interviews, viva voce.

This diploma carries 180 European credits (ECTS).

#### Description of the procedures for acquiring certification by capitalisation of blocks of skills and/or by equivalence

The full Qualification is obtained by validating all the skill blocks.

### Authority providing accreditation / recognition of the qualification

France compétences

6 rue du Général Audran 92400 Courbevoie

### International agreements on recognition of qualifications

## 6. Officially recognised ways of acquiring the qualification

After a course of initial education or training as a pupil or student	Yes
Apprenticeship	No
After a course of continuing education or training	Yes
Professional work-based training	No

By individual application	Yes
Recognition of prior learning	Yes

## 7. Additional information

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### Entry requirements (If applicable)

Access to training (excluding Recognition of prior learning) for the diplôme d'État de professeur de danse is subject to passing a technical aptitude examination covering three aesthetics: classical dance, contemporary dance and jazz dance.

### More information (including a description of the national qualifications system)

<https://www.francecompetences.fr>

Centre national Europass

<https://agence.erasmusplus.fr/programme-erasmus/outils/europass>