



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN505A Refine contemporary dance technique

Release: 1

CUADAN505A Refine contemporary dance technique

Modification History

Version	Comments
CUADAN505A	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, depth and increasing complexity to contemporary dance technique.

Application of the Unit

This unit applies to those who are consolidating their career in contexts where complex contemporary dance technique is required across commercial or competition settings. Dancers are usually performing as members of an ensemble, but some solo work can also be expected. At this level, dancers are challenging themselves with dance sequences and repertoire of increasing technical and physical complexity. While some supervision and guidance are provided in practice sessions and rehearsals, dancers are expected to be self-directed and display a high level of motivation and sense of responsibility for themselves and others.

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. Set realistic physical conditioning goals aimed at improving own dance technique</p> <p>1.2. Apply a range of techniques to improve stamina, strength and flexibility</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</i> activities in conjunction with dance activities</p>
<p>2. Practise contemporary dance technique of increasing difficulty</p>	<p>2.1. Apply a high level of concentration, facility and expertise to increasingly difficult <i>contemporary dance technique</i> in each <i>section of class work</i></p> <p>2.2. Develop increasingly complex <i>performance attributes</i></p> <p>2.3. Apply principles of alignment with power, flexibility, coordination and cardiovascular endurance throughout classes</p> <p>2.4. Show developed strength and complexity in <i>footwork</i></p> <p>2.5. Develop appreciation of timing and weight centring when working with a partner</p>
<p>3. Develop physical learning and adaptability skills</p>	<p>3.1. Comprehend and reproduce new and complex movement sequences that demand different spatial orientations and changes in speed</p> <p>3.2. Incorporate <i>choreographic skills</i> into relevant sections of class work</p> <p>3.3. Review personal goals taking into account individual attributes and expectations of the profession</p> <p>3.4. Refine improvisational skills through an ever expanding movement vocabulary and spontaneity in response to various <i>stimuli</i></p>
<p>4. Execute sequences of a high level of difficulty</p>	<p>4.1. Practise repertoire with an increased awareness of and attention to <i>rhythms</i> and <i>time signatures</i> commonly used in contemporary dance</p> <p>4.2. Execute group work with a high sense of cohesion</p>

	<p>4.3. Execute extended sequences to right and left sides without prompting</p> <p>4.4. Incorporate unseen combinations with speed and verve</p> <p>4.5. Perform with a clear sense of personal style while understanding and demonstrating the stylistic differences in a range of contemporary styles and approaches</p> <p>4.6. Accomplish solo work with a developing sense of musical individuality</p> <p>4.7. Present sequences with a high level of artistry and assurance across <i>contemporary dance styles</i></p>
<p>5. Maintain expertise</p>	<p>5.1. Apply <i>professional work ethic</i> to all practice and performance activities</p> <p>5.2. Incorporate <i>injury-prevention techniques</i> into all dance and movement activities</p> <p>5.3. Use feedback from teachers and mentors to identify and develop ways to improve own contemporary dance technique as well as group work</p> <p>5.4. Regularly view performances by industry practitioners as a way of sourcing new ideas and trends, maintaining motivation, and improving own technique</p>

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - work collaboratively as part of an ensemble
 - respond appropriately to feedback on own skill development and performance
 - consult with peers and mentors, including interpersonal skills relating to listening, questioning, gaining feedback and giving information
- initiative and enterprise skills to:
 - work creatively with music and dance
 - dance with artistry and assurance
 - communicate mood, style and grace through dance
 - develop new material for choreography through improvised partnering
- learning skills to:
 - develop strong contemporary dance techniques through:
 - practising complex movements and sequences
 - a positive attitude to dancing
 - implement a personal physical conditioning program
- planning and organising skills to 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 and identify risk factors
 - demonstrate professional work ethic
 - show a consistent level of commitment
- teamwork skills to work collaboratively with others involved in dance classes
- technical dance skills to:
 - execute high level of competency in each section of class work
 - respond to different time signatures
 - execute counterbalance, support, manipulation mechanics and medium power lifting
 - demonstrate facility in grip leverage, thrust and counter-thrust and coordinated timing
 - perform isolation and energy placement techniques
 - retain and reproduce complex movement sequences
 - show alignment and extensions in combinations of a high level of difficulty
 - reproduce complex movement sequences on both sides of the body
 - show facility and speed in directional changes
 - develop a high level of spatial awareness in group movements, including floor patterns and aerial pathways
 - exhibit a high level and range of coordination of limbs, torso and head
 - observe and interpret the physical body.

Required knowledge

- genres, styles and philosophical nature of contemporary dance
- influential choreographers in contemporary dance
- relationship between acting and contemporary dance
- correct contemporary dance terminology
- roles or hierarchy in professional situations, such as:
 - auditions
 - rehearsals
 - performances
- principles underlying dance movements and techniques, including:
 - movement efficiency
 - relationship with gravity
 - spatial awareness
 - successional movement
 - use of breath
 - folding
 - extending
 - rotating
 - shifting weight
- anatomical and alignment principles, including:
 - skeletal structure
 - 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
- risk factors in dance activities for the physical body
- stage geography and directions
- 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 complex combinations of contemporary dance technique consistently over time using: <ul style="list-style-type: none"> • muscular strength and flexibility • control of movement • quality and breadth of movement • individual artistic qualities and personalities • torso contractions and releases • triplets and layouts <p>more complex enchaînements</p> <ul style="list-style-type: none"> • combinations of spatial organisations with turns, balances and jumps of increasing difficulty and dynamic continuity • demonstrate a high level of concentration, facility and expertise in each section of class work • establish clear personal goals and engage in self-assessment processes that indicate an informed level of critical analysis of technique.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • fully equipped dance studios • appropriate music or accompanists.
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 • video recordings of practice sessions • 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 discussing components of contemporary dance technique and

	<p>repertoire</p> <ul style="list-style-type: none"> • direct observation of candidate in practice sessions. <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>
<p>Guidance information for assessment</p>	<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"> • CUADAN402A Improvise an advanced dance sequence • CUADAN507A Refine dance partnering techniques • CUADAN508A Develop expertise in allied contemporary dance techniques • CUAOHS501A Maintain a high level of fitness 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. **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>Risk factors 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>Warm-up and cool-down 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>Contemporary dance technique may include:</p>	<ul style="list-style-type: none"> • Cunningham • Graham • release technique • upper and lower body poses, phrases and movements • correct breathing techniques • balanced positions, including: <ul style="list-style-type: none"> • elevation of steps • body positions • transitions while in motion and while stationary • standing work and travel combinations • jump work • variations in timing and styles of movement • expressing a range of emotions through the language of dance • centre control • spotting employment of strength and agility • employing visualisation techniques

	<ul style="list-style-type: none"> • employing strength and agility • demonstrating an awareness of personal and general space when travelling and stationary • using arm lines appropriately and extensively • multi-turning exercises • clean, sharp isocentric and polycentric isolations • correct posture and alignment when in motion • demonstrating safe dance practices in jumping and faster travelling steps • footwork, arm lines and head movements in combination to express rhythm • performing complex turns while maintaining good technique • moving against gravity with confidence and knowledge.
Sections of class work include:	<ul style="list-style-type: none"> • warm up • floor work • centre practice • turns • travelling sequences • jumps • cool down.
Performance attributes may include:	<ul style="list-style-type: none"> • musicality with attention to nuances of interpretation • movement dynamics • strong sense of individuality and 'presence' in the execution of sequences • sensibility in sequences of increasing difficulty • alternative musical time signatures and phrasing as the structural basis of the exercises • different expressive qualities applied to movement sequences • reliance on individual interpretation • inclusion of repertoire in class work.
Footwork may include:	<ul style="list-style-type: none"> • greater assurance in completing multiple turns • sequences that demonstrate a developed capacity to transfer weight in all pathway directions <p>enchaînements with style and confidence.</p>
Choreographic skills may include:	<ul style="list-style-type: none"> • retrograde • inversion.
Stimuli may include:	<ul style="list-style-type: none"> • music, such as: <ul style="list-style-type: none"> • any type of musical style, like jazz, hip-hop and

	<p>world</p> <ul style="list-style-type: none"> • vocal • instrumental • percussion, such as: <ul style="list-style-type: none"> • drums • hands • feet stamps • percussion instruments • word motivation, such as: <ul style="list-style-type: none"> • wobble, twitch, freeze • vault, twirl, collapse • pause, swell, jerk • vibrate, bound, creep • technical equipment, such as: <ul style="list-style-type: none"> • lighting • audiovisual • fog machines • scaffolding • other props, objects and materials, such as: <ul style="list-style-type: none"> • fabric • instruments • puppets or dolls • piece of clothing • ladder or chair • boxes • flowers • footwear • hat • lipstick • silent space • various texts, such as: <ul style="list-style-type: none"> • poetry • newspaper articles • lyrics • advertisements.
<i>Rhythms</i> may include:	<ul style="list-style-type: none"> • syncopation, such as: <ul style="list-style-type: none"> • 6/8 • tacit • unification

	<ul style="list-style-type: none"> • monotone • jazz.
<i>Time signatures</i> may include:	<ul style="list-style-type: none"> • 3/4 • 4/4 • 6/4.
<i>Contemporary dance styles</i> may include:	<ul style="list-style-type: none"> • Graham • Cunningham • Horton • release • Alvin Alley.
<i>Professional 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 • 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 concentration, focus and physical alertness in all performance activities • maintaining costumes and other apparel • maintaining a work-life balance • punctuality and reliability • working creatively with individual differences.
<i>Injury-prevention techniques</i> may include:	<ul style="list-style-type: none"> • warming up and cooling down before and after class and performance • wearing appropriate clothing and footwear • applying intent and focus while dancing • not overstretching • wearing appropriate bandaging and bracing where

	<p>appropriate to support body</p> <ul style="list-style-type: none">• appropriate diet and rest• using appropriate equipment, such as barre, mirror and sprung floors• attention to teacher.
--	---

Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.