



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN103A Develop foundation jazz dance technique

Release: 1

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Modification History

Version	Comments
CUADAN103A	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 build a solid foundation in jazz dance technique.

Application of the Unit

Persons with some dance experience apply the skills and knowledge outlined in this unit. Experience would have been usually gained in dance classes and amateur performances, often from an early age. However, this unit also applies to individuals with no prior training, but an aptitude for dance and an interest in developing jazz dance technique. At this level foundation jazz dance techniques are applied under the close supervision of experienced dancers and dance teachers. Classes would usually be conducted in private dance studios or in venues such as community halls, where flooring is appropriate for the safe teaching of dance.

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. Develop technical expertise</p>	<p>1.1. Under the guidance of a teacher, perform <i>stretching exercises</i></p> <p>1.2. Perform <i>exercises</i> to develop expertise in a range of jazz dance <i>techniques</i></p> <p>1.3. Practise using arm lines appropriately and extensively</p> <p>1.4. Show control in turning balances</p> <p>1.5. Incorporate a good sense of tempo and rhythm into exercises</p>
<p>2. Practise isolation exercises</p>	<p>2.1. Develop <i>understanding</i> of the purpose and application of isolation exercises</p> <p>2.2. Work within own limits and demonstrate safe dance practices</p> <p>2.3. Perform exercises focusing on different parts of the body in isolation</p> <p>2.4. Incorporate a good sense of timing and rhythm into exercises</p> <p>2.5. Perform cool-down exercises after dance activity</p>
<p>3. Perform dance progressions</p>	<p>3.1. In consultation with a teacher, agree on progressions that include a range of techniques within own technical ability</p> <p>3.2. Communicate the mood or <i>style</i> of progressions to the audience</p> <p>3.3. Maintain correct posture, alignment, control and safe dance practices when in motion</p> <p>3.4. Apply <i>safe dance practices</i> at all times to prevent injury to self and others</p> <p>3.5. Perform a bow at the conclusion of dance progressions</p> <p>3.6. Follow advice from others about ways to improve own jazz dance technique</p>

Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
 - work cooperatively with others in a learning environment and in dance performances
 - discuss aspects of exercises and dance techniques with colleagues and teachers
- initiative and enterprise skills to:
 - communicate the mood of a dance sequence to an audience
 - move in line with the mood, rhythm, style and tempo of music
- learning skills to:
 - improve dance technique through practice and a positive attitude to dancing
 - respond appropriately to constructive feedback on own skill development
- self-management skills to:
 - arrive punctually at classes
 - dress appropriately
 - follow safe dance practices to prevent injury to self and others
 - maintain concentration when performing.

Required knowledge

- sound knowledge of safe dance practices, such as:
 - warm-up and cool-down activities
 - correct clothing and footwear
 - how nutrition and diet:
 - affect physical and mental wellbeing
 - contribute to injury prevention
- basic knowledge of:
 - jazz dance terminology
 - jazz styles, such as:
 - jive
 - rock and roll
 - cakewalk
 - Latin American
 - key periods in the history of jazz
 - current music and dance trends
 - music notation
 - music tempos and associated dance styles
 - aspects of stagecraft, such as costumes, lighting and props
- stage directions and geography, such as:
 - up stage right
 - down stage left
 - prompt side
 - opposite prompt side.

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"> • perform technical and isolation exercises, within personal capabilities • perform two dance progressions that demonstrate a mastery of foundation jazz dance techniques • respond appropriately to constructive feedback on own performance.
Context of and specific resources for assessment	<p>Assessment must ensure access to appropriate dance performance areas or spaces.</p>
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"> • direct questioning combined with review of portfolios of evidence • third-party workplace reports of on-the-job performance • evaluation of performance of dance skills • direct observation or video recording of candidate in dance classes • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • review of candidate's dance performances by peers and colleagues. <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>
Guidance information for assessment	<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"> • CUAOHS101A Follow basic safe dance practices.

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>Stretching exercises</i> should:	<ul style="list-style-type: none"> • be undertaken with care and to the level of own ability • incorporate correct breathing technique • show appropriate use of placing at the barre and in the centre.
<i>Exercises</i> may include:	<ul style="list-style-type: none"> • half rib roll • rib roll • shoulder roll • hip roll • half head roll.
<i>Techniques</i> may include:	<ul style="list-style-type: none"> • pliés and rises • tendus • adage • stretches • abdominal strengthening • lyrical jazz body exercises • grand battements • kicks, such as: <ul style="list-style-type: none"> • travelling • hitch • fan kicks and pencil turns combination • barrel rolls • pirouettes • fast footwork, such as: <ul style="list-style-type: none"> • step ball changes • turning pas de bourrées • chaînés and posé piqué turns mambo style • improvisation • jumps • introductory jazz split runs.
<i>Understanding</i> may encompass:	<ul style="list-style-type: none"> • role of isolation exercises in jazz warm-up routines and performances, including to: <ul style="list-style-type: none"> • warm up specific body parts • improve coordination • move different parts of the body simultaneously

	<p>while remaining in control</p> <ul style="list-style-type: none"> • terminology, such as: <ul style="list-style-type: none"> • isocentric • polycentric.
<i>Styles</i> may include:	<ul style="list-style-type: none"> • black bottom • charleston • jitter bug • boogie woogie • swing.
<i>Safe dance practices</i> relate to:	<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 • muscular endurance • appropriate footwear and clothing • barefoot dancing • 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 genre and style of dance, such as: <ul style="list-style-type: none"> • sprung softwood • tarket • sprung parquet • tongue and groove hardwood • resined for ballroom and Latin dance • non-slip for ballet • wood for tap and Spanish • effect of different ground surfaces, including: <ul style="list-style-type: none"> • moving float • podium or raised platform • runway • concrete or hard floor • pavement • slippery floor • sticky floor

	<ul style="list-style-type: none">• floor that is too springy• sloping surface• earth• correct execution of dance steps• nutrition and diet.
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Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.