



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN610A Extend allied contemporary dance techniques at a professional level

Release: 1

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Modification History

Version	Comments
CUADAN610A	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 refine and consolidate allied contemporary dance techniques to engage with the choreographic process, responding through improvisation to task-based work, performing high velocity acrobatic moves and displaying virtuosic partnering techniques.

Application of the Unit

This unit applies to dancers who are moving towards professional careers in contexts where additional and complex contemporary skill-based dance technique and versatility are required for performing as members of a professional contemporary dance company in Australia or internationally.

At this level dance artists are constantly refining their technique and perfecting their artistry across complex contemporary dance repertoire, including the ability to work as a soloist or with a variety of partners effectively and convincingly.

Dancers are expected to display a high level of motivation and sense of responsibility for themselves and their colleagues during practice sessions, rehearsals and 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. Rehearse a range of advanced allied contemporary dance techniques</p>	<p>1.1. Practise a range of <i>techniques required to perform duo work at a professional level</i></p> <p>1.2. Incorporate understanding of the expressive, musical and formal aspects of partnering and reciprocity into performances</p> <p>1.3. Develop rapport with partner during rehearsals and seamlessly adjust to a change of partner as required</p> <p>1.4. Exhibit a professional level of <i>physical learning and adaptability</i> to incorporate unseen combinations across different <i>teaching methods</i></p> <p>1.5. Incorporate understanding of nuances and characteristics of choreographic styles when performing group and solo work from contemporary dance <i>repertoire</i></p> <p>1.6. In dance tumbling display a strong and acrobatic stance both in static and inverted positions</p> <p>1.7. Continuously work on perfecting a wide range of <i>dance tumbling techniques</i></p>
<p>2. Execute complex contemporary dance repertoire in practice sessions</p>	<p>2.1. Practise repertoire with an increased awareness of and attention to <i>rhythms</i> and <i>time signatures</i> commonly used in contemporary dance</p> <p>2.2. Convey a high level of spatial awareness appropriate to solo and group work</p> <p>2.3. Execute group work with a professional sense of cohesion and solo work with a professional sense of musical individuality</p> <p>2.4. Present variations and <i>repertoire</i> with a high level of artistry and assurance across <i>contemporary dance styles</i></p>
<p>3. Extend skills in improvisation</p>	<p>3.1. Work on improvisational tasks of increasing complexity and diversity</p> <p>3.2. Apply an ever expanding movement vocabulary and spontaneity in response to various <i>stimuli</i></p> <p>3.3. Achieve a mature performance quality through improvised solos and scored group work</p> <p>3.4. Incorporate into the execution of improvisations an understanding of how an extended range of improvisational skills can extend choreographic possibilities</p>
<p>4. Develop professional practice</p>	<p>4.1. Develop and refine <i>professional work ethic</i></p> <p>4.2. Develop realistic parameters as a basis for <i>extending scope of performance practice</i></p> <p>4.3. Identify <i>regimes and artistic strategies</i> that will refine own performance technique</p>

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - work collaboratively
 - demonstrate cooperation, consideration and develop rapport with partners
 - respond appropriately to feedback on own skill development
 - consult with peers and mentors, including interpersonal skills relating to listening, questioning, gaining feedback and giving information
- initiative and enterprise skills to:
 - access, draw on and creatively develop a variety of imaginative stimuli
 - work creatively with music and dance
 - dance with artistry and assurance
 - communicate mood and style through dance
- learning skills to:
 - perfect allied contemporary dance techniques through:
 - practising complex movements and sequences repeatedly
 - a capacity for advanced self-correction and concentrated response to feedback
 - a positive attitude to dancing
 - excel at a personal physical conditioning program
- planning and organising skills to:
 - research and analyse from contemporary works:
 - use of improvisation, duo techniques and acrobatic moves
 - contexts and characteristics of artists involved in chosen repertoire
 - plan practice time
- self-management skills to:
 - arrive punctually at classes and rehearsals
 - dress appropriately
 - observe dance discipline and follow direction
 - apply safe dance practices and identify risk factors
 - demonstrate professional work ethic
- teamwork skills to work collaboratively with partner in dance classes
- technical dance skills to:
 - execute high level of technical skills in solo, ensemble and partnership situations
 - employ physical control throughout execution of sequences
 - demonstrate timing and weight centring techniques with partner, applying them to lifts and counterbalances
 - demonstrate a high level of spatial awareness in partnering, including floor patterns and aerial pathways
 - sense needs of partner and adapt appropriately
 - emulate the style and intention of duo-work repertoire and choreography through partnering allied technique
 - replicate precisely physical instructions and choreographic material

- undertake high order physical risk with awareness of safe dance practices.

Required knowledge

- specialised knowledge of:
 - contemporary dance repertoire and performance
 - advanced dance practices required to engage and participate in the research, investigation and development of a choreographic work
 - principles underlying dance movements and techniques, such as:
 - movement efficiency
 - relationship with gravity
 - spatial awareness
 - successional movement
 - use of breath
 - folding
 - extending
 - rotating
 - giving and taking weight
 - placement and coordination of body parts
 - anatomical and alignment principles, including:
 - skeletal structure
 - 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
 - partnering and improvisational techniques relevant to contemporary dance
 - mechanics of partnering
 - risk factors in partnering techniques and high level acrobatic work
 - principles of professional work ethic
- well-developed knowledge of:
 - ways in which improvised partnering can contribute to the development of new material for choreography
 - holistic approaches to knowledge in alternative media
 - safe dance practice.

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"> • execute physical and conceptual understanding of the fundamental technical principles of allied contemporary dance techniques • demonstrate advanced partnering skills to the professional level, including travelling steps, complex lifts and counterbalances • execute improvised sequences in response to specific stimuli in solo, duet or group form • synchronise instinctively in a duo and group situation • safely execute advanced dance tumbling skills with speed and confidence • work with a partner harmoniously and with rapport and confidence • develop professional practice.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • fully equipped dance studios • appropriate music or accompanists.
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"> • observation of practice and performance through full practical demonstration • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • video recordings of performances or practice sessions • case studies and scenarios as a basis for discussing components of contemporary dance technique, repertoire and performance and partnering skills as they relate to allied contemporary dance techniques. <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</p>

	languages other than English, remote communities and 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">• CUADAN601A Perform dance repertoire at a professional level• CUADAN607A Extend contemporary dance technique to a professional level• CUADAN608A Extend contemporary dance performance skills to a professional level• CUAIND601A Work professionally in the creative arts industry• CUAOHS602A Develop techniques for maintaining resilience in a competitive environment.

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>Techniques required to perform duo work at a professional level</i> must include:</p>	<ul style="list-style-type: none"> • counterbalance • support • manipulation mechanics • medium power lifting • grip leverage • thrust and counter-thrust • coordinated timing.
<p><i>Physical learning and adaptability</i> may include:</p>	<ul style="list-style-type: none"> • duo: <ul style="list-style-type: none"> • weight exchange techniques with one or more partners • falls, rolls and balances with or away from partners • set sequences or weight exchanges • improvised weight exchanges • repertoire: <ul style="list-style-type: none"> • solos • duos • group sequences • reproduction from video • reproduction from choreographer • internet, book, journal and audiovisual research • interviewing choreographers • new work or work from the modern dance canon • improvisation: <ul style="list-style-type: none"> • increased range and sequencing of individually unique movement • variable stimuli to trigger responses, including: <ul style="list-style-type: none"> • text • sound • concept • touch • pictorial • architectural

	<ul style="list-style-type: none">• organic• alternative performance venues• discussion and writing• informal showings• dance tumbling:<ul style="list-style-type: none">• exercises designed to increase strength, flexibility and agility• use of alignment and control in various inverted weight bearing poses• high velocity rolls and aerial work• advanced acrobatic skills in relation to the contemporary dance technique• continuing application of safe dance practice and its relevance to dance tumbling.
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Teaching methods may include:	<ul style="list-style-type: none"> • student led and student centred learning methods in which initiative, self-motivation, creativity, empathy, responsiveness and sensitivity to the task are encouraged • release techniques • responses to scores.
Repertoire may include:	<ul style="list-style-type: none"> • contemporary dance repertoire • modern ballet repertoire • original choreography.
Dance tumbling techniques must include:	<ul style="list-style-type: none"> • ability to move at a medium and high velocity pace with a complete and comprehensive understanding of the pathways when the body is both static aerial and inverted aerial • straight line hand balance • handstand drills. • basic acrobatic tumbling skills, such as: <ul style="list-style-type: none"> • forward rolls • dive rolls • cartwheels • round-off • back arches • forward and back walkovers • handsprings • side rolls from standing prep • side rolls from jumped prep • side double leg pikes • cargo rolls • backward and forward over shoulder rotations • low and medium fan or star flight jumps • hami's half and full turns • spat rotations • butterfly jumps • half twisting butterflies • backward scorpions • windmill and windmill rotation • tunnel jumps.
Dance tumbling techniques may include:	<ul style="list-style-type: none"> • long horizontal barrels (single and double) • nip ups • static or running backflip • side aerial (brounie) • back sault.

<i>Rhythms</i> may include:	<ul style="list-style-type: none"> • syncopation, such as: <ul style="list-style-type: none"> • 6/8 • tacit • unification • monotone • jazz.
<i>Time signatures</i> may include:	<ul style="list-style-type: none"> • 3/4 • 4/4 • 6/4.
<i>Repertoire</i> may include:	<ul style="list-style-type: none"> • solos • duos • group sequences • reproduction from video • reproduction from choreographer • internet, book, journal and audiovisual research • interviewing choreographer • new work or work from the modern dance canon.
<i>Contemporary dance styles</i> may include:	<ul style="list-style-type: none"> • Graham • Cunningham • Horton • release • Alvin Alley.
<i>Stimuli</i> may include:	<ul style="list-style-type: none"> • music, such as: <ul style="list-style-type: none"> • any type of musical style, like jazz, hip-hop and world • vocal • instrumental • percussion, such as: <ul style="list-style-type: none"> • drums • hands • feet stamps • percussion instruments • word motivation, such as: <ul style="list-style-type: none"> • wobble, twitch, freeze • vault, twirl, collapse • pause, swell, jerk • vibrate, bound, creep • technical equipment, such as: <ul style="list-style-type: none"> • lighting • audiovisual

	<ul style="list-style-type: none">• fog machines• scaffolding• other props, objects and materials, such as:<ul style="list-style-type: none">• fabric• instruments• puppets or dolls• piece of clothing• ladder or chair• boxes• flowers• footwear• hat• lipstick• silent space• various texts, such as:<ul style="list-style-type: none">• poetry• newspaper articles• lyrics• advertisements.
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<p><i>Professional work ethic</i> 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 • 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.
<p><i>Extending scope of performance practice</i> may include:</p>	<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.
<p><i>Regimes and artistic strategies</i> may include:</p>	<ul style="list-style-type: none"> • lectures • seminars • conferences • symposiums

	<ul style="list-style-type: none">• master classes• professional organisations• practical workshops• performance rehearsals• individual training.
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Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.