



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN209A Perform basic cultural dance technique

Release: 1

CUADAN209A Perform basic cultural dance technique

Modification History

Version	Comments
CUADAN209A	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 cultural dance as an art form and to perform basic cultural dance forms and techniques in a learning environment.

Application of the Unit

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

At this level basic cultural 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 cultural dance as an art form</p>	<p>1.1. Physically demonstrate understanding of the terminology used in chosen <i>cultural dance style</i></p> <p>1.2. Discuss with relevant personnel the range of <i>influences</i> found in chosen cultural dance style</p>
<p>2. Develop basic cultural dance performance skills</p>	<p>2.1. Under the guidance of mentors or teachers, develop a range of <i>basic cultural dance skills</i></p> <p>2.2. Practise control and spotting while moving and executing turns</p> <p>2.3. Develop skills in working with a partner to interpret and perform cultural dance sequences</p> <p>2.4. Ensure a basic <i>awareness of customs</i> relevant to chosen dance styles are incorporated into and expressed in practice sessions and <i>performances</i></p> <p>2.5. Apply <i>safe dance practices</i> at all times to prevent injury to self and others</p> <p>2.6. Explore natural body response to a range of cultural dance styles, including movement and percussion</p> <p>2.7. 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
- learning skills to:
 - improve own cultural 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, including:
 - 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
- cultural dance terminology
- overview knowledge of:
 - stagecraft as it relates to dancers, such as:
 - costumes
 - make-up
 - props
 - lighting
 - history of chosen cultural dance style.

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 cultural dance exercises and routines, within personal capabilities • convey the basic communicative message of cultural dance steps and movements • display fluency of movement • apply the basic concepts of cultural dance to own performances.
Context of and specific resources for assessment	<p>Assessment must ensure access to appropriate:</p> <ul style="list-style-type: none"> • dance performance areas or spaces • footwear and clothing • music.
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 intended meaning of dance sequences • 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 for assessment	Holistic assessment with other units relevant to the industry 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.
--	--

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><i>Cultural dance style</i> may include:</p>	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander • African • belly dancing • Egyptian • Hungarian • Irish dance • Khmer • magical, mystical or spiritual dance • Pacific Islander • Polish • ritual or sacred • Russian • Scottish • Spanish.
<p><i>Influences</i> may relate:</p>	<ul style="list-style-type: none"> • history of country or culture associated with style • geography and climate • political movements • cultural protocols • gender.
<p><i>Basic cultural dance skills</i> may relate to:</p>	<ul style="list-style-type: none"> • steps specific to a cultural dance style • body alignment • floor work, including: <ul style="list-style-type: none"> • abdominal strengthening • stretches • improvisation • locomotor movements, such as: <ul style="list-style-type: none"> • leaping • running • skipping • sliding • walking • non-locomotor movements, such as: <ul style="list-style-type: none"> • bending

	<ul style="list-style-type: none"> • stretching • swaying • turning • twisting • maintaining rhythm and tempo • working at differing tempos • focusing eyes and mind while performing • working on centre and off centre.
<i>Awareness of customs</i> may include:	<ul style="list-style-type: none"> • costumes and appearance appropriate to dance style, audience and occasion • performance of dance appropriate to audience and occasion • props and materials appropriate to different cultural dance performances • obtaining permission from cultural members to perform dance • traditional gender roles and responsibilities in relation to dance performance.
<i>Performances</i> may be:	<ul style="list-style-type: none"> • live before an audience • in a learning environment.
<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

	<ul style="list-style-type: none"> • non-slip for ballet • wood for tap and Spanish • effect of different ground surfaces, such as: <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.
Aspects may include:	<ul style="list-style-type: none"> • audience characteristics • costume requirements • length of performances • make-up • props • number of performances.
Relevant personnel may include:	<ul style="list-style-type: none"> • choreographers • community members • manager • mentors • performers • representatives of dance societies • supervisor.
Basic make-up may include:	<ul style="list-style-type: none"> • face make-up • body paint • theatre make-up.
Costumes may include:	<ul style="list-style-type: none"> • designer • streetwear • sportswear.

Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.