



**Australian Government**

# **CUADTM401 Plan and organise dance classes**

**Release: 2**

## CUADTM401 Plan and organise dance classes

### Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package.
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 1.0.

### Application

This unit describes the performance outcomes, skills and knowledge required to plan and organise classes to teach dance and movement skills to a range of target groups.

This unit applies to people working as teachers or instructors in dance schools or studios. It also applies to people responsible for teaching movement skills for recreational or remedial purposes.

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

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Performing arts – dance teaching and management

### Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Analyse learning environment and session requirements	1.1 Establish learning context and organisational arrangements 1.2 Access and review learning program documentation to determine delivery requirements 1.3 Use available information and documentation to identify group

	<p>and individual learner needs and learner characteristics</p> <p>1.4 Follow processes to identify learner support requirements</p> <p>1.5 Identify and assess constraints and risks to delivery</p> <p>1.6 Confirm personal role and responsibilities in planning and delivering training with relevant personnel</p>
2. Prepare session plans	<p>2.1 Refine specific learning objectives and assessment activities according to learning program requirements, and specific needs of individual learners or target group</p> <p>2.2 Generate ideas for teaching strategies using knowledge of learning principles and learning theories that reflect the requirements of classes</p> <p>2.3 Evaluate existing learning resources and documented learning activities identified in learning programs for use in the specific teaching context</p> <p>2.4 Develop and document session plans for each segment of learning programs to be addressed</p>
3. Prepare resources for sessions	<p>3.1 Modify and contextualise existing learning resources and learning activities to cater for particular individual learners and groups</p> <p>3.2 Develop and document additional learning activities to meet specific session requirements based on the application of learning principles and individual and group learner styles</p> <p>3.3 Organise and finalise learning materials required by learners in time for delivery</p> <p>3.4 Identify and organise specific skills, technology and equipment needed in time for classes</p> <p>3.5 Identify and organise additional resourcing to meet identified learner support as required</p> <p>3.6 Confirm overall teaching plan with relevant personnel</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 2.1,	<ul style="list-style-type: none"> <li>Organises and evaluates ideas and information from a</li> </ul>

	2.3, 2.4, 3.1, 3.2	range of written material
Writing	2.1, 2.3, 2.4, 3.1, 3.2	<ul style="list-style-type: none"> <li>Completes documentation related to teaching dance or movement classes</li> </ul>
Oral communication	1.6, 2.2, 3.5	<ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> <li>Discusses ideas and solutions</li> </ul>
Numeracy	2.4	<ul style="list-style-type: none"> <li>Estimates duration of learning activities for session plans</li> </ul>
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 1.6, 2.4, 3.3, 3.4, 3.6	<ul style="list-style-type: none"> <li>Identifies and follows procedures and expectations associated with own role</li> <li>Manages time efficiently</li> </ul>
Interact with others	1.6, 2.2, 3.5	<ul style="list-style-type: none"> <li>Considers and values the cultural background of students and colleagues</li> <li>Cooperates with others and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	<ul style="list-style-type: none"> <li>Adopts a methodical and logical approach to the process of planning and organising dance classes</li> <li>Reflects group and individual learning needs and learner characteristics in session plans</li> <li>Organises music for dance style or movement skills being taught</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADTM401 Plan and organise dance classes (Release 2)	CUADTM401A Plan and organise dance classes (Release 1)	Updated assessment conditions section. Updated modification history section to reflect changed name of training package.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>