



Australian Government

CUADTM516 Teach medium level cultural dance techniques

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 teach medium level cultural dance techniques in dance studios or venues equipped for the safe teaching of dance.

The unit applies to those who are dance teachers and who are able to work without supervision. They are expected to apply initiative and judgement when planning classes which may be based on a specific syllabus or on teaching resources they may or may not have helped to prepare.

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. Prepare for dance classes	1.1 Sequence dance elements and movements for classes according to class purpose and dance safety practices 1.2 Formulate class plan according to learning outcome progress requirements 1.3 Identify risk factors in the teaching of cultural dance classes and determine preventative strategies 1.4 Confirm that learners are wearing required practice clothing and footwear for medium level cultural dance 1.5 Teach required warm-up techniques
2. Deliver learning outcomes	2.1 Teach posture and body alignment required for medium level cultural dance techniques and movement

ELEMENTS	PERFORMANCE CRITERIA
	2.2 Teach isolation and coordination of the upper and lower body in complex movement sequences 2.3 Teach techniques that integrate balance, flexibility, stamina, coordination, weight transfer and control of individual body parts 2.4 Teach simple steps and discuss importance of control, attention to detail and memory in their completion 2.5 Discuss the importance of using presentation, rhythm and style required for particular dynamics of chosen cultural dance style 2.6 Teach the timing and phrasing relationship between cultural and creative dance movement and the accompanying music 2.7 Manage and minimise risk of injuries using safe dance practice in teaching activities 2.8 Teach required cool-down techniques 2.9 Manage class dynamics and learner behaviour
3. Improve teaching practice medium level cultural dance technique	3.1 Seek and evaluate feedback from required personnel, and identify and revise areas of improvement in quality of own teaching practice 3.2 Research, identify and utilise sources outlining current industry issues, trends and codes of practice 3.3 Develop plan to refine and adapt to improve own teaching practice and incorporate research findings as required 3.4 Participate in professional development activities as required

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
Oral communication	- Obtains information by listening and questioning - Contributes information and expresses requirements using clear language and industry terminology
Reading	Obtains information from written sources
Planning and organising	- 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
Problem solving	Monitors and adjusts teaching to meet group or individual requirements

SKILL	DESCRIPTION
Self-management	- Identifies and follows procedures and expectations associated with own role - Takes responsibility for following accepted industry practices in relation to safe dance practices and injury-prevention strategies - Takes responsibility for own professional development
Teamwork	- Provides all learners with opportunities for participation and input during classes - Interprets different verbal and non-verbal signals in student behaviour - Interprets and addresses learner behaviour that puts others at risk - Demonstrates respect for diversity, disability, culture, gender and ethnic backgrounds
Technology	Uses the internet as a source of information

Unit Mapping Information

Supersedes and is equivalent to CUADTM506 Teach medium level cultural dance technique.

Links

Companion Volume Implementation Guide is found on VETNet -

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