



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN310A Increase depth of social dance technique

Release: 1

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Modification History

Version	Comments
CUADAN310A	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 social 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 entertainment contexts where social dancing skills are required. These include social gatherings, floor shows, community events, cruise ships, casinos and corporate events. Social dancing encompasses styles such as waltz, rumba, cha cha, fox trot, quick step, as well as Latin American styles such as Argentine tango, mambo, salsa, paso doble and samba.

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 <i>social dance</i> 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. Always 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 social dance performance technique</p>	<p>2.1. Ensure appropriate <i>performance preparation</i></p> <p>2.2. Perform <i>social dance techniques</i> with increasing confidence and expertise</p> <p>2.3. Ensure <i>characterisation and personality</i> of dance styles are incorporated into and expressed in <i>performances</i></p> <p>2.4. Further develop connectivity with partner to enable correct leading and following movements</p> <p>2.5. Incorporate movement flow, musicality, rhythm and correct timing into performances</p> <p>2.6. Coordinate position and movement between other dancers</p>
<p>3. Maintain expertise</p>	<p>3.1. Continuously practise basic movements</p> <p>3.2. Maintain and update knowledge of social dance terminology</p> <p>3.3. Use feedback from teachers and mentors to identify and develop ways to improve own social 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>

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 social dance steps in written form
 - respond appropriately to feedback on own skill development and performance
- 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
- learning skills to:
 - improve own social dance techniques through practice and a positive attitude to dancing
 - develop and implement a personal physical conditioning program
 - develop a movement memory
- 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

- 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
- social dance terminology
- musical rhythms, including:
 - time signatures
 - beat
 - tempo
 - syncopation
- overview knowledge of:
 - different social dance styles
 - stagecraft as it relates to dancers, such as:
 - costumes
 - make-up
 - props
 - lighting
 - history of chosen social dance styles, 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"> • improve social dance technique over a 6 to 12 month period • perform a range of basic social 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 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 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	<p>Holistic assessment with other units relevant to the</p>

for assessment	industry sector, workplace and job role is recommended, for example: <ul style="list-style-type: none">• CUADAN303A Develop partnering techniques• CUAMUP301A Prepare personal appearance for performances• CUAPRF201A Prepare self for performances• 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>Social dance</i> includes:</p>	<ul style="list-style-type: none"> • international standard, such as: <ul style="list-style-type: none"> • foxtrot • quickstep • tango • Viennese waltz • waltz • American standard • Arthur Murray • street Latin dance, such as: <ul style="list-style-type: none"> • Argentine tango • cha cha • jive • mambo • paso doble • rumba • salsa.
<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

	<ul style="list-style-type: none"> • incorrectly fitting footwear and clothing • gender-appropriate performance techniques.
<i>Warm-up and cool-down activities</i> may include:	<ul style="list-style-type: none"> • stretching • joint-mobility exercises • flexibility exercises • aerobic activities • anaerobic exercises • coordinated breathing activities • floor work.
<i>Performance preparation</i> may refer to:	<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 prior to performance • preparation and organisation of props, costumes and equipment immediately prior to performance.
<i>Social dance techniques</i> must include:	<ul style="list-style-type: none"> • correct alignment, including: <ul style="list-style-type: none"> • posture and poise appropriate to the dance style • position of foot in relation to the performance space • line of dance • facing and backing • improvisation • locomotor techniques, such as: <ul style="list-style-type: none"> • steps with specific types of walk, chasse • footwork, part of the foot used • foot position, placement and direction of foot • weight transfer techniques • turning techniques, including: <ul style="list-style-type: none"> • full turn • half turn • body positions and holds in relation to partner, including: <ul style="list-style-type: none"> • closed position • contact position • open position • left side position • right side position

	<ul style="list-style-type: none"> • demonstrating an awareness of personal and general space when travelling and stationary • correct posture and alignment when in motion • demonstrating safe dance practices in jumping, falling and faster travelling steps • dancing in time with the music • non-locomotor techniques, such as: <ul style="list-style-type: none"> • balance • stillness.
<i>Characterisation and personality</i> may refer to:	<ul style="list-style-type: none"> • Latin American styles, including: <ul style="list-style-type: none"> • rumba: soft, sexual • cha cha: flirtatious, cheeky • samba: celebratory, carnivale • jive: fun, high energy, rock and roll • standard styles, including: <ul style="list-style-type: none"> • waltz: dreamy, romantic • slow foxtrot: smooth • tango: fiery, aggressive • quickstep: fun, bubbly, high energy.
<i>Performances</i> may be:	<ul style="list-style-type: none"> • in a learning environment • live before an audience • in a competition setting.

Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.