

Australian Government

CUADTM505 Teach medium level tap dance technique

Release: 2

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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.

Modification History

Application

This unit describes the performance outcomes, skills and knowledge required to incorporate safe dance practice into the teaching of medium level tap dance technique in dance studios or venues where flooring is appropriate for the safe teaching of dance.

At this level, dance teachers work without supervision. They are expected to apply initiative and judgement when planning lessons which could be based on a specific syllabus or teaching resources they may have helped to prepare. 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	Performance Criteria	
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Prepare for dance classes	1.1 Ensure dance elements or movements for classes are safely sequenced	
	1.2 Identify and minimise risk factors in the teaching of tap dance classes	
	1.3 Check that learners are wearing appropriate practice clothing	

Elements and Performance Criteria

	and footwear			
	1.4 Demonstrate appropriate warm-up techniques			
2. Demonstrate medium level tap dance techniques	2.1 Demonstrate to learners correct posture and body alignment appropriate to medium level tap dance technique and movement			
techniques	2.2 Demonstrate isolation and coordination of the upper and lower body in simple movement sequences			
	2.3 Demonstrate a range of <i>techniques</i> that integrate balance, flexibility, stamina, coordination, weight transfer and control and articulation of individual body parts			
	2.4 Emphasise the importance of control, attention to detail and memory when demonstrating simple sequences or enchaînement of dance steps			
	2.5 Demonstrate the timing and phrasing relationship between tap dance movement and the accompanying music			
	2.6 Follow safe dance practice in teaching activities to minimise risk of injuries			
	2.7 Demonstrate appropriate warm-down techniques			
	2.8 Manage class dynamics and learner behaviour to encourage learning			
3. Maintain expertise in teaching medium level tap dance technique	3.1 Use feedback from relevant personnel about the quality of classes to identify areas of own teaching practice that could be improved			
	3.2 Use a range of sources to keep up-to-date with current industry issues, trends and codes of practice			
	3.3 Participate in professional development activities as required			

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
Learning	3.1, 3.3	 Seeks feedback and accepts guidance from others Accepts opportunities to participate in formal professional development activities
Reading	3.2	• Obtains information from written sources

Oral communication1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 3.1, 3.2• Seeks the views and opinions of others Obtains information by listening and questioningNavigate the world of work1.1, 1.2, 1.3, 1.4, 2.6, 3.2, 3.3• Uses clear language and correct industry terminology to contribute information and express requirementsNavigate the world of work1.1, 1.2, 1.3, 1.4, 2.6, 3.2, 3.3• Identifies and follows procedures and expectations associated with own roleInteract with others1.3, 1.4, 2.1, 2.5, 2.7, 2.8, 3.1• Identifies and propriate standard of personal presentation • Takes responsibility for own professional developmentInteract with others1.3, 1.4, 2.1, 2.5, 2.7, 2.8, 3.1• Ensures that every learner has an opportunity for participation and input during classes • Pays attention to the behaviour of others, interpreting a broad range of verbal and non-verbal signals • Interprets and addresses learner behaviour that puts others at risk • Demonstrates sensitivity to diversity, disability, culture, gender and ethnic backgrounds • Respects expertise and background of learnersGet the work done1.3, 1.4, 2.1, 2.5, 2.6, 2.7, 2.8, 3.2• Adopts a methodical and logical approach to the process of preparing for and conducting dance classes • Monitors and adjusts teaching to meet group or individual requirements • Uses the internet as a source of information				
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Get the work done1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.2• Adopts a methodical and logical approach to the process of preparing for and conducting dance classes • Facilitates the learning of others through competent delivery of dance classes • Monitors and adjusts teaching to meet group or individual requirements			•	Respects expertise and background of
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 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.2 the process of preparing for and conducting dance classes Facilitates the learning of others through competent delivery of dance classes Monitors and adjusts teaching to meet group or individual requirements 	Get the work done	1.3. 1.4. 2.1	•	Adopts a methodical and logical approach to
 2.5, 2.6, 2.7, 2.8, 3.2 Facilitates the learning of others through competent delivery of dance classes Monitors and adjusts teaching to meet group or individual requirements 				the process of preparing for and conducting
 2.8, 3.2 Facilitates the learning of others through competent delivery of dance classes Monitors and adjusts teaching to meet group or individual requirements 				dance classes
Monitors and adjusts teaching to meet group or individual requirements			•	
or individual requirements				competent delivery of dance classes
			•	Monitors and adjusts teaching to meet group
• Uses the internet as a source of information				or individual requirements
			•	Uses the internet as a source of information

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Techniques taught at a	•	correct posture and alignment at all times			
medium level must	•	dancing in time with music			
relate to:	•	demonstrating a controlled looseness of ankle and knee joints			
	•	demonstrating body awareness			
		demonstrating safe dance practice in jumping and fast			
		travelling steps			
		executing wings with clean individual sounds for the required number of wing beats			
	•	maintaining clean, clear beats when performing close work			
		maintaining good timing without music			
	•	performing complex turns while maintaining a high level of			
		technique			
	•	producing clean, clear, high quality tap sound.			

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADTM505 Teach medium level tap dance technique (Release 2)	CUADTM505 Teach medium level tap dance technique (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-382ef 6b803d5