



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN311A Increase depth of tap dance technique

Release: 1

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Modification History

Version	Comments
CUADAN311A	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 tap 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 musical theatre and other contexts where tap dancing skills are required. 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. 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 tap dance technique</p>	<p>2.1. Perform <i>dance centre amalgamations</i> with increasing confidence and expertise</p> <p>2.2. Improvise movements to create a personal style, in a learning environment</p> <p>2.3. Choreograph and perform basic tap dance sequences, in a learning environment</p> <p>2.4. Explore individuality and originality during practice sessions and <i>performances</i></p> <p>2.5. Incorporate 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 tap dance terminology</p> <p>3.3. Use feedback from teachers and mentors to identify and develop ways to improve own tap 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 tap 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
 - use imagination to choreograph simple tap sequences
- learning skills to:
 - improve own tap 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:
 - prepare for performances
 - plan practice time
- self-management skills to:
 - arrive punctually at classes and rehearsals
 - 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
- tap dance terminology
- stage geography and directions
- musical rhythms, including:
 - time signatures
 - beat
 - tempo
 - syncopation
- overview knowledge of:
 - history of tap, including prominent dancers
 - ways of notating tap dance.

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 tap dance technique over a 6 to 12 month period perform two dances of differing tempos and time signatures that demonstrate: <ul style="list-style-type: none"> confident performance skills an ability to communicate the mood or style of dances accuracy in basic tap techniques respond appropriately to constructive feedback on own dance technique follow safe dance practices.
Context of and specific resources for assessment	Assessment must ensure access to appropriate dance performance areas or spaces.
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	<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"> CUACHR301A Develop basic dance composition skills

	<ul style="list-style-type: none">• 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.

<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • teachers • mentors • coaches • medical practitioners • nutrition experts • colleagues • family members • performers • representatives of dance societies.
<i>Risk factors</i> may relate to:	<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 • 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>Dance centre amalgamations</i> must include:	<ul style="list-style-type: none"> • producing clean, clear, high quality tap sound • demonstrating a controlled looseness of ankle and knee joints when performing speed technique • maintaining clean, clear beats while increasing the speed of footwork • neat placement of feet • executing wings with clean individual sounds for the required number of wing beats

	<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 and faster travelling steps• dancing in time with the music• performing complex turns while maintaining good technique.
<i>Performances</i> may be:	<ul style="list-style-type: none">• live before an audience• in a learning environment.

Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.