



Australian Government

Department of Education, Employment and Workplace Relations

CUADLT301A Develop basic dance analysis skills

Release: 1

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Modification History

Version	Comments
CUADLT301A	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 analyse dance movements and to use the terminology of dance analysis as a tool for refining dance technique and performance.

Application of the Unit

This unit applies to dancers with basic skills in any dance style who are pursuing a career in dance. At this level, dance analysis skills are mainly used as a way of discussing, evaluating and refining individual and group dance techniques and performances.

At this level, work is normally supervised, though some autonomy and judgement can be expected in the process of reaching conclusions about dance performances being analysed.

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. Develop an understanding of the dance analysis process</p>	<p>1.1. Discuss with <i>relevant personnel</i> the <i>purpose</i> and <i>scope of dance analysis</i></p> <p>1.2. Become familiar with the <i>principal theories</i> of dance and movement analysis</p> <p>1.3. Apply a working knowledge of the <i>principal terms</i> used in dance analysis</p> <p>1.4. Clarify the <i>forms</i> in which dance analysis may be presented</p>
<p>2. Analyse elements of dance sequences</p>	<p>2.1. Delineate the main <i>movements</i> of <i>dance styles</i></p> <p>2.2. Identify the <i>musical rhythms</i> essential to dance movements</p> <p>2.3. Place dance movements in their appropriate historical context</p> <p>2.4. Develop a <i>vocabulary to describe expression</i> in dance styles</p>
<p>3. Complete a basic analysis of a dance performance</p>	<p>3.1. Assess an individual dance performance in terms of the movements used</p> <p>3.2. Assess the relationship of movement to the musical or rhythmic accompaniment</p> <p>3.3. Compile assessment of the performance in a suitable <i>format</i></p> <p>3.4. Seek feedback on analysis from relevant personnel and adjust conclusions as required</p> <p>3.5. Evaluate own analytical process and note <i>areas for future improvement</i></p>

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss dance analyses with colleagues in an appropriate way
 - respond appropriately to feedback on own skill development and performance
- initiative and enterprise skills to:
 - apply musical concepts to movement in dance forms
 - apply critical thinking techniques to dance analysis
- learning skills to:
 - improve own dance techniques through critical analysis of dance as an art form
 - develop a movement memory
 - teamwork skills to work collaboratively with others on analysing dance performances with a view to improving own and group technique.

Required knowledge

- well-developed knowledge of:
 - principles underlying dance movements and techniques, such as:
 - relationship with gravity
 - spatial awareness
 - successional movement
 - folding
 - extending
 - rotating
 - shifting weight
 - effort theory, including time, weight, space and throw
 - dance terminology
- overview knowledge of:
 - theories of dance analysis
 - dance styles and genres, and conventions relevant to analysis
 - choreographic process.

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"> • relate the terminology of dance analysis to observed performances • apply dance analysis techniques to observed performances • discuss dance analysis with peers in a positive way.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to opportunities to analyse dance performances with others.
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 dance analyses undertaken • 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 analysing dance. <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 • CUADLT402A Explore the relationship between music

	and dance.
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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"> • teacher • mentor • experienced dancer • peers • choreographer.
<i>Purpose of dance analysis</i> may include:	<ul style="list-style-type: none"> • choreography • greater knowledge of dance styles • improvement of partner or ensemble performance • improvement of personal performance • personal research • problem solving • refinement of routines.
<i>Scope of dance analysis</i> may include:	<ul style="list-style-type: none"> • personal performance • partner performance • ensemble performance.
<i>Principal theories</i> include the writings and teachings of:	<ul style="list-style-type: none"> • Jean George Noverre • Frederick W Taylor • Rudolf Laban • Isadora Duncan • Ruth St Denis.
<i>Principal terms</i> include:	<ul style="list-style-type: none"> • effort theory • spatial elements, such as: <ul style="list-style-type: none"> • direction of movement in space • level where movement or gestures occurs on high, medium or low level • shape: symmetry, asymmetry • dynamics, such as: <ul style="list-style-type: none"> • rhythm: time and weight • duration: length of time to perform a movement • musical rhythms: association between musical notation and dance movements • body and body actions, such as: <ul style="list-style-type: none"> • body and body parts: the part of the body moving

	<ul style="list-style-type: none"> • step or locomotor movement: complete transference of weight • gesture, such as a movement that is not a step • relationship to others, including audience.
Forms may include:	<ul style="list-style-type: none"> • round table discussions on performance • assistance to partner • choreographic direction • teacher direction • peer analysis.
Movements may include:	<ul style="list-style-type: none"> • body alignment • acrobatic dance technique • maintaining balance on supporting leg • maintaining control in turning balances • maintaining rhythm and tempo • using arm lines appropriately and extensively • fluid control of rolls • working at differing tempos • focusing eyes and mind while performing • isocentric and polycentric isolations • air work, including: <ul style="list-style-type: none"> • adage • rolls • floor work, including: <ul style="list-style-type: none"> • stretches • abdominal strengthening • locomotor exercises and sequences: <ul style="list-style-type: none"> • pirouettes • posés piqués • pencil turns • chaînés • kicks • jumps and leaps • non-locomotor exercises and sequences: <ul style="list-style-type: none"> • pliés • tendus • working on centre and off centre.
Dance styles may include:	<ul style="list-style-type: none"> • ballet • contemporary • Latin American, such as: <ul style="list-style-type: none"> • bossa nova

	<ul style="list-style-type: none"> • cha cha • mambo • rumba • salsa • samba • tango • musical theatre and Broadway shows • cultural, including: <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander • African • Afro-American • Caribbean • Indian • Russian • Spanish • tap • traditional jazz, such as: <ul style="list-style-type: none"> • jive • rock and roll • cakewalk • black bottom • charleston • jitter bug • boogie woogie • swing.
<p><i>Musical rhythms</i> include:</p>	<ul style="list-style-type: none"> • time signatures, such as: <ul style="list-style-type: none"> • 3/4 • 2/4 • 6/8 • meter • beat • tempo • syncopation.
<p><i>Vocabulary</i> to describe expression might include words, such as:</p>	<ul style="list-style-type: none"> • bold • cautious • inhibited • overwhelming • powerful • tender • timid

	<ul style="list-style-type: none">• undisciplined.
<i>Formats</i> may include:	<ul style="list-style-type: none">• spoken comments• contributions to round table discussion• notes• written reports.
<i>Areas for future improvement</i> might include discussion of:	<ul style="list-style-type: none">• movement• rhythmic ability• gesture• expression• fluency.

Unit Sector(s)

Performing arts - dance literacy

Custom Content Section

Not applicable.