



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN202A Incorporate artistic expression into basic dance performances

Release: 1

CUADAN202A Incorporate artistic expression into basic dance performances

Modification History

| Version | Comments |
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| CUADAN202A | 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 incorporate artistic expression into the performance of basic dance techniques in any dance style.

Application of the Unit

Persons with some practical experience dancing with a partner or as members of a group, apply the skills and knowledge outlined in this unit. The skills can be applied to any dance style or genre, including ballet, contemporary, jazz, street, Latin, cultural and ballroom styles, such as waltz, cha cha, fox trot, quick step, rumba and paso doble.

At this level they are incorporating artistic expression into basic dance performances under the close supervision of experienced dancers and dance teachers. Performances would usually be within a learning environment for small audiences.

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 |
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| <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

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| <p>1. Participate in the safe practice of dance</p> | <p>1.1. Select and wear appropriate practice clothing and footwear</p> <p>1.2. Apply a variety of effective <i>warm-up and cool-down techniques</i></p> <p>1.3. Apply <i>safe dance practices</i> at all times to prevent injury to self and others</p> |
| <p>2. Rehearse basic dance techniques</p> | <p>2.1. Consider <i>elements</i> of dance sequences when rehearsing for performances</p> <p>2.2. Apply memory-retention skills when rehearsing dance sequences</p> <p>2.3. Incorporate knowledge of musicality and phrasing into dance rehearsals</p> <p>2.4. Physically demonstrate an understanding of the <i>terminology</i> used in chosen dance style</p> <p>2.5. Ensure dance or performance space is used appropriately in dance sequences</p> <p>2.6. Observe direction from <i>relevant personnel</i></p> <p>2.7. Seek feedback from relevant personnel to facilitate improvement in rehearsing <i>basic dance techniques</i></p> |
| <p>3. Explore expressive techniques</p> | <p>3.1. Take the origin and characteristics of the chosen dance style into account when experimenting with <i>expressive techniques</i></p> <p>3.2. Develop an appreciation of the basic concepts of aesthetics in the context of dance</p> <p>3.3. Apply correct posture and <i>body alignment</i> appropriate to the dance technique and movement</p> <p>3.4. Apply isolation and coordination of the upper and lower body within simple movement sequences</p> <p>3.5. Apply balance, flexibility, coordination, weight transfer and control and articulation of individual body parts in an integrated manner to performance of techniques</p> <p>3.6. Seek feedback from relevant personnel to facilitate improvement in incorporating artistic expression into basic dance performance</p> |
| <p>4. Perform basic dance techniques</p> | <p>4.1. Interpret and apply knowledge of a range of <i>performance characteristics</i></p> <p>4.2. Apply memory retention, control and finesse when combining dance techniques within performances</p> <p>4.3. Maintain concentration, focus and performance standards</p> <p>4.4. Ensure performance is characterised by the expressive use of <i>movement dynamics</i></p> <p>4.5. Adjust performance to the scale and nature of</p> |

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| | <p>venues</p> <p>4.6. Apply knowledge of musicality and phrasing throughout performances</p> <p>4.7. Apply individual artistic, interpretative and expressive qualities to performances</p> <p>4.8. Seek feedback from relevant personnel to facilitate improvement in performing basic dance sequences</p> |
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Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss dance issues with colleagues in an appropriate way
 - respond appropriately to feedback on own skill development
- initiative and enterprise skills to:
 - explore ways to add artistic expression to performances
 - apply techniques of music to movement in dance forms
 - express rhythms in physical form
- learning skills to:
 - develop and practise basic dance techniques
 - develop a movement memory
 - develop artistic expression and an appreciation of aesthetics in the context of dance
- listening skills to:
 - maintain correct tempi in movement sequences
 - maintain musical sensitivity, awareness and phrasing in exercises and routines
- literacy skills to interpret and clarify written or verbal instructions
- planning and organising skills to:
 - prepare for dance classes
 - plan practice time
- problem-solving skills to seek assistance when problems arise
- self-management skills to:
 - arrive punctually at rehearsals and performances
 - dress appropriately
 - observe dance discipline and follow direction
 - apply safe dance practices
- teamwork skills to:
 - work collaboratively with others involved in performances
 - train with others as a member of a team under direction
 - work in a cohesive partnership with a peer, interpreting a dance style.

Required knowledge

- basic knowledge of:
 - OHS in the context of dance rehearsals and performance
 - lighting as it applies to dance productions
 - stage settings, production terminology and stage etiquette
 - relationship between hair, costumes and make-up in a dance performance
 - body and face make-up techniques
 - ways to assemble appropriate costuming
- well-developed knowledge of:
 - principles underlying dance movements and techniques, such as:

- relationship with gravity
- spatial awareness
- successional movement
- use of breath
- folding
- extending
- rotating
- shifting weight
- anatomical foundations, including:
 - articulation of the spine
 - engagement of the feet
 - bases of support, including feet, legs, hands, arms and torso
 - range of motion of the joints
 - differentiation of the legs and pelvis
- importance of healthy food choices in relation to wellbeing and injury prevention, including five food groups and recommended daily amounts
- terminology associated with chosen dance styles
- structure of dance classes.

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.

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| 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 a range of basic dance movements within personal capabilities • understand the concepts of artistic expression and dance aesthetics • perform two dance sequences that demonstrate understanding of ways to incorporate artistic expression into performance • respond appropriately to constructive feedback on own performance. |
| Context of and specific resources for assessment | <p>Assessment must ensure access to appropriate dance class areas or spaces, including outdoor locations.</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 dance skills in a performance setting • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • analysis of dancer's ability to convey intended meaning of dance sequences • case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of incorporating artistic expression into basic dance performance • direct observation or video recording of candidate performing dance sequences. <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</p> |

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| | literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling). |
| 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">• CUADAN201A Develop basic dance techniques• CUAPRF201A Prepare self for performances. |

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.

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| <p><i>Warm-up and cool-down techniques</i> may include:</p> | <ul style="list-style-type: none"> • barre and floor exercises • exercises for: <ul style="list-style-type: none"> • body conditioning and strength development • flexibility • isometric control • coordination improvement and enhancement exercises • muscle contraction and release • isolation and mobility of all body parts • slow and relevant stretching • slow deep breathing. |
| <p><i>Safe dance practices</i> may include:</p> | <ul style="list-style-type: none"> • correct execution of dance steps • appropriate clothing and footwear • 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 • nutrition and diet • understanding the body's capabilities and limitations, including: <ul style="list-style-type: none"> • alignment • flexibility (mobility) • strength (stability) • cardiorespiratory endurance • muscular endurance • warm-up and cool-down activities, such as: <ul style="list-style-type: none"> • gentle stretches • aerobic exercises |

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| | <ul style="list-style-type: none">• anaerobic exercises• breathing exercises. |
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| <p><i>Elements</i> of a dance technique may include:</p> | <ul style="list-style-type: none"> • artistic • choreographical, including: <ul style="list-style-type: none"> • spatial formations • movement phrases • steps • spatial usage • partnership association • dynamics • musicality • trio relationships • quartet relationships • solo context • musical, including: <ul style="list-style-type: none"> • phrasing • rhythm • timing • technical. |
| <p>Appropriate <i>terminology</i> may include:</p> | <ul style="list-style-type: none"> • ball change • chest pops • jazz run • pas de deux • rumba • salsa • stomping • undulations. |
| <p><i>Relevant personnel</i> may include:</p> | <ul style="list-style-type: none"> • choreographers • community members • fellow students • manager • mentors • representatives of dance societies • supervisor • teachers. |
| <p><i>Basic dance techniques</i> may refer to:</p> | <ul style="list-style-type: none"> • air work, including: <ul style="list-style-type: none"> • adage • rolls • body alignment • body positions and holds in relation to partner • floor work, including: <ul style="list-style-type: none"> • stretches |

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| | <ul style="list-style-type: none">• abdominal strengthening• focusing eyes and mind while performing• improvisation• isocentric and polycentric isolations• locomotor exercises and sequences, such as:<ul style="list-style-type: none">• pirouettes• posés piqués• pencil turns• chaînés• kicks• jumps and leaps• maintaining control in turning balances• maintaining rhythm and tempo• non-locomotor exercises and sequences, such as:<ul style="list-style-type: none">• pliés• tendus• using arm lines appropriately and extensively• working at differing tempos• working on centre and off centre. |
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| <p><i>Expressive techniques</i> may relate to:</p> | <ul style="list-style-type: none"> • expressive relationship with accompanying music • expressive use of movement dynamics • interpretation of music and rhythm • spatial arrangements. |
| <p><i>Body alignment</i> refers to:</p> | <ul style="list-style-type: none"> • proper alignment of the torso, limbs, spine and shoulders, including: <ul style="list-style-type: none"> • ear over the shoulder over the hips • knee over the ankle. |
| <p><i>Performance characteristics</i> may include:</p> | <ul style="list-style-type: none"> • audience characteristics • location • length of performance • basic make-up, such as: <ul style="list-style-type: none"> • face make-up • body paint • theatre make-up • hairstyle • social background • number of performers • performance occasion • costumes, such as: <ul style="list-style-type: none"> • designer • streetwear • sportswear • music • theme. |
| <p><i>Movement dynamics</i> may refer to:</p> | <ul style="list-style-type: none"> • release of energy, such as: <ul style="list-style-type: none"> • strong • sudden • sustained • slow • jerky • use of weight or force in movements • variations in tempo and tension. |

Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.