



Australian Government

Department of Education, Employment and Workplace Relations

CUADTM602A Teach high level jazz dance technique

Release: 1

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Modification History

Version	Comments
CUADTM602A	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 apply safe dance practice to the teaching of high level jazz dance techniques.

Application of the Unit

Private dance teachers who specialise in teaching jazz dance apply the skills and knowledge in this unit.

Typically these teachers are working in private dance studios, professional companies or venues where flooring is appropriate for the safe teaching of dance.

At this level, private dance teachers are working with students who already have well-developed technique and performance skills. Teaching methodologies, therefore, tend to be more tailored to individual needs. Students could also be involved in determining the structure of training programs, which could be based on a specific syllabus or set of teaching resources which the teacher has developed.

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 jazz dance classes</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 high level jazz dance techniques</p>	<p>2.1. Demonstrate to learners correct posture and <i>body alignment</i> appropriate to high level jazz dance technique and movement</p> <p>2.2. Demonstrate isolation and coordination of the upper and lower body in highly complex movement sequences</p> <p>2.3. Demonstrate precise and highly competent execution of 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 highly complex series of steps or enchaînements</p> <p>2.5. Demonstrate the timing and phrasing relationship between high level jazz dance movement and the <i>accompanying music</i> through dance that displays musicality, phrasing, sensitivity and correct timing</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
 - generate and communicate ideas
 - formulate responses to complex problems that may arise in a teaching context
- 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, musical sensitivity, awareness and phrasing in movement sequences
- literacy skills to:
 - write and interpret instructions or feedback for the learners
 - identify, synthesise and evaluate information and concepts from a range of sources
- problem-solving skills to:
 - memorise highly complex 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 high level jazz dance techniques, such as:
 - at the barre
 - in the centre
 - highly complex balancing, well-controlled turning, and low, medium and high-elevation movements
 - enchaînements of highly complex jazz 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 teaching terminology
- graded progress requirements according to dance society levels
- jazz dance repertoire
- jazz dance principles, characteristics and techniques
- issues and challenges that arise in the context of teaching jazz 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 high level jazz dance technique • apply safe dance practice in teaching activities, including correct warm-up and cool-down techniques • demonstrate highly complex enchaînements, combinations and sentences within specified exercises, e.g. allegro, elevation • demonstrate musicality, expression, phrasing and correct timing, tempo and sensitivity in movement sequences • 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 high level jazz dance in either a real or simulated situation • a venue with adequate space and appropriate flooring, such as a sprung or tarkett 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 high level jazz dance class • case studies and scenarios as a basis for discussion of methods, strategies and other issues involved in preparing for and teaching a high level jazz dance class. <p>Assessment methods should closely reflect workplace</p>

	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 those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: <ul style="list-style-type: none">• CUADTM508A Refine dance teaching methodologies.

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.

<i>Risk factors</i> may include:	<ul style="list-style-type: none"> • inappropriate or worn-out footwear • trip hazards in the venue or facility, for example power cords • unsafe flooring.
<i>Warm-up 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>Body alignment</i> 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.
<i>Techniques</i> must relate to teaching the precise and highly competent execution of:	<ul style="list-style-type: none"> • adage • awareness of personal and general space when travelling and stationary • fluid control of pirouettes with directional change • fouettés • grand battement • isocentric and polycentric isolations • interpreting rhythm to movement • jumps and leaps • knee spins • pliés • posés piqués and chaînés box style • steady balance on supporting leg working towards a 90-degree angle • stretches

	<ul style="list-style-type: none"> • tendu lifts • using arm lines appropriately and extensively • working in a cohesive partnership with a peer, interpreting a dance style.
<i>Accompanying music</i> may include:	<ul style="list-style-type: none"> • instrumental • live or recorded • vocal.
<i>Safe dance practice</i> 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

	<ul style="list-style-type: none"> • slow 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 • students.
<i>Sources</i> may include:	<ul style="list-style-type: none"> • print publications • 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 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 and seminars organised by dance societies or industry associations.

Unit Sector(s)

Performing arts - dance teaching and management

Custom Content Section

Not applicable.