



Australian Government

**Assessment Requirements for
CUADTM412 Promote the physical and
emotional wellbeing of children in
performing arts**

Release: 1

Assessment Requirements for CUADTM412 Promote the physical and emotional wellbeing of children in performing arts

Modification History

Release	Comments
Release 1	This unit first released with CUA Creative Arts and Culture Training Package version 3.0.

Performance Evidence

Evidence of the ability to:

- gather and organise information related to working with children in performing arts including:
 - planning age appropriate activities
 - growth stages and anatomy
 - avoiding and managing injuries
 - cognitive development stages
 - healthy lifestyles, wellbeing and nutrition
- plan, implement and review age appropriate performing arts activities and programs for two different age groups
- use clear, understandable, non-discriminatory and non-stereotypical language and non-verbal behaviours with children of different age groups
- plan and implement activities that provide information about nutrition, healthy lifestyles and wellbeing
- identify a range of potential physical, social and emotional issues and monitor the physical and emotional wellbeing of children in own program/s.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify sources of information and resources relevant to working with children covering:
 - healthy lifestyles and nutrition for children
 - physical development and growth spurts in children of different age groups
- explain key features of state or territory regulations, industry guidelines and organisational procedures relating to working with children including:

- ethics and personal and professional integrity
- respect for family values and cultural diversity
- explain individual body types and the normal changes that occur during key growth stages in children, including anatomical limitations for relevant stage
- explain how to promote emotional wellbeing, self-esteem and confidence in children, including encouraging resilience
- describe appropriate practice and training regimes for children typical of different age groups
- describe common risks and injuries for children in different age groups and ways of dealing with these
- explain injury prevention strategies appropriate for different age groups including:
 - warm up and cool down exercises
 - avoiding excessive repetition
 - varying intensity, volume and activity
- describe key features of production elements appropriate for relevant age group, including:
 - themes
 - music
 - movement and/or choreography
 - language and/or script
 - props, sets and/or equipment
- outline contemporary social issues and trends that could have an impact on children of different age groups, including:
 - body image and stereotyping
 - bullying and peer pressure
 - media and social media
- identify indicators of common negative physical and emotional wellbeing issues
- outline ways of approaching problems relating to the physical and/or emotional wellbeing of children of different ages
- describe organisational procedures for reporting injury, possible abuse or inappropriate activity with children.
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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in performing arts teaching environments. The assessment environment must include access to:

- resources, equipment and venues suitable for use with children
- opportunities for assisting or instructing children in either a real or simulated situation.

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

Links

Companion Volumes are available in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>