



Australian Government

Department of Education, Employment and Workplace Relations

CUAWRT501A Write about dance

Release: 1

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Modification History

Version	Comments
CUAWRT501A	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 write about a range of dance-related topics. The ability to research issues and to apply a sound knowledge of grammar and punctuation to written pieces is essential.

Application of the Unit

Writers applying the skills and knowledge outlined in this unit would be expected to write both original and non-narrative dance content for a range of purposes. Often they would be working as freelance writers or journalists.

Typical writing briefs could include creating program notes for performances, reviews and critiques of live and recorded dance performances, as well as dance editorials and dance commentary pieces for a range of media.

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 to write material</p>	<p>1.1. In consultation with <i>relevant personnel</i>, confirm <i>type of written material</i> required</p> <p>1.2. Identify <i>factors</i> that may affect the writing assignment and plan accordingly</p> <p>1.3. Determine style or <i>tone</i> appropriate to the <i>publication</i> for which written material is being produced</p> <p>1.4. Discuss plans or preliminary ideas with relevant personnel as required</p>
<p>2. Research topic</p>	<p>2.1. Use appropriate <i>information sources</i> to gather background material</p> <p>2.2. Conduct interviews with people to gather information as required</p> <p>2.3. Review information gathered to determine the best approach to writing assignments</p> <p>2.4. Discuss results of research, ideas and proposed approach with relevant personnel as required</p>
<p>3. Write material</p>	<p>3.1. Ensure that language and writing style are suited to the target audience and publication</p> <p>3.2. Ensure that specialised <i>vocabulary</i> is appropriate to the context of brief and subject matter</p> <p>3.3. Ensure that work is proofed and edited to required standard</p> <p>3.4. Present a draft for review by relevant personnel</p> <p>3.5. Adjust work as required and present final draft in the agreed manner and timeframe</p> <p>3.6. Evaluate writing process, assessing own performance and noting areas for future improvement</p>

Required Skills and Knowledge

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

Required skills

- communication, teamwork and literacy skills to:
 - interpret and clarify written or verbal instructions
 - write content in a style appropriate to target users and audience
 - communicate information to specific audiences
 - structure text-based content effectively for target audiences and delivery format
 - respond positively to constructive feedback
- conceptual skills to generate a range of text-based content ideas in response to a brief
- self-management and planning skills to:
 - prioritise work tasks
 - source information and reference material in a timely fashion
 - meet deadlines
 - seek expert assistance when problems arise
- technical skills to:
 - proficiently use word processing tools
 - check and proofread written content using manual and automated systems.

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of project team members
 - issues and challenges that arise when writing about dance and live performance
- understanding the way readers scan and read written material
- writing and communication principles for the relevant medium
- writing and presentation techniques for the relevant medium
- sound knowledge of grammar and punctuation
- media laws sufficient to identify defamation and obscenity and seek expert advice on issues that could lead to legal action
- copyright clearance procedures
- OHS as it relates to working for periods of time on computers.
- well-developed understanding of dance-related issues, including:
 - dance styles and genres
 - dance form and performance conventions
 - repertoire as it relates to relevant dance styles or genres
 - cultural circumstances of dance performance and consumption
 - technical processes and demands of choreography or dance performances
 - empathy with the creative work of performers.

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"> • apply the principles of writing and communication to meet the requirements of dance writing briefs • write content for specific target audiences • demonstrate a sound knowledge of grammar, punctuation and writing styles • work collaboratively with others • work under pressure and meet deadlines.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • practical demonstration of skills by writing a range of content within timeframes in an industry context • access to: <ul style="list-style-type: none"> • word processing software • variety of dance-related information sources.
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 content written in response to a range of briefs • 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 writing about dance. <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 those with interrupted schooling).</p>

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">• CUFIND401A Provide services on a freelance basis.
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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"> • academic supervisors • managers • advertising agencies • artists and performers • authors • broadcasters • choreographers • directors • editors or other writers • graphic designers • production companies • production managers • production personnel • producers • program or event managers • promoters, agents and marketers.
<p><i>Types of written material</i> may include:</p>	<ul style="list-style-type: none"> • artist bios • dance-related copy for interactive media products • newsletters or other print media • dance reviews and critiques • educational pieces • informational pieces • items for the marketing or promotion of dance products • items for wikis • programs notes for performances • social and corporate networking.
<p><i>Factors</i> may include:</p>	<ul style="list-style-type: none"> • budget • complexity of topic • confidentiality • contractual arrangements • copyright clearances • deadlines • editing process • expectations of target audience or readers

	<ul style="list-style-type: none"> • intellectual property • length • location • number of content items • photos or other visual material to accompany written work • production schedule • research requirements • structure.
<i>Tone</i> may include:	<ul style="list-style-type: none"> • dramatic • entertaining • formal • humorous • informal or casual • informational.
<i>Publications</i> may include:	<ul style="list-style-type: none"> • books • corporate documents, such as: <ul style="list-style-type: none"> • marketing and promotional materials, including online • newsletters • reports • print and online publications, such as: <ul style="list-style-type: none"> • journals • literary • magazines • newspapers • program notes.
<i>Information sources</i> may include:	<ul style="list-style-type: none"> • dance industry events, such as: <ul style="list-style-type: none"> • community activities • competitions and awards • conferences • conventions • festivals • functions • performances • trade fairs • electronic or print media, such as: <ul style="list-style-type: none"> • articles • industrial relations publications • industry publications

	<ul style="list-style-type: none"> • journals • lifestyle and contemporary issues magazines • magazines • news • reviews • government publications, including: <ul style="list-style-type: none"> • legislation • policy and procedures manuals • internet • libraries and archives, such as: <ul style="list-style-type: none"> • film • graphic • sound • text • video • peak copyright organisations • personal observations and experience.
<p><i>Vocabulary</i> may relate to elements, such as:</p>	<ul style="list-style-type: none"> • artistic judgement • dance history • dance styles and genres, such as: <ul style="list-style-type: none"> • ballet • jazz • contemporary • ballroom • other • performance practice in a range of styles and customs • recognition and comprehension of dance techniques, including: <ul style="list-style-type: none"> • improvisation • partnering • spatial dynamics • tempi • expression • specialised knowledge of artists and repertoire • technical requirements for a range of dance styles and performance contexts.

Unit Sector(s)

Performing arts - writing

Custom Content Section

Not applicable.