



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN104A Develop foundation tap dance technique

Release: 1

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Modification History

Version	Comments
CUADAN104A	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 tap 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 tap dance technique. At this level foundation tap-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. Practise barre work</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 coordination of arm and lower limb movements</p> <p>1.3. Incorporate a good sense of timing and rhythm into exercises</p>
<p>2. Practise dance centre amalgamations</p>	<p>2.1. Perform <i>exercises</i> away from the barre to develop an awareness of personal and general space when travelling and stationary</p> <p>2.2. Demonstrate safe dance practices in jumping and faster travelling steps</p> <p>2.3. Coordinate arm and head lines with foot movements at a foundation level</p> <p>2.4. Practise turning and use of 'spotting'</p> <p>2.5. Incorporate a good sense of timing and rhythm into exercises</p> <p>2.6. Choreograph two bars of steps and perform in a class jam session</p> <p>2.7. Perform cool-down exercises after dance activity</p>
<p>3. Perform a simple dance</p>	<p>3.1. Under the guidance of a teacher, select a prepared tap dance to perform before a small audience</p> <p>3.2. Communicate the mood or style of the dance to the audience</p> <p>3.3. Maintain timing, rhythm and technique when dancing without musical accompaniment</p> <p>3.4. Use a good control of line when performing</p> <p>3.5. Apply <i>safe dance practices</i> at all times to prevent injury to self and others</p> <p>3.6. Perform a bow at the conclusion of the dance</p> <p>3.7. Follow advice from others about ways to improve own tap 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 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
 - project a confident manner 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:
 - tapping terminology
 - key groups in the history of tap dance, e.g. the Hooper's Club
 - music notation
 - music tempos and associated dance styles, such as:
 - polka
 - waltz
 - Latin rhythms and dances
- 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 barre and centre exercises, within personal capabilities • perform two dances of differing tempos and styles that demonstrate a mastery of foundation tap 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> must relate to:	<ul style="list-style-type: none"> • producing clean, clear tap sounds • demonstrating correct placing and alignment of the body • showing good, fast tempo in ‘speed’ tapping • showing ‘lightness’ in springing • demonstrating wings with clean individual sounds for required number of wing beats.
<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 • tarkett • sprung parquet • tongue and groove hardwood • resined for ballroom and Latin dance • non-slip for ballet • wood for tap and Spanish

	<ul style="list-style-type: none">• 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• 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.