



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN307A Increase depth of cultural dance technique

Release: 1

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Modification History

Version	Comments
CUADAN307A	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 consolidate basic cultural dance technique to achieve a greater depth of expression in performances.

Application of the Unit

This unit applies to dancers who are pursuing a career in theatre and other contexts where cultural dancing skills are required. Cultural dancing includes styles such as belly dancing, Irish dancing, Highland dancing, Spanish and Indian, as well as character dance sequences in ballets. They could be preparing for performances in commercial or community settings where they would usually be performing as members of an ensemble.

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. Maintain a physical conditioning program</p>	<p>1.1. In consultation with <i>relevant personnel</i> identify a range of techniques to improve stamina, strength and flexibility</p> <p>1.2. Set realistic physical conditioning goals aimed at improving own dance technique</p> <p>1.3. Identify <i>risk factors</i> that may inhibit the achievement of goals and seek professional advice as required</p> <p>1.4. Take fatigue, personal limitations and boundaries into account when undertaking physical conditioning program</p> <p>1.5. Perform <i>warm-up and cool-down activities</i> in conjunction with dance activities</p> <p>1.6. Ensure that clothing and footwear are appropriate for undertaking exercise regime and practising dance technique</p>
<p>2. Build on basic cultural dance technique</p>	<p>2.1. Ensure appropriate <i>performance preparation</i></p> <p>2.2. Apply correct posture and <i>body alignment</i> appropriate to the dance technique and movement</p> <p>2.3. Apply isolation and coordination of upper and lower body within simple movement sequences</p> <p>2.4. Apply balance, flexibility, stamina, weight transfer and articulation of individual body parts in an integrated manner in a range of <i>techniques</i></p> <p>2.5. Apply control and attention to detail when performing short <i>simple phrases</i> of dance movements</p> <p>2.6. Ensure a basic <i>awareness of customs</i> relevant to <i>dance styles</i> are incorporated into and expressed in <i>performances</i></p> <p>2.7. Further develop connectivity and interaction with other dancers as required</p> <p>2.8. Incorporate musicality, phrasing and correct timing as choreographed into performances to show relationship between cultural dance styles and <i>accompanying music</i> or <i>other media</i></p>
<p>3. Maintain expertise in cultural dance technique</p>	<p>3.1. Continuously practise basic movements</p> <p>3.2. Maintain and update knowledge of cultural dance terminology</p>

	<p>3.3. Use feedback from teachers and mentors to identify and develop ways to improve own cultural dance performance skills</p> <p>3.4. Regularly view performances by industry practitioners as a way of sourcing new ideas and trends, and maintaining motivation</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 and physical conditioning issues with relevant personnel
 - read and interpret a simple combination of cultural dance steps in written form
 - respond appropriately to feedback on own skill development
- initiative and enterprise skills to:
 - work creatively with music and dance
 - dance with strong stage presence, confidence and projection
 - communicate the mood or style of dances to audiences
 - incorporate an awareness of customs relevant to cultural dance style into performances
- learning skills to:
 - improve own cultural dance techniques through practice and a positive attitude to dancing
 - improve own cultural dance techniques through practising combinations of movements in the form of simple phrases
 - develop and implement a personal physical conditioning program
 - develop a movement memory
- listening skills to maintain musical sensitivity, awareness and phrasing in movement sequences
- planning and organising skills to 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.

Required knowledge

- 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
- cultural dance terminology
- musical rhythms, including:
 - time signatures
 - beat
 - tempo
 - syncopation
 - history and philosophy of chosen cultural dance styles.

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"> • improve cultural dance technique over a 6 to 12 month period • perform a range of basic cultural dance techniques in a learning environment • respond appropriately to constructive feedback on own dance technique. • follow safe dance practices.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • appropriate 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 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 maintaining a personal physical conditioning program • 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	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: <ul style="list-style-type: none">• CUADAN303A Develop dance partnering techniques• CUADAN304A Develop dance improvisational skills• CUAPRF307A Develop performance techniques.
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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><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • teachers • mentors • coaches • medical practitioners • nutrition experts • colleagues • family members • performers • representatives of dance societies.
<p><i>Risk factors</i> may relate to:</p>	<ul style="list-style-type: none"> • consistency of a physical fitness regime • own ambition • expectations of others • injury-prevention strategies • gender issues • body image and eating disorders • insufficient hydration • poor nutrition • incorrectly fitting footwear and clothing • gender-appropriate performance techniques.
<p><i>Warm-up and cool-down activities</i> may include:</p>	<ul style="list-style-type: none"> • stretching • joint-mobility exercises • flexibility exercises • aerobic activities • anaerobic exercises • coordinated breathing activities • floor work.
<p><i>Performance preparation</i> may refer to:</p>	<ul style="list-style-type: none"> • awareness of performance environment (space, location, size) and audience • preparation of performance space to ensure safety of self and others • mental preparation • immediate physical preparation • rehearsal appropriate to audience • awareness of time lines and call times immediately

	<p>prior to performance</p> <ul style="list-style-type: none"> • preparation and organisation of props, costumes and equipment immediately prior to performance.
Body alignment refers to:	<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.
Techniques must relate to:	<ul style="list-style-type: none"> • steps specific to a cultural dance style • body alignment • exercises and sequences incorporating air work, such as rolls • floor work, such as: <ul style="list-style-type: none"> • abdominal strengthening • stretches • improvisation • locomotor movements, including: <ul style="list-style-type: none"> • leaping • running • skipping • sliding • walking • non-locomotor movements, including: <ul style="list-style-type: none"> • bending • stretching • swaying • turning • twisting • maintaining rhythm and tempo • working at differing tempos • focusing eyes and mind while performing • working on centre and off centre.
Simple phrases refer to:	<ul style="list-style-type: none"> • ‘chaining’ or joining and sequencing of steps and movements or combinations of steps and movements.
Awareness of customs 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 or materials appropriate to different cultural dance performances • obtaining permission from cultural members to perform dances

	<ul style="list-style-type: none"> • traditional gender roles and responsibilities in relation to dance performance.
<p>Cultural <i>dance styles</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>Performances</i> may be:</p>	<ul style="list-style-type: none"> • live before an audience • in a learning environment.
<p><i>Accompanying music</i> may include:</p>	<ul style="list-style-type: none"> • a cappella • contemporary or soundscapes • instrumental music • live or recorded music • traditional or folk music • vocal music.
<p><i>Other media</i> may include:</p>	<ul style="list-style-type: none"> • design elements, such as performance lighting • projections • props.

Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.