



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN411A Develop expertise in cultural dance technique

Release: 1

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Modification History

Version	Comments
CUADAN411A	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 add range and depth to cultural dance techniques or movement techniques for physical disciplines closely related to dance. At this level, performers are constantly refining their technique and expression to produce performances that convey the mood and style of music through complex movements.

Application of the Unit

This unit applies to those who are consolidating their career in contexts where cultural dancing skills are required. They could be developing technique to prepare for performances in commercial or competition settings where they would usually be performing as members of an ensemble, though some solo work could be expected.

The skills in this unit can also be applied in physical disciplines such as martial arts or fencing where movements are closely allied to dance.

While supervision and guidance are provided in practice sessions and rehearsals, dancers are expected to display a high level of motivation and sense of responsibility for themselves and others when it comes to applying dance technique in a live performance context.

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. Use practice sessions to increase level of expertise in cultural dance or movement techniques</p>	<p>2.1. Practise a range of <i>techniques</i> specific to chosen cultural dance style or <i>physical discipline</i></p> <p>2.2. Work on control and attention to detail when practising <i>complex phrases</i></p> <p>2.3. Incorporate well-developed understanding of rhythm and musicality into performances at training sessions and rehearsals</p> <p>2.4. Work on embodying alternative forms of physical coordination in the execution of sequences</p> <p>2.5. Refine understanding of the relationship between <i>cultural dance styles</i> and <i>accompanying music</i> and <i>other media</i></p> <p>2.6. Ensure that flow and interaction with other performers are smooth and well-timed</p>
<p>3. Maintain expertise</p>	<p>3.1. Continuously practise and refine combinations of complex movements and routines</p> <p>3.2. Maintain and update knowledge of 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,</p>

	maintaining motivation, and improving own technique
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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 physical conditioning issues with relevant personnel
 - respond appropriately to feedback on own skill development
- initiative and enterprise skills to:
 - work creatively with music and dance movements
 - perform with style and professionalism
 - communicate the mood or style of dance or movement sequences
 - use props confidently and effectively
 - observe and interpret physical skills
- learning skills to:
 - develop strong cultural dance or movement techniques through:
 - practising complex movements and routines
 - a positive attitude to performing
 - 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
 - apply safe performance practices
 - teamwork skills to work collaboratively with others involved in practice sessions.

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
- terminology associated with chosen cultural dance style or physical discipline
- stage geography and directions
- musical rhythms, including:
 - time signatures
 - beat
 - tempo
 - syncopation
- overview knowledge of:
 - philosophical principles of the relevant discipline
 - history and cultural context in which the dance style or physical discipline is situated.

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"> • consistently execute dance or movement sequences that demonstrate: <ul style="list-style-type: none"> • confident performance skills • understanding of the discipline’s particular stylistic qualities • effective use of props • strong and precise technique in the chosen cultural dance style or physical discipline • respond appropriately to constructive feedback on own performance • follow safe dance practices.
Context of and specific resources for assessment	<p>Assessment must ensure access to appropriate 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 • 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 performing cultural dance or movement sequences • evaluation of live or recorded performances • 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</p>

	languages other than English, remote communities and those with interrupted schooling).
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">• CUADAN407A Develop expertise in dance performance skills• CUAPRF404A Refine movement skills for performance.

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 • 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>Techniques</i> may include:</p>	<ul style="list-style-type: none"> • control in locomotor steps, such as: <ul style="list-style-type: none"> • start and stop • varying tempo • leading with the left as well as the right foot • weight transfer, including: <ul style="list-style-type: none"> • falling • releasing

	<ul style="list-style-type: none"> • balancing • turning movements and steps that include further extension • elevation, including complex steps of low, medium and high elevation • improvisation • isolation techniques of increasing complexity, including isolating, controlling and releasing two or more different parts of the body simultaneously • transferring and applying physical information from one area of physical expertise to another • rhythmic footwork • pair and group work.
Physical disciplines may include:	<ul style="list-style-type: none"> • martial arts • fencing • yoga • circus arts • Pilates.
Complex phrases refers to:	<ul style="list-style-type: none"> • ‘chaining’ or joining and sequencing of steps and movements or combinations of steps and movements, which may reflect nuances in music and audience response • complex phrases, which do not necessarily follow a set routine and could include: <ul style="list-style-type: none"> • changes in direction • weight transfer • space • speed • timing.
Cultural dance styles may include:	<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.
<i>Accompanying music</i> may include:	<ul style="list-style-type: none">• live• recorded• vocal• instrumental.
<i>Other media</i> may include:	<ul style="list-style-type: none">• props• background projected images• design elements, such as lighting.

Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.