



Australian Government

CUADTM431 Design and conduct dance learning program

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to design and conduct a dance learning program and classes to teach dance and movement skills to different learners.

The unit applies to those who are working as teachers in dance schools or studios, as well as those responsible for teaching movement skills for recreational or remedial purposes. Individuals devise and conduct programs and classes which are originally developed and 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. Determine program requirements	1.1 Identify group and individual learner needs, characteristics and expectations 1.2 Identify any special requirements according to participant needs 1.3 Identify and assess constraints and risks to delivery of classes 1.4 Identify legal and work health and safety requirements associated with teaching dance or movement classes 1.5 Confirm personal role and responsibilities in planning and delivering classes with required personnel
2. Design program and classes	2.1 Determine learning objectives and assessment activities according to learning program requirements or specific needs of individual learners

ELEMENTS	PERFORMANCE CRITERIA
	2.2 Design original class plan series according to identified program needs and identified assessment requirements 2.3 Structure and sequence original class series and content according to learning principles and logical skill development 2.4 Generate ideas for teaching strategies using learning principles that reflect the requirements of classes 2.5 Identify and evaluate existing learning resources and documented learning activities for use in the specific teaching context 2.6 Develop and document class plans for each segment of learning program to be addressed, as required 2.7 Develop a process to calculate and monitor student retention rates during delivery of class series
3. Conduct program and classes	3.1 Communicate instructions and relevant information to participants in a suitable manner 3.2 Monitor participants' progress against program aims 3.3 Implement identified teaching methods and strategies and modify as required 3.4 Assist participants to perform dance moves and make appropriate corrections according to organisational policies and procedures 3.5 Encourage participants to seek and provide feedback regarding their progress during the program, according to organisational policies and procedures 3.6 Implement injury prevention strategies according to organisational policies and procedures
4. Evaluate program	4.1 Seek feedback from relevant stakeholders involved in the program 4.2 Evaluate relevant components of program according to organisational policies and procedures 4.3 Identify potential areas of improvement for future programs 4.4 Review own performance and identify potential improvements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Numeracy	<ul style="list-style-type: none"> • Estimates duration of learning activities for class plans
Oral communication	<ul style="list-style-type: none"> • Obtains information by listening and questioning

SKILL	DESCRIPTION
	<ul style="list-style-type: none"> • Discusses ideas and solutions
Reading	<ul style="list-style-type: none"> • Organises and evaluates ideas and information from different written material
Writing	<ul style="list-style-type: none"> • Completes documentation related to teaching dance or movement classes
Planning and organising	<ul style="list-style-type: none"> • Adopts a methodical and logical approach to the process of planning and organising dance classes
Self-management	<ul style="list-style-type: none"> • Identifies and follows procedures and expectations associated with own role • Manages time efficiently • Organises music for dance style or movement skills being taught
Teamwork	<ul style="list-style-type: none"> • Identifies and supports the cultural background of students and colleagues • Cooperates with others and contributes to specific activities requiring joint responsibility and accountability

Unit Mapping Information

No equivalent unit. Supersedes and is not equivalent to CUADTM401 Plan and organise dance classes.

Links

Companion Volume Implementation Guide is found on VETNet -

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