



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN203A Perform basic jazz dance technique

Release: 1

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Modification History

Version	Comments
CUADAN203A	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 appreciate jazz dance as an art form and to perform basic jazz dance forms and techniques in a learning environment.

Application of the Unit

Persons with some practical experience in jazz dance apply the skills and knowledge outlined in this unit. They would normally perform as members of a group or ensemble.

At this level basic jazz dance techniques are applied 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
<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 jazz dance as an art form</p>	<p>1.1. Physically demonstrate understanding of the <i>terminology</i> used in jazz dance</p> <p>1.2. Develop understanding of the range of <i>influences</i> found in jazz dance</p>
<p>2. Develop basic jazz dance performance skills</p>	<p>2.1. Under the guidance of mentors or teachers, develop a range of <i>basic jazz dance techniques</i></p> <p>2.2. Practise centre control and spotting while moving and executing turns</p> <p>2.3. Develop skills in working with a partner to interpret and perform jazz progressions</p> <p>2.4. Apply <i>safe dance practices</i> at all times to prevent injury to self and others</p> <p>2.5. Explore natural body response to a range of jazz styles, including movement and percussion</p> <p>2.6. Follow advice from others about ways to improve own dance technique</p>
<p>3. Perform short dance routines</p>	<p>3.1. Discuss the intention and key <i>aspects</i> of routines with <i>relevant personnel</i></p> <p>3.2. Apply <i>basic make-up</i> and wear appropriate <i>costumes</i> for performances</p> <p>3.3. Perform simple routines combining a variety of discrete movements in ensemble or individually</p> <p>3.4. Use props effectively and confidently as required</p> <p>3.5. Observe direction from relevant personnel</p> <p>3.6. Observe and follow dictates of music or rhythm</p> <p>3.7. Synchronise movements with ensemble where required</p>

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 and performance
- initiative and enterprise skills to:
 - apply techniques of music to movement in dance forms
 - express rhythms in physical form
 - approach unknown works with confidence and energy
- learning skills to:
 - improve own jazz dance techniques through practice and a positive attitude to dancing
 - develop a movement memory
- planning and organising skills to:
 - prepare for performances
 - plan practice time
- self-management skills to:
 - arrive punctually at classes
 - dress appropriately
 - observe dance discipline and follow direction
 - apply safe dance practices
- teamwork skills to:
 - work collaboratively with others involved in dance classes and performances
 - work in a cohesive partnership with a peer, interpreting a dance style.

Required knowledge

- 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
- jazz dance terminology
- overview knowledge of:
 - stagecraft as it relates to dancers, including:
 - costumes
 - make-up
 - props
 - lighting
 - history of jazz dance, including prominent dancers.

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"> reproduce jazz dance exercises and progressions, within personal capabilities understand the basic communicative message of jazz dance steps and movements display fluency of movement apply the basic concepts of jazz dance to own performances.
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 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 analysis of dancer's ability to convey dance's intended meaning direct observation or video recording of dance performance. <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	<p>Holistic assessment with other units relevant to the industry</p>

for assessment	sector, workplace and job role is recommended, for example: <ul style="list-style-type: none">• CUADAN201A Develop basic dance techniques• CUADAN202A Incorporate artistic expression into basic dance performances• CUAPRF201A Prepare self for performances.
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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.

<p>Terminology may include:</p>	<ul style="list-style-type: none"> • ball change • cake walk • catwalk • funky chicken • jazz run • jazz square • jazz walk • limbo • moonwalk • snap • trucking • trudging • twist • undulations.
<p>Influences may include:</p>	<ul style="list-style-type: none"> • musical theatre and Broadway shows • ethnic dance, such as: <ul style="list-style-type: none"> • African • Afro-American • Caribbean • Indian • Russian • Spanish • traditional jazz, such as: <ul style="list-style-type: none"> • jive • rock and roll • cakewalk • black bottom • charleston • jitter bug • boogie woogie • swing • dancers, choreographers and musicians, such as: <ul style="list-style-type: none"> • Katherine Dunham

	<ul style="list-style-type: none"> • Jack Cole • Bob Fosse • Gus Giordano • Jerome Robbins • Gwen Verdon • urban folk, including: <ul style="list-style-type: none"> • acid • funk • hip-hop • rap • soul dance • techno • trance.
<p><i>Basic jazz dance techniques</i> may relate to:</p>	<ul style="list-style-type: none"> • correct body alignment • acrobatic dance technique • maintaining control in turning balances • maintaining rhythm and tempo • using arm lines appropriately and extensively • fluid control of rolls • working at differing tempos • focusing eyes and mind while performing • isocentric and polycentric isolations • air work, including: <ul style="list-style-type: none"> • adage • rolls • floor work, such as: <ul style="list-style-type: none"> • stretches • abdominal strengthening • improvisation • locomotor exercises and sequences, such as: <ul style="list-style-type: none"> • pirouettes • posés piqués • pencil turns • chaînés • kicks • jumps and leaps • non-locomotor exercises and sequences, such as: <ul style="list-style-type: none"> • pliés • tendus • working on centre and off centre.

<p><i>Safe dance practices</i> relate to:</p>	<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 • 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 • correct execution of dance steps • appropriate clothing and footwear • nutrition and diet.
<p><i>Aspects</i> may include:</p>	<ul style="list-style-type: none"> • audience characteristics • costume requirements • length of performances • make-up • props • number of performances.
<p><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • choreographers • community members • manager • mentors • performers • representatives of dance societies • supervisor.
<p><i>Basic make-up</i> may include:</p>	<ul style="list-style-type: none"> • face make-up • body paint • theatre make-up.

<i>Costumes</i> may include:	<ul style="list-style-type: none">• designer• streetwear• sportswear.
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Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.