



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN301A Explore rhythm in the context of dance or movement technique

Release: 1

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Modification History

Version	Comments
CUADAN301A	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 explore and integrate rhythm into dance or movement routines.

Application of the Unit

People who incorporate rhythm into dance or movement activities apply the skills and knowledge outlined in this unit. They could be performers involved in dance, musical theatre and circus performances. They would usually be performing as members of an ensemble, though some solo work could be expected. Alternatively, they could be involved in fitness and wellbeing activities which integrate a range of body movement techniques with music. At this level, work is normally supervised, though some autonomy and judgement can be expected within established parameters.

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 the beat and rhythm of music</p>	<p>1.1. Develop <i>listening skills</i> to identify particular styles of composition and sounds</p> <p>1.2. Discuss with <i>relevant personnel</i> the relationship between <i>dance</i> or movement <i>techniques</i> and <i>musical elements</i></p> <p>1.3. Discuss ways of developing own <i>expression</i> skills with relevant personnel</p> <p>1.4. Identify the characteristics of the <i>musical style</i> of pieces of music</p> <p>1.5. Maintain and update knowledge of terminology in relation to music and movement</p>
<p>2. Prepare the body for movement</p>	<p>2.1. Perform basic <i>warm-up</i> and <i>cool-down activities</i></p> <p>2.2. Adhere to <i>injury-prevention techniques</i></p> <p>2.3. Take <i>common health concerns</i> for performers into account when devising own physical conditioning program</p>
<p>3. Perform integrated music and movement activities</p>	<p>3.1. Ensure appropriate <i>performance preparation</i></p> <p>3.2. Integrate artistic expression and <i>basic locomotor body movements</i> into <i>performance</i> pieces</p> <p>3.3. Improvise dance or body movement <i>sequences</i> relevant to chosen <i>genre</i> of music</p> <p>3.4. Perform dance or movement sequences safely and with consideration for others</p> <p>3.5. Apply <i>kinaesthetic awareness</i> to exercises</p> <p>3.6. Ensure that <i>personal presentation</i> is appropriate to dance or body movement activities</p> <p>3.7. Establish and maintain a positive personal <i>work ethic</i></p> <p>3.8. Use feedback from teachers and mentors to identify and develop ways to improve own skills in exploring rhythm in the context of dance or movement technique</p>

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss rhythmic movement concepts and techniques with relevant personnel
 - respond appropriately to feedback on own skill development and performance
- initiative and enterprise skills to:
 - express rhythms in physical form
 - work creatively with music and dance
 - choreograph basic rhythmic movement sequences
 - improvise
- learning skills to:
 - decode tactile or kinaesthetic, aural and visual elements of music and movement
 - develop basic rhythmic movements and combinations of movements
 - develop an aural and movement memory
- listening skills to identify various musical elements and styles
- literacy skills to interpret and clarify written or verbal instructions
- planning and organising skills to:
 - plan and execute own warm-up and cool-down routines
 - plan practice time
 - prepare for performances
- self-management skills to:
 - arrive punctually at classes
 - dress appropriately
 - follow procedures to minimise the environmental impact of performance activities on the environment
 - observe dance discipline and follow direction
 - apply safe dance practices
 - teamwork skills to work collaboratively with others involved in classes and performances.

Required knowledge

- overview knowledge of:
 - environmental issues associated with staging performances
 - musical instruments and composition techniques of chosen musical style or genre
 - principles of choreography and safe sequencing of movements
 - rhythmic movement and music terminology
 - stagecraft as it relates to dancers, including:
 - costumes
 - make-up
 - props
 - lighting

- well-developed knowledge of:
 - principles and characteristics underlying physical movements and techniques, such as:
 - kinetic energy
 - 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
 - musical rhythms, including:
 - time signatures
 - beat
 - tempo
 - syncopation.

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 a range of rhythmic movement sequences that demonstrate: <ul style="list-style-type: none"> • kinaesthetic awareness • understanding of human movement principles • understanding of different styles and genres of music • relationship between principles and elements of music and rhythmic body movements in ensemble and solo performances • apply safe dance practices and injury-prevention techniques at all times • respond appropriately to constructive feedback on own skill development.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • relevant instruments or equipment • scores or other materials for analysis and discussion • performance opportunities • appropriate venue with adequate space, acoustic qualities and safe flooring.
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 live or recorded performances • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of developing rhythmic movement • review of candidate's analysis of a musical piece and

	<p>the subsequent choreographed basic rhythmic movement sequence</p> <ul style="list-style-type: none">• direct observation of candidate in rehearsals and performances. <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">• CUADAN304A Develop dance improvisational skills• CUAPRF307A Develop performance techniques.

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>Listening skills</i> may refer to:</p>	<ul style="list-style-type: none"> • aural memory and imagination • chords, keys in tonal or other musical systems • identifying and using techniques to develop aural imagination • pattern and sequence recognition • recognising music systems, instruments and practices • reproduction of sequences from memory.
<p><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • coaches • colleagues • family members • medical practitioners • mentors • nutrition experts • performers • teachers.
<p><i>Dance</i> includes styles, such as:</p>	<ul style="list-style-type: none"> • ballet • bodyweather and butoh • contemporary • creative • cultural, such as: <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

	<ul style="list-style-type: none">• Spanish• jazz• modern• social• street• tap• wheelchair dancing.
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<p><i>Techniques</i> may refer to:</p>	<ul style="list-style-type: none"> • attack • articulation • communication with the audience • dynamics • improvisation • innovative performance practices • interpretation of the music • musical expression • nuance • phrasing • stage presence.
<p><i>Musical elements</i> may refer to:</p>	<ul style="list-style-type: none"> • acoustics • aesthetic qualities • beat • cultural context • dynamics • expression • form or structure • genre • harmony and chords • interpretation • melody • notation • nuance • ornamentation • phrasing • pitch • rhythm • scales • sound production • tempo • timbre, tone or colour • time signatures • tonality.

<p><i>Expression</i> may relate to:</p>	<ul style="list-style-type: none"> • performing appropriately for the context of venue and performance • presenting creative ideas effectively for performers or other purposes • understanding and expressing appropriate dramatic nuance • interpreting music scores in relation to chosen dance style or genre by using knowledge of: <ul style="list-style-type: none"> • a variety of instruments and instrumental combinations • beats • chord sequences • music systems • rhythmic styles • scales • time signatures • using original and innovative approaches in performances • using movement and breathing appropriately to enhance performance.
<p><i>Musical style</i> may relate to:</p>	<ul style="list-style-type: none"> • music from various cultures that demonstrates a variety of strong underlying up and down beats, including: <ul style="list-style-type: none"> • traditional • classical • contemporary musical styles • jazz • country • folk • ethnic • the way musical elements are combined and manipulated or interpreted through body and hand movements in dance performance.
<p><i>Warm-up activities</i> may include:</p>	<ul style="list-style-type: none"> • aerobic activities • coordinated breathing activities • flexibility exercises • joint-mobility exercises • minor stretches.
<p><i>Cool-down activities</i> may include:</p>	<ul style="list-style-type: none"> • floor work • stretching.
<p><i>Injury-prevention</i></p>	<ul style="list-style-type: none"> • applying intent and focus while dancing

<p><i>techniques</i> may include:</p>	<ul style="list-style-type: none">• appropriate diet and rest• not overstretching• attention to teacher• warming up and cooling down before and after class and performance• wearing appropriate bandaging and bracing where appropriate to support body• wearing appropriate clothing and footwear• using appropriate equipment, such as barre, mirror and sprung floors.
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<i>Common health concerns</i> may include:	<ul style="list-style-type: none"> • dehydration • lack of rest • lack of understanding of basic anatomy and physiology of dance • lack of warming up and cooling down properly • poor diet • overstraining the muscles.
<i>Performance preparation</i> may refer to:	<ul style="list-style-type: none"> • awareness of performance environment (space, location, size) and audience • awareness of stage equipment and how it may affect performance • awareness of time lines and call times immediately prior to performance • immediate physical preparation • mental preparation • observing protocols appropriate to the genre, style and context of performance • preparation of performance space to ensure safety of self and others • preparation and organisation of props, costumes and equipment immediately prior to performance • rehearsal appropriate to audience.
<i>Basic locomotor body movement</i> refers to:	<ul style="list-style-type: none"> • clapping • clicking fingers • closing • steps: <ul style="list-style-type: none"> • forward • backward • in • heel and toe • out • side • back • cross • turn • touching • jumping • stamping • kicking • lifting.
<i>Performances</i> may be:	<ul style="list-style-type: none"> • live before an audience • in a learning environment.

<p>Sequences may include:</p>	<ul style="list-style-type: none"> • combining weight transfer and non-weight transfer techniques • combining sequences, such as locomotor and non-locomotor movements • coordinating movement safely with others • improvisation • isocentric and polycentric isolations • locomotor movements, such as: <ul style="list-style-type: none"> • leaping and jumping • pirouettes • pencil turns • lower body movements • non-locomotor movements, such as: <ul style="list-style-type: none"> • balancing • swinging • stretching • turning or twisting • sequences with frequent change of facing • specific dances, such as: <ul style="list-style-type: none"> • grapevine • step hop • two-step • three-step • charleston • cherkessiya • schottische • upper body movements • using arm lines appropriately and extensively • working in even and uneven timing • working with uncommon metre.
<p>Genres of music may refer to:</p>	<ul style="list-style-type: none"> • classical • contemporary • disco • ethnic, such as: <ul style="list-style-type: none"> • African • Indian • Irish • Russian • Hungarian • hip-hop

	<ul style="list-style-type: none"> • jazz • Latin.
<i>Kinaesthetic awareness</i> may relate to awareness of:	<ul style="list-style-type: none"> • balance • body movements derived from: <ul style="list-style-type: none"> • muscle, tendon and articular sensitivity • outside the body, such as the eyes, ears, mouth and skin • stimulus within the body, including blood pressure and body position • breathing • centring • coordination • dynamics • flexibility • focus • gestures • gravity • location in space • locomotion • muscular tensions of the body and its parts • orientation • position • posture • rhythm • shape • time.
Aspects of <i>personal presentation</i> may include:	<ul style="list-style-type: none"> • accessories • costumes • hair • make-up, including body paint • props • posture • way of moving.
<i>Work ethic</i> may refer to:	<ul style="list-style-type: none"> • attentive behaviour in creative practice • awareness of: <ul style="list-style-type: none"> • substance abuse • addictive behaviours • expectations of others • eating disorders • effective management of personal finances • balanced diet

	<ul style="list-style-type: none">• energy levels and personal limitations• stage and theatre etiquette• developing strategies to:<ul style="list-style-type: none">• cope with performance anxiety• maintain motivation• effective personal hygiene habits, such as:<ul style="list-style-type: none">• clean and short nails• clean and tied-up hair• clean hands• ongoing dedication to a physical conditioning exercise program• maintaining costumes and other apparel• maintaining a work-life balance• punctuality and reliability• working creatively with individual differences.
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Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.