



**Australian Government**

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

# **CUADTM301A Assist with teaching dance**

**Release: 1**

## CUADTM301A Assist with teaching dance

### Modification History

Version	Comments
CUADTM301A	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 prepare for and assist with the conduct of dance classes.

### Application of the Unit

Assistant dance teachers, or senior students with several years of dance experience, apply the skills and knowledge outlined in this unit. They would usually be teaching basic dance techniques to younger or newer students.

Classes would usually be conducted in private dance studios or in venues such as community halls, where flooring is appropriate for the safe teaching of dance.

At this level, they operate under the guidance and supervision of senior dance teachers, but a certain amount of autonomy is expected when they are actually teaching classes.

### 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. Prepare for dance classes</p>	<p>1.1. Contribute to planning and selecting music and choreography for <i>dance classes</i></p> <p>1.2. Determine <i>characteristics</i>, needs and expectations of dance class participants</p> <p>1.3. Identify special requirements according to participant needs</p> <p>1.4. Advise participants of reasons why they should not participate in dance classes when appropriate</p> <p>1.5. Identify and access <i>equipment and resources</i> for dance classes</p> <p>1.6. In consultation with own dance teacher, discuss effective and safe <i>teaching strategies</i> appropriate to the teaching context</p> <p>1.7. Ensure a <i>safe dance environment</i> according to <i>organisational policy and procedures</i></p>
<p>2. Conduct classes</p>	<p>2.1. Communicate instructions and information to participants in a suitable manner</p> <p>2.2. Monitor participants' progress against class aims</p> <p>2.3. Assist in the implementation of identified teaching methods and strategies and modify as required</p> <p>2.4. Assist participants to perform dance moves and make appropriate corrections</p> <p>2.5. Encourage participants to seek and provide feedback regarding their progress during the class</p> <p>2.6. Assist in implementing <i>injury-prevention strategies</i></p>
<p>3. Evaluate classes</p>	<p>3.1. Seek and acknowledge feedback from own dance teacher and class participants</p> <p>3.2. Identify potential areas of improvement for future classes</p> <p>3.3. Review own performance and identify potential improvements</p> <p>3.4. Evaluate components of classes</p>

## Required Skills and Knowledge

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

### Required skills

- communication, teamwork and organisational skills to:
  - respond appropriately to constructive feedback on own performance in a teaching role
  - present confidently in a teaching situation
  - convey information and instructions in classes
  - seek assistance from others as required
- group facilitation skills to ensure that every learner has an opportunity for participation and input
- initiative and enterprise skills to assist in identifying and implementing effective teaching strategies to promote self-expression and self-confidence
- learning skills to:
  - provide feedback to learners by identifying areas of weakness
  - evaluate and modify the class as required
- listening skills to:
  - monitor and adjust teaching as required
  - maintain correct tempo and phrasing in movement sequences
- problem-solving skills to:
  - memorise basic exercises and routines
  - respond appropriately to the unexpected in a teaching situation
- self-management and planning skills to:
  - assist in planning teaching sessions
  - maintain an appropriate standard of personal presentation in a teaching context
  - demonstrate safe dance practices
  - review and reflect on own work performance
  - technical skills to demonstrate basic techniques in chosen dance genre or style.

### Required knowledge

- overview knowledge of:
  - basic first aid procedures to enable effective management of injuries that may occur during the class
  - dance teaching terminology
  - testing and checking techniques to enable safe use of equipment used in classes
  - OHS principles in a teaching context
- well-developed knowledge of:
  - genre and chosen style of dance to instruct participants in basic skills or movements during classes
  - health and other factors affecting ability to participate in dance classes
  - anatomy and physiology of basic body structures
  - common dance injuries, to enable the implementation of effective injury-prevention strategies

- fundamental principles of dance analysis to enable accurate corrections to be made to technique
- evaluation processes to enable improvements to be made to classes
- safe dance practices.

## 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>• assist in planning and conducting dance classes in response to the needs and capabilities of participants</li> <li>• use teaching methods and strategies that are safe and supportive</li> <li>• monitor the progress of participants and makes adjustments in response to changing situations</li> <li>• provide positive feedback to participants to encourage motivation, self-esteem and self-expression</li> <li>• demonstrate safe dance practices</li> <li>• evaluate and reflect on own performance to identify ways in which own teaching skills can be improved.</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>• resources and equipment</li> <li>• opportunities for assisting in the teaching of dance classes in either a real or simulated situation</li> <li>• a venue with adequate space and appropriate flooring.</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 by candidate</li> <li>• verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit</li> <li>• direct observation, or video recordings of candidate assisting in the teaching of a dance class</li> <li>• case studies and scenarios as a basis for discussion of methods, strategies and other issues involved in preparing for and assisting in the teaching of dance classes.</li> </ul> <p>Assessment methods should closely reflect workplace</p>

	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).
<b>Guidance information for assessment</b>	<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>• CUSOHS301A Follow occupational health and safety procedures</li><li>• SISCCRO302A Apply legal and ethical instructional skills.</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.*

<b><i>Dance classes</i></b> may be:	<ul style="list-style-type: none"> <li>• ballet</li> <li>• ballroom</li> <li>• classical</li> <li>• contemporary</li> <li>• cultural folk</li> <li>• Indigenous</li> <li>• jazz</li> <li>• Latin</li> <li>• social.</li> </ul>
<b><i>Characteristics</i></b> may include:	<ul style="list-style-type: none"> <li>• age</li> <li>• emotional, physical and intellectual development</li> <li>• existing injuries</li> <li>• fitness</li> <li>• skill level.</li> </ul>
<b><i>Equipment and resources</i></b> may include:	<ul style="list-style-type: none"> <li>• dance studio or community hall</li> <li>• electronic equipment</li> <li>• music</li> <li>• teaching aids</li> <li>• technological aids.</li> </ul>
<b><i>Teaching strategies</i></b> may refer to:	<ul style="list-style-type: none"> <li>• command and response</li> <li>• demonstration</li> <li>• directive approaches through specific set tasks</li> <li>• experiential or problem solving</li> <li>• progressive</li> <li>• whole skill.</li> </ul>
<b><i>Safe dance environment</i></b> may refer to:	<ul style="list-style-type: none"> <li>• appropriate heating, cooling and lighting</li> <li>• appropriate flooring</li> <li>• security</li> <li>• size of floor area</li> <li>• unobstructed space</li> <li>• ventilation.</li> </ul>
<b><i>Organisational policy and procedures</i></b> may	<ul style="list-style-type: none"> <li>• communication protocols</li> <li>• OHS</li> </ul>

refer to:	<ul style="list-style-type: none"> <li>• reporting of hazards and risks</li> <li>• risk minimisation</li> <li>• selection of participants for performances</li> <li>• scheduling requirements.</li> </ul>
<b><i>Injury-prevention strategies</i></b> may include:	<ul style="list-style-type: none"> <li>• suitable footwear and clothing</li> <li>• warm-up and cool-down techniques, such as: <ul style="list-style-type: none"> <li>• barre and floor exercises</li> <li>• exercises for areas, such as: <ul style="list-style-type: none"> <li>• body conditioning and strength development</li> <li>• flexibility</li> <li>• isometric control</li> <li>• coordination improvement and enhancement exercises</li> <li>• muscle contraction and release</li> </ul> </li> <li>• isolation and mobility of body parts</li> <li>• slow stretching</li> <li>• slow and deep breathing.</li> </ul> </li> </ul>

## Unit Sector(s)

Performing arts - dance teaching and management

## Custom Content Section

Not applicable.