



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN506A Refine cultural dance technique

Release: 1

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Modification History

Version	Comments
CUADAN506A	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 develop a high level of expertise in cultural dance technique or in physical disciplines that employ advanced movement skills.

Application of the Unit

This unit applies to those who are consolidating their career in contexts where advanced cultural dancing skills are required, for example performing character dances in ballets. Performances could be in commercial or competition settings and dancers 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.

At this level, dancers are constantly refining their technique and expression to produce performances that convey the mood and style of music through complex dance movements. While supervision and guidance are provided in practice sessions, dancers are expected to display a high level of motivation and dedication to their profession by undertaking regular self-directed practice.

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 activities</i> in conjunction with dance activities</p>
<p>2. Practise cultural dance techniques of increasing difficulty</p>	<p>2.1. In practice sessions apply increasingly difficult <i>techniques</i> relevant to <i>cultural dance style</i> or <i>physical discipline</i></p> <p>2.2. Develop increasingly complex <i>performance attributes</i></p> <p>2.3. Work on articulating and embodying the philosophical principles of the dance style or discipline</p> <p>2.4. Refine ways to apply alternative forms of physical coordination in exercises and routines</p> <p>2.5. Work on achieving strong harmony of movement when practising dance sequences with a partner</p> <p>2.6. Build strength and stability in technique by applying a knowledge of <i>anatomical alignment principles</i> in exercises and routines</p> <p>2.7. Work on improving accuracy in <i>spatial arrangements</i></p>
<p>3. Maintain expertise</p>	<p>3.1. Apply <i>professional work ethic</i> to all practice and performance activities</p> <p>3.2. Incorporate <i>injury-prevention techniques</i> into all dance and movement activities</p> <p>3.3. Maintain and update knowledge of dance terminology</p> <p>3.4. Use feedback from teachers and mentors to identify and develop ways to improve own cultural dance performance skills</p> <p>3.5. Regularly view performances by industry</p>

	practitioners as a way of sourcing new ideas and trends, 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 and movement technique issues with relevant personnel
 - respond appropriately to feedback on own skill development
 - work creatively with individual differences
- initiative and enterprise skills to:
 - work creatively with music and dance movements
 - communicate the mood or style of dance or movement sequences
 - 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
- problem-solving skills to make complex judgements to advance own technique
- self-management skills to:
 - maintain a professional work ethic
 - apply safe performance practices
 - teamwork skills to work collaboratively with others involved in practice sessions and classes.

Required knowledge

- principles underlying dance movements and techniques, including:
 - 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
- terminology associated with chosen cultural dance style or physical discipline

- stage geography and directions
- musical rhythms, including:
 - time signatures
 - beat
 - tempo
 - syncopation
- philosophical principles of the relevant dance style or physical 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"> • perform two complex dance or movement sequences that demonstrate: <ul style="list-style-type: none"> • confident performance skills • understanding of the discipline's particular stylistic qualities • muscular strength and flexibility • control of movement • quality and breadth of movement • interpretative and expressive skills • strong and precise technique in the chosen cultural dance style or physical discipline • respond appropriately to constructive feedback on own performance.
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 • evaluation of performances during practice sessions (live or recorded) • 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 refining cultural dance techniques • direct observation of candidate executing exercises during classes or practice sessions.

	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).
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">• CUADAN507A Refine dance partnering 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. 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>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: <ul style="list-style-type: none"> • falling • releasing • balancing • turning movements and steps that include further extension • elevation, including complex steps of low, medium and high elevation • isolation techniques of increasing complexity, such as 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

	<ul style="list-style-type: none"> • rhythmic footwork • pair and group work.
<i>Cultural dance styles</i> may include:	<ul style="list-style-type: none"> • African • belly dancing • Hungarian • Aboriginal and Torres Strait Islander dance • Irish dance • Italian • magical, mystical or spiritual dance • Moldavian • Pacific Islander • Polish • ritual or sacred • Russian • Spanish • Ukrainian.
<i>Physical discipline</i> may include:	<ul style="list-style-type: none"> • martial arts • fencing • yoga • circus arts • Pilates.
<i>Performance attributes</i> may include:	<ul style="list-style-type: none"> • musicality with attention to nuances of interpretation • movement qualities to movement sequences • 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.
<i>Anatomical alignment principles</i> relate to:	<ul style="list-style-type: none"> • 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.
<i>Spatial arrangements</i> relate to:	<ul style="list-style-type: none"> • floor patterns • aerial pathways.
<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.
<p><i>Injury-prevention techniques</i> may include:</p>	<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 appropriate to support body • 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.