



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN609A Extend cultural dance performance skills to a professional level

Release: 1

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Modification History

Version	Comments
CUADAN609A	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 extend cultural dance skills to a professional level and engage in ongoing professional development.

Application of the Unit

This unit applies to dancers who are moving towards professional careers in contexts where advanced performance skills in cultural dance styles are required. Performances could be in commercial, community or competition settings and dancers would usually be performing as members of an ensemble or in some solo routines.

At this level, dancers are constantly refining their technique and expression to produce performances that convey the mood and style of music through complex dance sequences. While some supervision and guidance are provided in practice sessions and rehearsals, dancers are expected to display a high level of motivation and sense of responsibility for themselves and others during live performances.

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

<p>1. Undertake practice sessions to prepare for rehearsals</p>	<p>1.1. Clarify the intent of performances in relation to intended audience</p> <p>1.2. Discuss with <i>relevant personnel aspects</i> of own role</p> <p>1.3. In practice sessions execute exercises and sequences that demonstrate mastery of technique in the required cultural dance style</p> <p>1.4. Execute exercises and complex dance sequences with high levels of concentration and agility</p> <p>1.5. Apply critical analysis skills to review own progress towards achieving optimum performance technique in required cultural dance style</p> <p>1.6. Respond appropriately to constructive feedback and advice from relevant personnel</p>
<p>2. Rehearse cultural dance sequences</p>	<p>2.1. Communicate in a way that contributes to a constructive rehearsal atmosphere</p> <p>2.2. Respond promptly and to <i>direction</i> as required</p> <p>2.3. Practise and rehearse sequences until an optimum performance standard is reached</p> <p>2.4. Refine own performance in group dances and solo sequences as required</p> <p>2.5. Improve own performance by incorporating relevant advice and feedback</p> <p>2.6. Engage fully in the artistic process to optimise the overall performance effect</p>
<p>3. Perform cultural dance sequences</p>	<p>3.1. Always perform <i>warm-up and cool-down activities</i> in conjunction with performance activities</p> <p>3.2. Apply a range of <i>strategies</i> to overcome performance anxiety</p> <p>3.3. Adapt performances to the scale and nature of the <i>venue</i> and audience requirements</p> <p>3.4. Maintain concentration, stamina and focus for the duration of performances</p> <p>3.5. Implement principles and characteristics of various <i>performance techniques</i></p> <p>3.6. Respond promptly and creatively to <i>contingencies</i> where required to maintain the integrity of performances</p>
<p>4. Evaluate cultural dance performances</p>	<p>4.1. Analyse performances against previous work and creative goals to assess own technical and artistic development</p> <p>4.2. Identify and observe weaknesses and errors in performances and develop strategies to improve performance</p>

	4.3. Analyse and evaluate <i>feedback</i> and criticism and develop strategies for possible adjustments to future work
5. Develop professional practice	5.1. Develop and refine <i>professional work ethic</i> 5.2. Develop realistic parameters as a basis for <i>extending scope of performance practice</i> 5.3. Identify <i>regimes and artistic strategies</i> to refine own performance technique

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss interpretive requirements with others
 - discuss ideas with others to inform own performance
 - respond appropriately to feedback on own skill development and performance
 - work creatively with individual differences
- initiative and enterprise skills to:
 - apply imagination, spontaneity and confidence appropriate to the performance
 - develop own critical analysis skills
 - perform with precision, style and strong stage presence
 - communicate the mood or style of dance sequences to audiences
 - respond to other performers and adjust own performance accordingly
 - transfer and apply physical information from one area of physical expertise to another, understanding what is common and what is discrete to each style
- learning skills to:
 - develop and refine professional work ethic
 - integrate knowledge, technique and creativity in chosen cultural dance styles at an advanced level in both group and solo work
 - receive and integrate constructive criticism of performance from peers or coaches
 - create own individual style, attitude and stage presence
- planning and organising skills to:
 - effectively prepare for rehearsals and performances
 - plan practice time
 - design and implement appropriate warm-up techniques
- problem-solving skills to respond flexibly and effectively to contingencies
- self-management skills to:
 - arrive punctually at rehearsals and performances
 - dress appropriately
 - follow direction
 - address own professional development needs
 - teamwork skills to work collaboratively with others involved in rehearsals and performances.

Required knowledge

- principles underlying dance movements and techniques, such as:
 - relationship with gravity
 - spatial awareness
 - successional movement
 - use of breath
 - folding
 - extending

- rotating
- shifting weight
- 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
- terminology, history and cultural context of chosen dance styles
- stage geography and directions
- musical rhythms, including:
 - time signatures
 - beat
 - tempo
 - syncopation
- OHS standards associated with performance
- comprehensive knowledge of:
 - alignment, breath and techniques for the release of tension
 - kinaesthetic awareness
 - stylistic nuances and dramatic elements associated with various performance styles
 - performance environment.

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	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • rehearse cultural dance sequences effectively to achieve required performance standard • integrate knowledge, technique and creativity in the performance of cultural dance sequences on at least two occasions • seek and use constructive criticism to improve own cultural dance performance skills.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • rehearsal and performance opportunities with appropriate flooring • relevant resources and equipment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence • third-party workplace reports of on-the-job performance • evaluation of live or recorded performances • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of extending cultural dance performance skills to a professional level • direct observation of candidate rehearsing and performing complex cultural dance sequences. <p>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</p>

	those with interrupted schooling).
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none">• CUAOHS501A Maintain a high level of fitness for performance• CUAOHS602A Develop techniques for maintaining resilience in a competitive environment• CUAPRF502A Apply theatrical make-up.

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.

<p><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • agents • community members • directors • producers • fellow performers • mentors • teachers • coaches • choreographers • musical directors • conductors.
<p><i>Aspects</i> of own role may include:</p>	<ul style="list-style-type: none"> • number of sequences to be performed • cultural dance style • solo requirements • nature of interaction with other dancers in group sequences • personal appearance requirements, including: <ul style="list-style-type: none"> • costumes • make-up • hair • props required in sequences.
<p><i>Direction</i> refers to:</p>	<ul style="list-style-type: none"> • advice and instruction from: <ul style="list-style-type: none"> • directors • musical directors • choreographers • stage managers.
<p><i>Warm-up and cool-down activities</i> may include:</p>	<ul style="list-style-type: none"> • aerobic activities • anaerobic exercises • coordinated breathing activities • exercises to loosen mouth, including: <ul style="list-style-type: none"> • tongue • lips • soft palate

	<ul style="list-style-type: none">• exercises to loosen face muscles, including:<ul style="list-style-type: none">• cheek• eye• jaw• flexibility exercises• floor work• gentle open vowel singing• joint-mobility exercises• stretching• vocalising exercises beginning in mid-range before extending to upper and lower registers.
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<p>Strategies to overcome performance anxiety may include:</p>	<ul style="list-style-type: none"> • adequate rehearsal • focusing on a single element or action at a time • relaxation techniques, such as: <ul style="list-style-type: none"> • meditation • imagery or conscious visualisation • affirmations • stretching • deep breathing • light aerobic exercises • maintaining a work-life balance • mental rehearsal • warm-up routines.
<p>Venues may include:</p>	<ul style="list-style-type: none"> • small and large theatres • stadiums and arenas • community halls • urban and rural outdoor performance spaces.
<p>Performance techniques may refer to:</p>	<ul style="list-style-type: none"> • control of stage • energy and attack • improvisation • movement.
<p>Contingencies may include:</p>	<ul style="list-style-type: none"> • forgetting steps • failure of technical equipment • provocation from the audience • sudden injury of self or fellow performers.
<p>Feedback may include:</p>	<ul style="list-style-type: none"> • director's notes • audience feedback • discussion with other performers • observations from peers.
<p>Professional work ethic may refer to:</p>	<ul style="list-style-type: none"> • attentive behaviour in creative practice • awareness of: <ul style="list-style-type: none"> • substance abuse • addictive behaviours • expectations of others • eating disorders • effective management of personal finances • balanced diet • energy levels and personal limitations • stage and theatre etiquette • developing strategies to: <ul style="list-style-type: none"> • cope with performance anxiety

	<ul style="list-style-type: none"> • maintain motivation • effective personal hygiene habits, such as: <ul style="list-style-type: none"> • clean and short nails • clean and tied-up hair • clean hands • ongoing dedication to a physical conditioning exercise program • maintaining concentration, focus and physical alertness in all performance activities • maintaining costumes and other apparel • maintaining a work-life balance • punctuality and reliability • working creatively with individual differences.
<i>Extending scope of performance practice</i> may include:	<ul style="list-style-type: none"> • working effectively with tutor or coach • participating in professional development and other learning opportunities • undertaking training courses • practising systemically • participating in relevant groups or associations • experimenting with own performance • communicating with peers • being involved in a range of relevant performance activities • viewing and reviewing relevant performance events and activities.
<i>Regimes and artistic strategies</i> may include:	<ul style="list-style-type: none"> • lectures • seminars • conferences • symposiums • master classes • professional organisations • practical workshops • performance rehearsals • individual training.

Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.