



Australian Government

Department of Education, Employment and Workplace Relations

CUADTM411A Teach basic dance technique

Release: 1

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Modification History

Version	Comments
CUADTM411A	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 incorporate safe dance practice into the teaching of basic techniques in any dance style.

Application of the Unit

Private dance teachers who specialise in teaching any style of dance apply the skills and knowledge in this unit.

Typically these teachers are working in private dance studios or in venues such as community halls, where flooring is appropriate for the safe teaching of dance.

At this level, teachers and instructors may be working from learning programs developed by others, and structuring lesson plans around those programs. Alternatively, they may be devising and conducting classes which are not based on any particular syllabus.

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. Prepare for dance classes</p>	<p>1.1. Ensure dance elements or movements for classes are safely sequenced</p> <p>1.2. Identify and minimise the effect of <i>risk factors</i> relevant to the teaching of classes in chosen <i>dance style</i></p> <p>1.3. Check that learners are wearing appropriate practice clothing and footwear</p> <p>1.4. Demonstrate appropriate <i>warm-up techniques</i></p>
<p>2. Demonstrate basic dance techniques</p>	<p>2.1. Demonstrate to learners correct posture and body alignment appropriate to chosen dance technique and movement</p> <p>2.2. Demonstrate isolation and coordination of the upper and lower body in simple movement sequences</p> <p>2.3. Demonstrate balance, flexibility, stamina, coordination, weight transfer and control and articulation of individual body parts in an integrated manner in a range of <i>techniques</i></p> <p>2.4. Emphasise the importance of control, attention to detail and memory when demonstrating simple series of steps, or enchaînements</p> <p>2.5. Demonstrate the timing and phrasing relationship between dance movement and the <i>accompanying music</i></p> <p>2.6. Follow <i>safe dance practice</i> in teaching activities</p> <p>2.7. Demonstrate appropriate <i>cool-down techniques</i></p>
<p>3. Maintain expertise</p>	<p>3.1. Use feedback from <i>relevant personnel</i> about the quality of classes to identify areas of own teaching practice that could be improved</p> <p>3.2. Use a range of <i>sources</i> to stay abreast of current <i>industry issues and trends</i></p> <p>3.3. Identify and participate in <i>professional development activities</i> as required</p>

Required Skills and Knowledge

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

Required skills

- communication, teamwork and organisational skills to:
 - respond appropriately to constructive feedback on own performance as a dance teacher
 - present confidently in teaching situation
 - seek assistance from others as required
- group facilitation skills to ensure that:
 - every learner has an opportunity for participation and input
 - group cohesion is maintained
 - behaviour that puts others at risk is observed, interpreted and addressed
- learning skills to:
 - provide feedback to learners by identifying areas of weakness
 - assist learners to plan their practice time
 - maintain own expertise by taking advantage of ongoing professional development opportunities
- listening skills to:
 - monitor and adjust teaching as required
 - maintain correct tempo and phrasing in movement sequences
- literacy skills to write or interpret instructions and feedback for the learners
- problem-solving skills to:
 - memorise basic exercises and routines
 - respond appropriately to the unexpected in a teaching situation
- self-management and planning skills to:
 - plan teaching sessions
 - maintain an appropriate standard of personal presentation in a teaching context
- technical skills to demonstrate basic dance techniques in the chosen style, such as:
 - at the barre
 - in the centre
 - simple balancing, turning, and low and medium-elevation movements
 - basic enchaînements of dance movements.

Required knowledge

- anatomical foundations, including:
 - articulation of the spine
 - engagement of the feet
 - bases of support, including feet, legs, hands, arms and torso
 - range of joint motion
 - differentiation of the legs and pelvis
- Australian Guidelines for Dance Teachers
- Dance Industry Code of Ethics
- dance teaching terminology

- graded progress requirements according to dance society levels
- dance repertoire in chosen style
- dance principles and techniques
- issues and challenges that arise in the context of teaching dance
- OHS principles relevant to a teaching context
- safe dance practice relevant to a teaching context
- teaching and performance protocols.

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"> • demonstrate basic dance technique • apply safe dance practice in teaching activities, including correct warm-up and cool-down techniques • demonstrate short and simple enchaînements within specified exercises • demonstrate musicality, expression, phrasing and correct timing, and sensitivity in a movement sequence • interact effectively and constructively with learners • maintain expertise.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • relevant resources and equipment • opportunities for teaching basic dance techniques in either a real or simulated situation • a venue with adequate space and appropriate flooring, such as a sprung or tarket floor.
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 • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • direct observation, or video recordings, of candidate teaching a dance class • case studies and scenarios as a basis for discussion of methods, strategies and other issues involved in preparing for and teaching a dance class. <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</p>

	literacy or numeracy difficulties, such as speakers of 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">• CUADTM401A Plan and organise dance classes• CUADTM403A Apply safe dance teaching methods.

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>Risk factors</i> may include:</p>	<ul style="list-style-type: none"> • inappropriate or worn-out footwear • trip hazards in the venue or facility, for example power cords • unsafe flooring.
<p><i>Dance styles</i> may include:</p>	<ul style="list-style-type: none"> • ballet • bodyweather and butoh • contemporary • creative • cultural, such as: <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander • African • belly dancing • Egyptian • Hungarian • Irish • Khmer • magical, mystical, or spiritual dance • Pacific Islander • Polish • ritual or sacred • Russian • Scottish • Spanish • jazz • modern • social • street • tap • wheelchair.
<p><i>Warm-up techniques</i> may include:</p>	<ul style="list-style-type: none"> • barre and floor exercises • exercises for areas, such as: <ul style="list-style-type: none"> • body conditioning and strength development • flexibility

	<ul style="list-style-type: none"> • isometric control • coordination improvement and enhancement exercises • muscle contraction and release • isolation and mobility of body parts • slow and relevant stretching • slow and deep breathing.
Body alignment refers to:	<ul style="list-style-type: none"> • proper alignment of the torso, limbs, spine and shoulders, such as: <ul style="list-style-type: none"> • ear over the shoulder over the hips • knee over the ankle.
Techniques taught at a basic level must relate to a wide range of techniques, such as:	<ul style="list-style-type: none"> • air work, such as: <ul style="list-style-type: none"> • adage • rolls • correct body alignment • floor work, such as: <ul style="list-style-type: none"> • stretches • abdominal strengthening • focusing eyes and mind while performing • improvisation • isocentric and polycentric isolations • locomotor exercises and sequences, such as: <ul style="list-style-type: none"> • pirouettes • kicks • jumps and leaps • maintaining rhythm and tempo • non-locomotor exercises and sequences, such as: <ul style="list-style-type: none"> • pliés • tendus • techniques and steps relevant to the chosen dance style • using arm lines appropriately and extensively • working at differing tempos • working on centre and off centre.
Accompanying music may include:	<ul style="list-style-type: none"> • instrumental music • live or recorded music • vocal music.
Safe dance practice may include:	<ul style="list-style-type: none"> • correct execution of dance steps • appropriate clothing and footwear • doing exercises and performing routines on flooring appropriate to genre and style of dance, including:

	<ul style="list-style-type: none"> • sprung softwood • tarket • sprung parquet • tongue and groove hardwood • resined for ballroom and Latin dance • non-slip for ballet • wood for tap and Spanish • nutrition and diet • understanding the body's capabilities and limitations, including: <ul style="list-style-type: none"> • alignment • flexibility (mobility) • strength (stability) • cardiorespiratory endurance • muscular endurance • warm-up and cool-down procedures, such as: <ul style="list-style-type: none"> • gentle stretch • aerobic exercises • anaerobic exercises • breathing exercises.
<i>Cool-down techniques</i> may include:	<ul style="list-style-type: none"> • barre and floor exercises • exercises for areas, such as: <ul style="list-style-type: none"> • body conditioning and strength development • flexibility • isometric control • coordination improvement and enhancement exercises • muscle contraction and release • isolation and mobility of body parts • slow and relevant stretching • slow and deep breathing.
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • colleagues • dance school director • mentors • other teachers • parents • people with different access requirements • representatives of dance societies • students.
<i>Sources</i> may include:	<ul style="list-style-type: none"> • print publications

	<ul style="list-style-type: none"> • resources available through dance societies • television shows • websites.
<i>Industry issues and trends</i> may relate to:	<ul style="list-style-type: none"> • Australian Guidelines for Dance Teachers • Dance Industry Code of Ethics • dance teaching methodologies • emerging trends in different dance disciplines and genres • employment opportunities for dancers • safe dance practice.
<i>Professional development activities</i> may include:	<ul style="list-style-type: none"> • industry events, such as: <ul style="list-style-type: none"> • conferences • expositions • festivals • workshops or seminars organised by dance societies or industry associations.

Unit Sector(s)

Performing arts - dance teaching and management

Custom Content Section

Not applicable.