



Australian Government

Department of Education, Employment and Workplace Relations

CUADTM401A Plan and organise dance classes

Release: 1

CUADTM401A Plan and organise dance classes

Modification History

Version	Comments
CUADTM401A	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 plan and organise classes to teach dance and movement skills to a range of target groups.

Application of the Unit

This unit applies to a person working as a teacher or instructor in a private dance studio or school. It also applies to people responsible for teaching movement skills for recreational or remedial purposes.

At this level, teachers and instructors may be working from learning programs developed by others, and structuring lesson plans around those programs. Alternatively, they may be devising and conducting classes which are not based on any particular syllabus.

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. Interpret learning environment and lesson requirements</p>	<p>1.1. Establish <i>learning context</i> and <i>organisational arrangements</i></p> <p>1.2. Access, read and interpret <i>learning program documentation</i> to determine delivery requirements</p> <p>1.3. Use available information and documentation to identify group and individual <i>learner needs</i> and <i>learner characteristics</i></p> <p>1.4. Follow <i>processes</i> to identify <i>learner support requirements</i></p> <p>1.5. Identify and assess <i>constraints</i> and <i>risks</i> to delivery</p> <p>1.6. Confirm <i>personal role and responsibilities</i> in planning and delivering training with <i>relevant personnel</i></p>
<p>2. Prepare lesson plans</p>	<p>2.1. Refine specific <i>learning objectives</i> and assessment activities according to learning program requirements and specific needs of individual learners or <i>target group</i></p> <p>2.2. Generate ideas for <i>teaching strategies</i> using knowledge of <i>learning principles</i> and <i>learning theories</i> that reflect the requirements of <i>classes</i></p> <p>2.3. Evaluate existing <i>learning resources</i> and documented <i>learning activities</i> identified in learning programs and selected for use in the specific teaching context</p> <p>2.4. Develop and document <i>lesson plans</i> for each segment of learning programs to be addressed</p>
<p>3. Prepare resources for lessons</p>	<p>3.1. Modify and contextualise existing learning resources and learning activities to cater for particular groups</p> <p>3.2. Develop and document additional learning activities to meet specific lesson requirements based on the application of learning principles and <i>learner styles</i> of individuals and classes in general</p> <p>3.3. Organise and finalise learning materials required by learners in time for delivery</p> <p>3.4. Identify and organise specific <i>facility, technology and equipment needed</i> in time for classes</p> <p>3.5. Identify and organise <i>additional resourcing</i> to meet identified learner support as required</p> <p>3.6. Confirm overall <i>teaching plan</i> with relevant</p>

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Required Skills and Knowledge

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

Required skills

- communication skills to:
 - recognise and be sensitive to individual difference and diversity, for example:
 - being sensitive to and valuing the cultural background of students and colleagues
 - acting without bias or discrimination
 - responding appropriately to individuals with particular needs
- literacy skills to:
 - document lesson plans and prepare learning activities
 - prepare learning materials, such as handouts and information sheets
 - read and interpret learner information
- planning and organisational skills to:
 - reflect the group and individual learning needs and learner characteristics within lesson plans
 - incorporate relevant or modified learning objectives and assessment methods (where required) in lesson plans
 - determine the structure and time requirements for each session
 - identify specific facility, technology and equipment needs for each session
 - organise music for dance style or movement skills being taught
- self-management skills to:
 - identify areas for improvement
 - maintain own skill development
- technology skills to:
 - use sound equipment to play music in dance or movement classes
 - use computers to produce documents and communicate through email and the web
- time-management skills to:
 - determine time allocations within lesson plans
 - determine overall class time
 - determine how many classes may be required
 - schedule classes.

Required knowledge

- well-developed knowledge of:
 - learning principles, such as:
 - learner-centred approaches to teaching
 - increasing learner independence
 - use of modelling and demonstration
 - learning process needing to reflect individual circumstances
 - learning styles, such as:
 - auditory
 - visual

- kinaesthetic
- left or right brain
- analytical
- theoretical
- activist
- pragmatist
- reflective
- learner profiles, including characteristics and needs of learner group
- learning program design and structure and content
- how to structure and develop lesson plans
- availability, types and content of learning resources and learning materials
- dance or movement technique requirements
- basic instructional lesson design principles, for example:
 - sequencing information
 - providing opportunities for practice
- different teaching methods and techniques appropriate to teaching dance or movement
- organisational records management system and reporting requirements
- OHS relating to teaching role, including:
 - duty of care under common law
 - safe dance practices
 - reporting requirements for hazards
 - safe use and maintenance of equipment
 - emergency procedures
- sources of OHS information
- overview knowledge of:
 - learning theories, such as:
 - cognitive learning theory
 - andragogy
 - pedagogy
 - information processing
 - behavioural learning theory
 - relevant policy, legal requirements, codes of practice and national standards, including commonwealth and state or territory requirements:
 - OHS
 - recording information and confidentiality requirements
 - anti-discrimination, including equal opportunity, racial vilification and disability discrimination.

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 develop lesson plans that:</p> <p>cover the teaching of at least one dance or movement technique</p> <ul style="list-style-type: none"> • include consideration of the learning environment and teaching requirements • include the required resources • cater for individual learner needs and characteristics • show that constraints and risks have been identified and assessed.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to training products, such as Training Packages, documented courses or dance society syllabi and curricula.
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 lesson plans developed • 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 planning and organising dance or movement training programs • direct observation or video recording of candidate participating in discussions about developing lesson plans to support learning programs. <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</p>

	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">• any units from the Live Performance Training Package that relate to teaching a specific dance style• CUADTM403A Apply safe dance teaching methods.

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>Learning context</i> relates to:	<ul style="list-style-type: none"> • in a dance studio or similar • in a community setting.
<i>Organisational arrangements</i> may include:	<ul style="list-style-type: none"> • finalising specific locations or venues for dance classes • coordinating locations • enrolment procedures • dance class scheduling requirements • class size • special equipment or technology needs • providing for specific learner needs • investigating the learning environment to identify, assess and control OHS risks • allowable teaching time • management expectations • people to be involved • reporting requirements • access issues, e.g. to work or practice environment.
<i>Learning program documentation</i> may relate to:	<ul style="list-style-type: none"> • dance syllabi or curricula associated with dance societies specialising in specific dance genres • competencies to be achieved • specific learning outcomes for each chunk or segment of learning programs • overview of content to be covered in each chunk or segment of learning programs • learning resources, learning materials and activities for each chunk or segment of learning programs • number and duration of classes and overall time lines • teaching methods for each chunk or segment of learning programs • OHS issues to be addressed in class lessons, including safe dance practice • specification of assessment points to measure learner progress • assessment methods and tools to be used to collect evidence of competency, where assessment is required • enrolment information

	<ul style="list-style-type: none"> • student records (confidentiality protected) • outcomes of previous assessments • communication with individual learners.
Learner needs may include:	<ul style="list-style-type: none"> • dance or movement competencies • aspects of competency, such as skills, knowledge and technical applications • generic skills development • personal development and growth • English language, literacy and numeracy • underpinning knowledge.
Learner characteristics may relate to:	<ul style="list-style-type: none"> • language, literacy and numeracy requirements • specific physical and psychological needs • preferred learning styles • employment status • past learning experiences • level of maturity • cultural background and needs • level of formal schooling in Australia or overseas.
Processes may be formal or informal, and may include:	<ul style="list-style-type: none"> • analysing learner information on enrolment forms • discussions with learners and parents or carers to identify learning support needs • observation of learners.
Learner support requirements may include arrangements for:	<ul style="list-style-type: none"> • people with different access requirements • meeting disability needs • meeting cultural needs • meeting language, literacy and numeracy needs.
Constraints may include:	<ul style="list-style-type: none"> • access to practice opportunities • cost of attending classes • time required or available for lesson • scheduling difficulties • consideration of appropriate groupings of learners and meeting learner needs • copyright • public liability.
Risks may include:	<ul style="list-style-type: none"> • OHS considerations, including safe dance • public liability requirements • inappropriate location or dance environment • inadequate equipment, technology or resources • capacity to meet learner needs and characteristics.
Personal role and responsibilities may	<ul style="list-style-type: none"> • responsibility for planning and organising provision of parts of learning strategy or learning program

include:	<ul style="list-style-type: none"> • responsibility for planning and organising provision of a specific number of classes • planning and organising the availability of learning materials • relationships with other dance or movement teachers • arrangements for assessment • reporting arrangements.
Relevant personnel may include:	<ul style="list-style-type: none"> • supervisor • manager • venue personnel • other teachers • OHS representative • representatives of dance societies.
Learning objectives may relate to:	<ul style="list-style-type: none"> • skills, knowledge or competencies to be achieved by students • learning outcomes • individual and group learning objectives • generic skills.
Target group may relate to:	<ul style="list-style-type: none"> • age of students • physical abilities • cultural background • gender • level of expertise.
Teaching strategies may include:	<ul style="list-style-type: none"> • allowing students to experiment with different techniques • challenging preconceptions • collaborating with students • demonstrating techniques • discussing issues • explaining and providing information • group activities • inviting questions from students • providing guidance on private practice time • taking into account people with different access requirements • written exercises.
Learning principles may relate to:	<ul style="list-style-type: none"> • engaging learners through a learner-centred approach • increasing learner independence • use of modelling and demonstration.
Learning theories may relate to:	<ul style="list-style-type: none"> • behavioural learning • information processing • cognitive learning

	<ul style="list-style-type: none"> • constructivist • situational • problem-based • andragogy • pedagogy.
Classes may relate to:	<ul style="list-style-type: none"> • any style of dance • physical coordination • creative body movements in response to music • movements, such as: <ul style="list-style-type: none"> • bending • kicks • stretches • hops • jumps • landing • rolling • skipping • turning • twisting • techniques related to movement philosophies, such as: <ul style="list-style-type: none"> • Alexander technique • Bartenieff fundamentals • Feldenkrais method • Ideokinesis • Pilates • yoga • Thera-Band.
Learning resources may include:	<ul style="list-style-type: none"> • dance studio learning resources • dance society syllabi or curricula • videos • live and recorded music • references and texts • manuals • record or log books • learning materials, such as: <ul style="list-style-type: none"> • handouts for learners • learning resources produced in languages other than English • worksheets and workbooks • prepared activity sheets

	<ul style="list-style-type: none"> • prepared topic, unit or subject information sheets • prepared scenarios, projects, assignments • prepared research tasks.
<i>Learning activities</i> may include:	<ul style="list-style-type: none"> • discussions • role-plays • written activities or tasks • audio or visual activities • demonstration • supervised dance or movement practice • individual activities, projects or assignments • group activities, projects or assignments • games.
<i>Lesson plans</i> may include:	<ul style="list-style-type: none"> • introductions • outline of objectives or content to be addressed • teaching methods for each part of a session • plan of learning activities to be used within a session • time lines or duration for each learning activity • formative assessment points or opportunities • learning materials required • summary, overview or wrap up.
<i>Learner styles</i> may include:	<ul style="list-style-type: none"> • auditory • visual • kinaesthetic • left and right brain • analytical • theoretical • activist • pragmatist • reflective.
<i>Facility, technology and equipment needs</i> may include:	<ul style="list-style-type: none"> • dance studio with sprung floor • tarkett • location or room • availability of appropriate furniture • adequate lighting • comfortable seating and temperature • overhead projector • computer hardware and software • video and audio equipment.
<i>Additional resourcing</i> may relate to:	<ul style="list-style-type: none"> • providing referrals to external services, such as medical • incorporating techniques, such as: <ul style="list-style-type: none"> • modelling or demonstrating

	<ul style="list-style-type: none"> • chunking • visual or diagrammatic • opportunities to practice dance skills • peer support • repetition • drawing on range of resources from first language, including peer support • ensuring appropriate physical and communication supports are available • listening to problems and helping within own area of responsibility and knowledge • building required knowledge and skills using support materials • individual and group learning objectives or outcomes • number of learners and their specific support requirements • content of lessons as specified in lesson plans • time lines or duration of activities within sessions • learning resources, learning materials and learning activities to be used in sessions • other resource and equipment requirements • OHS considerations, including: <ul style="list-style-type: none"> • incident or hazard reporting • emergency procedures • safe dance practice.
<p>Teaching plan may include:</p>	<ul style="list-style-type: none"> • individual and class learning objectives or outcomes for each segment of learning programs • number of learners and their specific support requirements • content of classes as specified in lesson plans • time lines or duration of activities within lessons • learning resources and activities to be used in lessons • other resource and equipment requirements • OHS considerations, including: <ul style="list-style-type: none"> • incident or hazard reporting • emergency procedures • safe dance practice • warm-up and cool-down activities.

Unit Sector(s)

Performing arts - dance teaching and management

Custom Content Section

Not applicable.