



Australian Government

CUADTM614 Teach high level tap 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 to teach high level tap dance techniques in dance studios, professional companies and venues where flooring is safe for teaching dance.

The unit applies to those who are dance teachers working with students who already have well-developed technique and performance skills. Teaching methodologies are therefore more tailored to individual needs of students. Individuals are also involved in determining the structure of training programs, which could be based on a specific syllabus or set of teaching resources which they have developed.

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 Identify available resource material and resource gaps for informing class structure 1.2 Develop teaching resources that address identified gaps in available material 1.3 Sequence dance elements and movements for classes according to class purpose and dance safety practices 1.4 Formulate class plan according to learning outcome progress requirements 1.5 Identify risk factors in the teaching of classical ballet classes and

ELEMENTS	PERFORMANCE CRITERIA
	determine preventative strategies 1.6 Confirm that learners are wearing required practice clothing and footwear for high level tap dance technique 1.7 Teach required warm-up techniques
2. Deliver learning outcomes	2.1 Teach posture and body alignment required for high level tap dance technique and movement 2.2 Teach isolation and coordination of the upper and lower body in highly complex movement sequences 2.3 Teach techniques that integrate balance, flexibility, coordination, stamina and control of individual body parts 2.4 Teach highly complex steps and discuss importance of control, attention to detail and memory in their completion 2.5 Teach the timing and phrasing relationship between tap movement and accompanying music 2.6 Manage and minimise risk of injuries using safe dance practices in teaching activities 2.7 Teach required cool-down techniques 2.8 Manage class dynamics and learner behaviour 2.9 Provide all learners with equal opportunity to participate 2.10 Identify and assess problems that arise, judging when to seek assistance from required personnel
3. Improve teaching practice for high level tap 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 Source and 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 - Uses clear language and correct industry terminology to contribute information and express requirements
Reading	Obtains information from written sources

SKILL	DESCRIPTION
Planning and organising	Adopts a methodical and logical approach to the process of preparing for and conducting dance classes
Problem solving	- Monitors and adjusts teaching to meet group or individual requirements - Addresses some unfamiliar problems of increasing complexity within scope of own role, and seeks the expertise of others as required
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	- Creates effective learning environments by building rapport with students - 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 CUADTM604 Teach high level tap dance technique.

Links

Companion Volume Implementation Guide is found on VETNet -

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