



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUADAN105A Develop foundation street dance technique**

**Release: 1**

## CUADAN105A Develop foundation street dance technique

### Modification History

Version	Comments
CUADAN105A	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 street dance technique.

### Application of the Unit

People with little or no practical experience in street dance apply the skills and knowledge outlined in this unit. They could be applying the movements they learn to impromptu solo or group performances in public spaces, which could be outdoor or indoor.

At this level foundation street dance techniques learnt under the close supervision of experienced street dancers and dance teachers are applied.

### 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

<b>Element</b>	<b>Performance Criteria</b>
<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 an understanding of street dance as an art form</p>	<p>1.1. Discuss <i>aspects</i> of street dance culture with <i>relevant personnel</i></p> <p>1.2. Discuss the <i>implications</i> of the improvised nature of street dancing for learning and performance</p>
<p>2. Practise simple movements</p>	<p>2.1. Under the guidance of a teacher or mentor, perform <i>warm-up exercises</i></p> <p>2.2. Practise basic <i>steps</i> associated with selected <i>style</i> of street dancing</p> <p>2.3. Incorporate musicality, timing and rhythm into exercises</p> <p>2.4. Work within own limits</p> <p>2.5. Respond positively to constructive feedback and advice from others</p> <p>2.6. Perform cool-down exercises after dance activity</p>
<p>3. Perform short street dance sequences</p>	<p>3.1. In consultation with a teacher agree on sequences that include a range of movements within own technical ability</p> <p>3.2. Match <i>personal presentation</i> to selected style of dance</p> <p>3.3. Communicate the mood or style of dance sequence to spectators</p> <p>3.4. Apply a sense of timing and rhythm to performances</p> <p>3.5. Apply <i>safe dance practices</i> at all times to prevent injury to self and others</p> <p>3.6. Follow advice from others about ways to improve own street 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 spectators
  - 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:
  - 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:
  - street dance terminology and styles
  - evolution of street dance
  - current music and dance trends.

## 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.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• perform a range of street dance movements within personal capabilities</li> <li>• perform two dance sequences that demonstrate a mastery of foundation street dance techniques</li> <li>• respond appropriately to constructive feedback on own performance.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to appropriate dance performance areas or spaces.</p>
<b>Method of assessment</b>	<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"> <li>• direct questioning combined with review of portfolios of evidence</li> <li>• third-party workplace reports of on-the-job performance</li> <li>• evaluation of performance of dance skills</li> <li>• direct observation or video recording of candidate in dance classes</li> <li>• verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit</li> <li>• review of candidate's dance performances by peers and colleagues.</li> </ul> <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>
<b>Guidance information for assessment</b>	<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"> <li>• CUAOHS101A Follow basic safe dance practices.</li> </ul>



## 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.*

<b>Aspects</b> may include:	<ul style="list-style-type: none"> <li>• evolution of street dance as a dance style performed in everyday spaces, such as:             <ul style="list-style-type: none"> <li>• streets</li> <li>• school yards</li> <li>• raves</li> <li>• night clubs</li> </ul> </li> <li>• styles, such as:             <ul style="list-style-type: none"> <li>• hip-hop</li> <li>• funk</li> <li>• breaking</li> <li>• popping</li> <li>• locking</li> </ul> </li> <li>• role of street dance competitions</li> <li>• styles that invite participation by spectators</li> <li>• personal presentation.</li> </ul>
<b>Relevant personnel</b> may include:	<ul style="list-style-type: none"> <li>• teachers</li> <li>• coaches</li> <li>• mentors</li> <li>• experienced street dancers</li> <li>• choreographers</li> <li>• peers.</li> </ul>
<b>Implications</b> may include:	<ul style="list-style-type: none"> <li>• ability to respond to stimuli, such as:             <ul style="list-style-type: none"> <li>• music</li> <li>• response from spectators</li> <li>• other performers</li> </ul> </li> <li>• using imagination</li> <li>• flow of movement.</li> </ul>
<b>Warm-up exercises</b> should include:	<ul style="list-style-type: none"> <li>• stretching</li> <li>• ankle exercises</li> <li>• wrist exercises.</li> </ul>
<b>Steps</b> may include:	<ul style="list-style-type: none"> <li>• waving</li> <li>• ticking</li> <li>• scooby do</li> </ul>



	<ul style="list-style-type: none"> <li>• twirl</li> <li>• toprocks, uprocks</li> <li>• freezes</li> <li>• fare</li> <li>• strobing</li> <li>• jax</li> <li>• power moves: 6-step, 3-step, windmill</li> <li>• clown walk</li> <li>• crip walk</li> <li>• grinding</li> <li>• stomping</li> <li>• chest pops</li> <li>• shuffling</li> <li>• skating</li> <li>• jacking</li> <li>• locking</li> <li>• backslide</li> <li>• freezes</li> <li>• Harlem shake</li> <li>• floating</li> <li>• gliding</li> <li>• sliding.</li> </ul>
Aspects of <i>personal presentation</i> may include:	<ul style="list-style-type: none"> <li>• costumes</li> <li>• accessories</li> <li>• make-up</li> <li>• hair</li> <li>• posture</li> <li>• way of moving.</li> </ul>
<i>Safe dance practices</i> relate to:	<ul style="list-style-type: none"> <li>• understanding the body's capabilities and limitations, including: <ul style="list-style-type: none"> <li>• alignment</li> <li>• flexibility (mobility)</li> <li>• strength (stability)</li> <li>• cardiorespiratory endurance</li> <li>• muscular endurance</li> </ul> </li> <li>• appropriate footwear and clothing</li> <li>• barefoot dancing</li> <li>• warm-up and cool-down activities, such as: <ul style="list-style-type: none"> <li>• gentle stretches</li> <li>• aerobic exercises</li> <li>• anaerobic exercises</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>• breathing exercises</li><li>• doing exercises and performing routines on flooring appropriate to genre and style of dance, such as:<ul style="list-style-type: none"><li>• sprung softwood</li><li>• tarkett</li><li>• sprung parquet</li><li>• tongue and groove hardwood</li><li>• resined for ballroom and Latin dance</li><li>• non-slip for ballet</li><li>• wood for tap and Spanish</li></ul></li><li>• effect of different ground surfaces, such as:<ul style="list-style-type: none"><li>• moving float</li><li>• podium or raised platform</li><li>• runway</li><li>• concrete or hard floor</li><li>• pavement</li><li>• slippery floor</li><li>• sticky floor</li><li>• floor that is too springy</li><li>• sloping surface</li><li>• earth</li></ul></li><li>• correct execution of dance steps</li><li>• nutrition and diet.</li></ul>
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## Unit Sector(s)

Performing arts - dance

## Custom Content Section

Not applicable.