



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUADAN607A Extend contemporary dance technique to a professional level**

**Release: 1**

## CUADAN607A Extend contemporary dance technique to a professional level

### Modification History

Version	Comments
CUADAN607A	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 show range, depth, precision and complexity across contemporary dance technique and repertoire at a professional level.

### Application of the Unit

This unit applies to dancers who are moving towards professional careers in contexts where complex contemporary dance technique is required for performing as members of a dance company as an ensemble or soloist dancer or in other professional contexts.

At this level, dancers are constantly refining their technique and perfecting their artistry across complex dance sequences and repertoire, including improvisation, solo and group work.

While some 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 during practice sessions, rehearsals and live performances.

### 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

<b>Element</b>	<b>Performance Criteria</b>
<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. Excel at a physical conditioning program</p>	<p>1.1. Continuously meet physical conditioning requirements of professional dance work</p> <p>1.2. Demonstrate ongoing stamina, strength, cardiovascular endurance and flexibility</p> <p>1.3. Minimise <b>risk factors</b> that inhibit the achievement of goals and seek professional assistance when required</p> <p>1.4. Always perform <b>warm-up and cool-down</b> activities in conjunction with dance activities</p>
<p>2. Execute a professional level of artistry and presentation in practice sessions</p>	<p>2.1. Apply a professional level of concentration, facility and expertise to refine extended <b>contemporary dance technique</b> in each <b>section of class work</b></p> <p>2.2. Develop complex <b>performance attributes</b> and quality of movement in sequences of extended difficulty</p> <p>2.3. Show strength, precision and complexity in all aspects of <b>footwork</b></p> <p>2.4. Exhibit a professional level of <b>physical learning and adaptability</b> to incorporate unseen combinations with speed and verve</p> <p>2.5. Refine <b>techniques</b> for working with a partner</p> <p>2.6. Demonstrate through ongoing technical strength, diversity and refinement, evidence of advanced self-correction and concentrated response to feedback</p>
<p>3. Extend improvisational techniques</p>	<p>3.1. Work on improvisational tasks of increasing complexity and diversity</p> <p>3.2. Apply an ever expanding movement vocabulary and spontaneity in response to various <b>stimuli</b></p> <p>3.3. Achieve a mature performance quality through improvised solos and scored group work</p> <p>3.4. Use a wide range of improvisational skills to extend choreographic possibilities</p>
<p>4. Practise complex contemporary dance movement sequences</p>	<p>4.1. Practise complex movements with an increased awareness of and attention to <b>rhythms</b> and <b>time signatures</b> commonly used in contemporary dance</p> <p>4.2. Convey a high level of spatial awareness appropriate to solo and group work</p> <p>4.3. Execute group work with a professional sense of cohesion and solo work with a professional sense of</p>

	musical individuality 4.4. Present variations and complex movement sequences with a high level of artistry and assurance across <i>contemporary dance styles</i>
5. Develop professional practice	5.1. Develop and refine <i>professional work ethic</i> 5.2. Develop realistic parameters as a basis for <i>extending scope of performance practice</i> 5.3. Identify <i>regimes and artistic strategies</i> that will refine own performance technique

## 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
  - 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
  - adapt appropriately to cultural differences in dance
  - dance with artistry and assurance
  - communicate mood, style and grace through dance
  - develop increased range and sequencing of individually-unique improvised movements
- 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
  - extend improvisational responses to a wide range of stimuli for performance and choreographic development
- 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
  - maintain spatial discretion between self and others when moving
- 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 high level isolation and energy placement techniques
  - retain and reproduce complex movement sequences
  - show alignment and extensions in combinations of a high level of difficulty
  - execute balances, turns and jumps on and off centre in a wide variety of shapes
  - perform multiple turns in a variety of body shapes
  - 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**

- choreographic and stylistic nuance in relation to contemporary dance
- genres, styles and philosophical nature of contemporary dance
- influential choreographers in contemporary dance
- relationship between acting and contemporary dance
- contemporary dance terminology
- roles or hierarchy in professional situations, such as:
  - auditions
  - rehearsals
  - performances
- principles underlying dance movements and techniques, such as:
  - 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 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.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• execute physical and conceptual understanding of the fundamental technical principles in contemporary dance</li> <li>• demonstrate through the execution of sequences fundamental dance skills, including:             <ul style="list-style-type: none"> <li>• a mature understanding of dance improvisation as a skilled technique</li> <li>• alignment and extensions in combinations of a high level of difficulty</li> <li>• reproduction of complex movement sequences on both sides of the body</li> <li>• facility and speed in directional changes</li> <li>• a high level of spatial awareness in group movements</li> <li>• a high level and range of coordination of limbs, torso and head</li> </ul> </li> <li>• develop professional practice</li> <li>• display a consistent level of commitment to developing performance quality and artistry in the given style.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• fully equipped dance studios</li> <li>• appropriate music or accompanists.</li> </ul>
<b>Method of assessment</b>	<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"> <li>• direct questioning combined with review of portfolios of evidence</li> <li>• third-party workplace reports of on-the-job performance</li> <li>• video recordings of practice sessions</li> <li>• verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit</li> <li>• case studies and scenarios as a basis for discussion of</li> </ul>



	<p>issues and challenges that arise in the context of extending contemporary dance technique to a professional level</p> <ul style="list-style-type: none"> <li>• direct observation of candidate in practice sessions.</li> </ul> <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><b>Guidance information for assessment</b></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"> <li>• CUADAN601A Perform dance repertoire at a professional level</li> <li>• CUADAN608A Extend contemporary dance performance skills to a professional level</li> <li>• CUADAN610A Extend allied contemporary dance techniques at a professional level</li> <li>• CUAIND601A Work professionally in the creative arts industry.</li> </ul>

## 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><b><i>Risk factors</i></b> may relate to:</p>	<ul style="list-style-type: none"> <li>• consistency of a physical fitness regime</li> <li>• own ambition</li> <li>• expectations of others</li> <li>• injury-prevention strategies</li> <li>• gender issues</li> <li>• body image and eating disorders</li> <li>• insufficient hydration</li> <li>• poor nutrition</li> <li>• incorrectly fitting footwear</li> <li>• gender-appropriate performance techniques.</li> </ul>
<p><b><i>Warm-up and cool-down</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• stretching</li> <li>• joint-mobility exercises</li> <li>• flexibility exercises</li> <li>• aerobic activities</li> <li>• anaerobic exercises</li> <li>• coordinated breathing activities</li> <li>• floor work.</li> </ul>
<p><b><i>Contemporary dance technique</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• Cunningham</li> <li>• Graham</li> <li>• release technique</li> <li>• upper and lower body poses, phrases and movements</li> <li>• correct breathing techniques</li> <li>• balanced positions, including:             <ul style="list-style-type: none"> <li>• elevation of steps</li> <li>• body positions</li> <li>• transitions while in motion and while stationary</li> </ul> </li> <li>• standing work and travel combinations</li> <li>• jump work</li> <li>• variations in timing and styles of movement</li> <li>• expressing a range of emotions through the language of dance</li> <li>• centre control</li> <li>• spotting employment of strength and agility</li> <li>• employing visualisation techniques</li> </ul>

	<ul style="list-style-type: none"> <li>• employing strength and agility</li> <li>• demonstrating an awareness of personal and general space when travelling and stationary</li> <li>• using arm lines appropriately and extensively</li> <li>• multi-turning exercises</li> <li>• clean, sharp isocentric and polycentric isolations</li> <li>• correct posture and alignment when in motion</li> <li>• demonstrating safe dance practices in jumping and faster travelling steps</li> <li>• footwork, arm lines and head movements in combination to express rhythm</li> <li>• performing complex turns while maintaining good technique</li> <li>• moving against gravity with confidence and knowledge.</li> </ul>
<b>Sections of class work</b> include:	<ul style="list-style-type: none"> <li>• warm up</li> <li>• floor work</li> <li>• centre practice</li> <li>• turns</li> <li>• travelling sequences</li> <li>• sequences with altered spatial organisations, combining all aspects of embodiment and temporal structures</li> <li>• jumps</li> <li>• cool down.</li> </ul>
<b>Performance attributes</b> may include:	<ul style="list-style-type: none"> <li>• musicality with attention to nuances of interpretation</li> <li>• movement dynamics</li> <li>• strong sense of individuality and 'presence' in the execution of sequences</li> <li>• sensibility in sequences of increasing difficulty</li> <li>• alternative musical time signatures and phrasing as the structural basis of the exercises</li> <li>• different expressive qualities applied to movement sequences</li> <li>• reliance on individual interpretation</li> <li>• inclusion of repertoire in class work.</li> </ul>
<b>Footwork</b> may include:	<ul style="list-style-type: none"> <li>• precision in completing multiple turns</li> <li>• sequences that demonstrate a well-developed capacity to transfer weight in all pathway directions</li> <li>• enchaînements with style and confidence.</li> </ul>
<b>Physical learning and adaptability</b> may include:	<ul style="list-style-type: none"> <li>• set exercises or sequences</li> <li>• unseen exercises or sequences</li> <li>• improvised sequences</li> <li>• sequences from a range of contemporary dance styles</li> </ul>

	<ul style="list-style-type: none"> <li>• execution of extended sequences to right and left sides without prompting</li> <li>• self-correction.</li> </ul>
<i>Techniques</i> may include:	<ul style="list-style-type: none"> <li>• weight exchanges</li> <li>• falls, rolls and balances with or away from partners</li> <li>• set sequences</li> <li>• improvised weight exchanges</li> <li>• timing.</li> </ul>
<i>Stimuli</i> may include:	<ul style="list-style-type: none"> <li>• music, such as: <ul style="list-style-type: none"> <li>• any type of musical style, like jazz, hip-hop and world</li> <li>• vocal</li> <li>• instrumental</li> </ul> </li> <li>• percussion, such as: <ul style="list-style-type: none"> <li>• drums</li> <li>• hands</li> <li>• feet stamps</li> <li>• percussion instruments</li> </ul> </li> <li>• word motivation, such as: <ul style="list-style-type: none"> <li>• wobble, twitch, freeze</li> <li>• vault, twirl, collapse</li> <li>• pause, swell, jerk</li> <li>• vibrate, bound, creep</li> </ul> </li> <li>• technical equipment, such as: <ul style="list-style-type: none"> <li>• lighting</li> <li>• audiovisual</li> <li>• fog machines</li> <li>• scaffolding</li> </ul> </li> <li>• other props, objects and materials, such as: <ul style="list-style-type: none"> <li>• fabric</li> <li>• instruments</li> <li>• puppets or dolls</li> <li>• piece of clothing</li> <li>• ladder or chair</li> <li>• boxes</li> <li>• flowers</li> <li>• footwear</li> <li>• hat</li> <li>• lipstick</li> </ul> </li> <li>• silent space</li> </ul>

	<ul style="list-style-type: none"> <li>• various texts, such as: <ul style="list-style-type: none"> <li>• poetry</li> <li>• newspaper articles</li> <li>• lyrics</li> <li>• advertisements.</li> </ul> </li> </ul>
<b><i>Rhythms</i></b> may include:	<ul style="list-style-type: none"> <li>• syncopation, such as: <ul style="list-style-type: none"> <li>• 6/8</li> <li>• tacit</li> </ul> </li> <li>• unification</li> <li>• monotone</li> <li>• jazz.</li> </ul>
<b><i>Time signatures</i></b> may include:	<ul style="list-style-type: none"> <li>• 3/4</li> <li>• 4/4</li> <li>• 6/4.</li> </ul>
<b><i>Contemporary dance styles</i></b> may include:	<ul style="list-style-type: none"> <li>• Graham</li> <li>• Cunningham</li> <li>• Horton</li> <li>• release</li> <li>• Alvin Alley.</li> </ul>
<b><i>Professional work ethic</i></b> may refer to:	<ul style="list-style-type: none"> <li>• attentive behaviour in creative practice</li> <li>• awareness of: <ul style="list-style-type: none"> <li>• substance abuse</li> <li>• addictive behaviours</li> <li>• expectations of others</li> <li>• eating disorders</li> <li>• effective management of personal finances</li> <li>• balanced diet</li> <li>• energy levels and personal limitations</li> <li>• stage and theatre etiquette</li> </ul> </li> <li>• developing strategies to: <ul style="list-style-type: none"> <li>• cope with performance anxiety</li> <li>• maintain motivation</li> </ul> </li> <li>• effective personal hygiene habits, such as: <ul style="list-style-type: none"> <li>• clean and short nails</li> <li>• clean and tied-up hair</li> <li>• clean hands</li> </ul> </li> <li>• ongoing dedication to a physical conditioning exercise program</li> <li>• maintaining concentration, focus and physical alertness in all performance activities</li> </ul>

	<ul style="list-style-type: none"> <li>• maintaining costumes and other apparel</li> <li>• maintaining a work-life balance</li> <li>• punctuality and reliability</li> <li>• working creatively with individual differences.</li> </ul>
<i>Extending scope of performance practice</i> may include:	<ul style="list-style-type: none"> <li>• working effectively with tutor or coach</li> <li>• participating in professional development and other learning opportunities</li> <li>• undertaking training courses</li> <li>• practising systemically</li> <li>• participating in relevant groups or associations</li> <li>• experimenting with own performance</li> <li>• communicating with peers</li> <li>• being involved in a range of relevant performance activities</li> <li>• viewing and reviewing relevant performance events and activities.</li> </ul>
<i>Regimes and artistic strategies</i> may include:	<ul style="list-style-type: none"> <li>• lectures</li> <li>• seminars</li> <li>• conferences</li> <li>• symposiums</li> <li>• master classes</li> <li>• professional organisations</li> <li>• practical workshops</li> <li>• performance rehearsals</li> <li>• individual training.</li> </ul>

## Unit Sector(s)

Performing arts - dance

## Custom Content Section

Not applicable.