



Australian Government

Department of Education, Employment and Workplace Relations

CUACHR401A Create and perform dance pieces

Release: 1

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Modification History

Version	Comments
CUACHR401A	This version first released with <i>CUA11 Live Performance Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to create and perform solo and group dance pieces in dance styles, such as tap, jazz, contemporary, street and cultural forms of dance.

The context of creating short dance pieces for others to perform is covered in CUACHR402A Create short dance pieces.

Application of the Unit

This unit applies to those who are required to plan, compose, stage and perform solo and group dance pieces. Performances could be for dance-school productions or other non-professional contexts.

Work is usually undertaken under some supervision, though autonomy and judgement can be expected given the nature of the creative process.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

<p>1. Plan, rehearse and compose dance pieces</p>	<p>1.1. Clarify <i>intention</i> of <i>dance pieces</i> with <i>relevant personnel</i></p> <p>1.2. Use a range of sources to generate ideas and determine <i>stimuli</i></p> <p>1.3. Select ideas and translate intention into <i>choreographic plans</i></p> <p>1.4. Through <i>experimentation</i> and <i>improvisation</i> identify dance <i>forms</i> and <i>structures</i> to be included in plans</p> <p>1.5. Improve and refine choreographic plans in rehearsal for performance of dance pieces</p> <p>1.6. Demonstrate <i>unity, continuity and variety</i> in dance pieces</p> <p>1.7. Review the <i>dance-creation process</i> through self-evaluation and in consultation with relevant personnel to improve and modify</p> <p>1.8. Ensure <i>safe dance practice</i> at all times</p>
<p>2. Create production elements to enhance dance pieces</p>	<p>2.1. Establish and source <i>audio requirements</i> to support mood, creative experience and audience affect</p> <p>2.2. Resolve <i>lighting and vision system requirements</i> for performance of dance pieces to support intention</p> <p>2.3. Agree on costuming, make-up and hair to enhance audience experience and aesthetic qualities of dance pieces</p> <p>2.4. Determine and organise appropriate sets and props to create atmosphere and environment</p> <p>2.5. Arrange stage markings to reflect choreographic plans</p>
<p>3. Perform dance pieces</p>	<p>3.1. Exercise and control physical movement techniques that reflect choreographic plan for dance pieces</p> <p>3.2. Recall and execute dance sequences, structures and spatial relationships to support choreographic plans</p> <p>3.3. Demonstrate <i>flow, phrasing</i> and <i>dynamics</i> showing sensitivity in line with the intention of dance pieces</p> <p>3.4. Maintain <i>focus</i> and concentration throughout performance, including connecting and interacting with other dancers as required</p> <p>3.5. Demonstrate <i>performance skills</i>, showing expression and engagement with audience</p>

	3.6. Use performance space appropriately
4. Evaluate dance pieces	4.1. Develop a journal to detail composition process for <i>reflection and analysis</i> 4.2. Compare work against previous work to assess development of techniques and ideas 4.3. Discuss strengths and weaknesses of dance pieces with relevant personnel and identify strategies for improving own techniques

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and teamwork skills to:
 - work collaboratively and in integrated ways with others involved in performances
 - receive constructive feedback and apply it to future choreographic work
 - clarify an expressive intention
 - document a choreographic plan for reflection and analysis
 - communicate intention to other dancers and technicians
- initiative and creativity skills to:
 - seek and use a variety of sources and stimuli for creative inspiration
 - develop new choreography
 - work creatively with others
 - translate a choreographic plan into a well-crafted and executed performance
 - follow through with own individual style or idea
 - perform in ways that engage an audience
- learning skills to:
 - improve performance and skills through experimentation and practice
 - evaluate and revise all aspects of a creative process
 - evaluate and revise own performance as well as that of others
- planning skills to:
 - develop a choreographic plan
 - reflect on and analyse choreographic structures and processes
 - devise choreographic work for informal presentations
- technical skills to:
 - experiment with, improvise and refine choreographic plans
 - incorporate a number of staging elements, such as:
 - audio
 - lighting and vision systems
 - costuming, make-up and hair
 - set and prop design
 - stage markings.

Required knowledge

- creative process as it relates to choreography
- all elements of dance
- choreographic devices and structures
- dance as a form of communication
- issues and challenges that arise in the context of composing dance
- dance vocabulary relevant to chosen dance styles
- safe dance practices.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • seek and use a variety of sources for creative inspiration • source, select and clarify ideas into choreographic intent • develop, revise and evaluate a choreographic plan • express choreographic intent through a range of movement forms and structures • communicate intention to other dancers and technicians • select and organise audiovisual and other staging requirements for performances • monitor own performance in creating and performing dance pieces.
Context of and specific resources for assessment	<p>Assessment must ensure access to a dance studio or space, including:</p> <ul style="list-style-type: none"> • sprung floor • tarkett • mirrors and curtains • audio requirements • lighting and vision system requirements • costuming, make-up and hair requirements • set and props requirements • video recording and playback equipment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • observation of practice and performance • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • video recordings of performances or practice sessions • case studies and scenarios as a basis for discussing components of the process

	<ul style="list-style-type: none"> • portfolios, journals or other documentation and notation that demonstrate the reflective processes used in creating and performing dance pieces. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
<p>Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • CUACHR403A Develop skills in the craft of choreography • CUADAN402A Improvise an advanced dance sequence • CUADLT401A Document dance.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Intention</i> may include:	<ul style="list-style-type: none"> • dance piece as a form of expressive, collaborative or interactive communication • message to be conveyed through movements and effects • mood to be conveyed • creative experience intended for audience • expressive effect on audience • creative and expressive outcome for dancers.
<i>Dance piece</i> may be:	<ul style="list-style-type: none"> • duo • trio • solo • group.
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • teacher • performer • ensemble member • designer: <ul style="list-style-type: none"> • sound • lighting • costumes • make-up and hair • special effects • client • agent • conductor • tutor • mentor.
<i>Sources</i> may include:	<ul style="list-style-type: none"> • improvisation • research from: <ul style="list-style-type: none"> • travel • study • own interests • observations of everyday social and political life • emotions or feelings

	<ul style="list-style-type: none"> • observations of other dance forms and works • exploration of movement • images from nature • sounds and visual effects from other art works.
<i>Stimuli</i> may include:	<ul style="list-style-type: none"> • music, such as: <ul style="list-style-type: none"> • musical styles, like jazz, hip-hop and world • vocal • instrumental • percussion, such as: <ul style="list-style-type: none"> • drums • hands • feet stamps • percussion instruments • word motivation, such as: <ul style="list-style-type: none"> • wobble, twitch, freeze • vault, twirl, collapse • pause, swell, jerk • vibrate, bound, creep • technical equipment, such as: <ul style="list-style-type: none"> • lighting • audiovisual • fog machines • scaffolding • other props, objects and materials, such as: <ul style="list-style-type: none"> • fabric • instruments • puppets or dolls • piece of clothing • ladder or chair • silent space • various texts.
<i>Choreographic plan</i> may include:	<ul style="list-style-type: none"> • dance style • dance form • movement elements of shape, space, dynamics and time • dance phrases and sequences • dance structures • choreographic devices, such as: <ul style="list-style-type: none"> • canon • motif

	<ul style="list-style-type: none"> • repetition • mirroring • addition • retrograde • inversion • accumulation.
<i>Experimentation and improvisation</i> may include:	<ul style="list-style-type: none"> • stimuli driven • free-form • structured • spontaneous • chance • individual or shared investigation.
<i>Dance forms</i> may include:	<ul style="list-style-type: none"> • binary • ternary • rondo • theme and variation • narrative • free-form.
<i>Dance structures</i> may include:	<ul style="list-style-type: none"> • space • shape • group structures • group formations • dancer combinations.
<i>Unity, continuity and variety</i> may include:	<ul style="list-style-type: none"> • unified beginning, development and resolution • sense of wholeness or completeness of piece • sense of connectedness between phrases and sequences • contrasts in use of space • contrasts in energy • contrasts in movement and motifs • contrasts in phrasing, tempo and duration.
<i>Dance-creation process</i> may include:	<ul style="list-style-type: none"> • creativity • effectiveness • inspiration • audience response.
<i>Safe dance practices</i> may include:	<ul style="list-style-type: none"> • understanding the body's capabilities and limitations, including: <ul style="list-style-type: none"> • alignment: • flexibility (mobility) • strength (stability) • cardiorespiratory endurance

	<ul style="list-style-type: none"> • muscular endurance • warm-up and cool-down activities, such as: <ul style="list-style-type: none"> • gentle stretches • aerobic exercises • anaerobic exercises • breathing exercises • doing exercises and performing routines on flooring appropriate to the genre and style of dance, such as: <ul style="list-style-type: none"> • sprung softwood • tarket • sprung parquet • tongue and groove hardwood • resined floor for ballroom and Latin dance • non-slip for ballet • wood for tap and Spanish • correct execution of dance steps • appropriate clothing and footwear • nutrition and diet.
<p><i>Audio requirements</i> may include:</p>	<ul style="list-style-type: none"> • music tracks • cue sheets • equipment, such as: <ul style="list-style-type: none"> • CDs • cassettes • mini disks • loudspeakers • audio-mixing consoles.
<p><i>Lighting and vision system requirements</i> may include:</p>	<ul style="list-style-type: none"> • cue sheets • lighting plots • set up plans • stage markings • types of lighting • equipment, such as: <ul style="list-style-type: none"> • projectors • video players and monitors • computer-operated equipment • tape recorders • CD players • speakers • effects and mixing desks • lighting equipment

	<ul style="list-style-type: none"> • screens • portable liquid crystal display (LCD) and digital light processing (DLP).
Flow may include:	<ul style="list-style-type: none"> • smoothness of individual movements • fluidity of sequence of movement patterns • smoothness of transitions between phrases and sections of pieces.
Phrasing may include:	<ul style="list-style-type: none"> • meaningful translation of the emotions and physical elements of the dance piece intention • cohesiveness of dance phrases or sequences • hearing and translating the nuances of the music.
Dynamics may include:	<ul style="list-style-type: none"> • accent • intensity • quality.
Focus may include:	<ul style="list-style-type: none"> • line of sight • whole body communication • intention • emotions • spatial relationships • energy.
Performance skills may include:	<ul style="list-style-type: none"> • physical skills • projection of emotions • projection of confidence in body movement and energy • stage presence.
Reflection and analysis may include:	<ul style="list-style-type: none"> • class discussions • video replays • journal entries • adjusted choreographic showings • drawings or diagrams • visual and audiovisual stimuli and references.

Unit Sector(s)

Performing arts - choreography

Custom Content Section

Not applicable.