



Australian Government

Department of Education, Employment and Workplace Relations

CUADTM403A Apply safe dance teaching methods

Release: 1

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Modification History

Version	Comments
CUADTM403A	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 establish an environment conducive to learning and to employ safe and effective dance and movement teaching methods.

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 are responsible for the output of others and usually work without supervision. They may be delivering lessons based on a specific syllabus, learning program or set of teaching resources prepared by others. Alternatively, they may be 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. Establish an environment conducive to learning</p>	<p>1.1. Ensure that resources required for teaching are available and that venues are ready for classes</p> <p>1.2. At commencement of learning programs discuss and clarify <i>objectives</i>, <i>expectations</i> and <i>requirements</i> with students</p> <p>1.3. Use appropriate verbal and interpersonal skills to establish a positive relationship with students</p>
<p>2. Teach classes</p>	<p>2.1. Apply <i>learning principles</i> to interactions with students</p> <p>2.2. Conduct <i>classes</i> according to lesson plans but modified where appropriate to meet the needs of the students</p> <p>2.3. Adjust expectations of individual class members to perform exercises or routines in line with their level of fitness</p> <p>2.4. Use the <i>diversity</i> of class members as a resource to support learning</p> <p>2.5. Employ a range of <i>teaching methods</i> and appropriate <i>technology and equipment</i> as teaching aids to optimise learner experience</p> <p>2.6. Build opportunities for practice into lessons</p>
<p>3. Employ effective teaching techniques</p>	<p>3.1. Ensure that teaching is engaging and relevant through effective <i>teaching skills</i></p> <p>3.2. Ensure effective participation and class engagement through effective <i>group facilitation skills</i></p> <p>3.3. Use effective oral communication and language skills to motivate students and to transfer knowledge and skills</p> <p>3.4. Maintain appropriate relationships and ensure inclusivity through effective interpersonal skills</p> <p>3.5. Ensure that sensitivities in relation to human contact and touch are incorporated into teaching techniques</p> <p>3.6. Use observation skills to monitor individual and class progress</p>
<p>4. Incorporate safe dance or movement practice into classes</p>	<p>4.1. Encourage healthy lifestyles and physical and emotional health for students through advice or referral to experts</p>

	<p>4.2. Incorporate knowledge of the <i>basic structure of the body</i> into explanations and demonstrations of movement techniques</p> <p>4.3. Include safe <i>warm-up and cool-down procedures</i> as an integral part of session planning and delivery</p> <p>4.4. Demonstrate the various types of stretching for flexibility and discuss their advantages and disadvantages with students</p> <p>4.5. Sequence movements effectively and safely</p> <p>4.6. Provide a teaching environment that complies with <i>safe dance and movement practice</i> and provide advice to students about the use of a safe environment where out of class practice is necessary</p> <p>4.7. Take measures to prevent <i>common injuries</i></p> <p>4.8. Employ effective <i>injury management strategies</i></p>
<p>5. Support and monitor learning</p>	<p>5.1. Monitor and document student progress and ensure outcomes are being achieved and student needs are met</p> <p>5.2. Adjust lesson plans to reflect specific needs and circumstances and <i>unanticipated situations</i></p> <p>5.3. Encourage students to reflect on personal learning progress</p> <p>5.4. Manage class dynamics to ensure effective participation by students and to maintain effective relationships</p> <p>5.5. Manage <i>inappropriate behaviour</i> to ensure learning can take place</p> <p>5.6. Maintain, store and secure student records according to legal and organisational requirements</p>
<p>6. Review and evaluate effectiveness of teaching</p>	<p>6.1. Evaluate lesson plans to determine their effectiveness as tools to guide the learning process</p> <p>6.2. Provide feedback on lesson plans to writers as required</p> <p>6.3. Seek feedback from management and peers on the quality of own teaching and note areas for improvement</p> <p>6.4. <i>Reflect on own performance</i> in teaching delivery</p> <p>6.5. Consider and implement new ideas to improve the quality of teaching and to enhance learning experiences for students</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 as a dance teacher
 - present confidently in teaching situations, using an appropriate tone and level of voice
 - seek assistance from others as required
 - use industry terminology and language
 - interpret verbal messages
 - invite learners to paraphrase advice or instructions
 - ensure language, literacy and numeracy (LLN) used is appropriate to students' needs
 - build and maintain rapport
 - demonstrate sensitivity to diversity, disability, culture, gender and ethnic backgrounds
 - interpret non-verbal messages
- group facilitation skills to ensure that:
 - every learner has an opportunity for participation and input
 - group cohesion is maintained
 - behaviour that puts others at risk is observed, interpreted and addressed
 - expertise and background of learners are respected
- learning skills to:
 - provide feedback to learners by identifying areas of weakness
 - assist learners to plan their practice time
 - maintain own expertise by taking advantage of ongoing professional development opportunities
 - facilitate the learning of others through competent delivery of learning programs, such as modelling learning behaviours and dance techniques
- listening skills to:
 - monitor and adjust teaching as required
 - maintain correct tempo and phrasing in movement sequences
- literacy skills to write or interpret instructions and feedback for the learners
- observation skills to:
 - use formative evaluation to monitor student progress
 - monitor:
 - group and individual interactions
 - conflict or behavioural difficulties
 - learner cues about concerns or difficulties in learning
 - learner readiness for assessment or new areas of learning
- problem-solving skills to:
 - memorise basic exercises and routines
 - respond appropriately to the unexpected in a teaching situation
- self-management and planning skills to:
 - plan teaching sessions
 - manage time

- maintain an appropriate standard of personal presentation in a teaching context
- follow OHS requirements as they relate to the teaching of dance or movement
- technical skills to operate equipment required for teaching purposes.

Required knowledge

- well-developed knowledge of:
 - 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
 - Australian Guidelines for Dance Teachers
 - Dance Industry Code of Ethics
 - dance teaching terminology
 - graded progress requirements according to dance society levels
 - issues and challenges that arise in the context of teaching dance or movement
 - OHS principles relevant to a teaching context:
 - reporting requirements for hazards
 - prevention and management of dance injuries
 - safe use and maintenance of equipment
 - emergency procedures
 - sources of OHS information
 - role of key workplace persons
 - policy and procedures relevant to the teaching environment
 - safe dance and movement practice
 - techniques relevant to chosen genre
 - teaching principles and techniques
 - teaching and performance protocols
- sound knowledge of childhood development, including:
 - characteristics of stages of psychological development
 - stages that affect psychological development and their implications for teaching programs
 - characteristics of stages of physiological development
 - factors that affect physical growth and motor development and their implications for teaching programs
 - characteristics of stages of motor development
 - learning principles and theories that relate to different age groups from 5 years to adult.

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"> • teach classes that cover at least one dance style <p>or</p> <ul style="list-style-type: none"> • teach movement technique <p>and</p> <ul style="list-style-type: none"> • teach a minimum of three consecutive sessions to the same group • teach a complete program under the supervision of an approved teacher or instructor • monitor student learning with reference to specific performance criteria • review and evaluate effectiveness of teaching with reference to specific performance criteria • demonstrate knowledge and skill to the required standard in the chosen technique with reference to specific performance criteria.
Context of and specific resources for assessment	Assessment must ensure access to safe dance or movement teaching spaces.
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 • 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 teaching dance or movement safely • review of candidate's diaries or logbooks recording student progress

	<ul style="list-style-type: none"> • review of candidate's self-assessment of their own teaching skills • direct observation or video recording of candidate teaching classes. <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>Guidance information for assessment</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"> • any units from the Live Performance Training Package that relate to teaching a dance style • CUADTM401A Plan and organise dance classes • CUAOHS403A Incorporate anatomy and nutrition principles into skill development • CUSOHS301A Follow occupational health and safety procedures.

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>Objectives may include:</p>	<ul style="list-style-type: none"> • specified learning outcomes • class learning needs • individual learning needs • specific learning activities • practice opportunities e.g. practicum or supervised teaching • formative assessment opportunities.
<p>Expectations may relate to:</p>	<ul style="list-style-type: none"> • those of the teacher in relation to students and classes • those of students and classes in relation to teachers • individual and group behaviour, including: <ul style="list-style-type: none"> • mutual respect • sensitivity to needs of others • sensitivity to culture, ethics and gender • practising inclusivity in group work • use of appropriate language • expectations of commitment to learning process, learner motivation and participation • expectations of interesting and engaging teaching • expectations of a safe, secure learning environment.
<p>Requirements may include:</p>	<ul style="list-style-type: none"> • a safe, secure learning environment • appropriate behaviour • maintaining progress • attendance • assessment, including: <ul style="list-style-type: none"> • points at which assessments will occur • identified assessment activities as part of learning experience • OHS, such as: <ul style="list-style-type: none"> • reporting requirements for hazards • safe use and maintenance of equipment • emergency procedures • sources of OHS information • names of key workplace persons with OHS roles

	<p>and responsibilities</p> <ul style="list-style-type: none"> • OHS policy and procedures relevant to the learning environment • safe dance or movement practice.
<i>Learning principles</i> must include:	<ul style="list-style-type: none"> • those associated with teaching different age groups, such as: <ul style="list-style-type: none"> • 5 to 10 year olds • 11 to 14 year olds • 15 to 18 year olds • people aged over 19.
<i>Learning principles</i> may relate to:	<ul style="list-style-type: none"> • interpreting non-verbal messages and use of modelling • learner-centred approaches to teaching • increasing learner independence • supportive and productive learning environment • reflecting students' needs, backgrounds, perspectives and interests in learning programs • challenging students and supporting them to develop deep levels of thinking and application • making assessment practices an integral part of teaching and learning • learning connecting strongly with communities and practice beyond the classroom • student characteristics, such as: <ul style="list-style-type: none"> • language, literacy and numeracy requirements • specific needs, such as: <ul style="list-style-type: none"> • people with different access requirements • physical • psychological • past learning experiences • level of maturity • cultural background and needs.
<i>Classes</i> 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

	<ul style="list-style-type: none"> • 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.
Diversity may include:	<ul style="list-style-type: none"> • age • gender • culture • ethnicity • disability • attitudes and reasons for learning • people with different access requirements.
Teaching methods may include:	<ul style="list-style-type: none"> • explaining • lock step • learner-paced • learning by teaching • mixed pace • questioning • taking into account people with different access requirements • teacher-centred and student-centred, such as: <ul style="list-style-type: none"> • demonstration or modelling • instruction • practice opportunities • enabling and supporting effective learner participation.
Technology and equipment may include:	<ul style="list-style-type: none"> • CD player • DVD or video equipment • television or screen • data projector and computer • whiteboard or blackboard • butcher's paper • technical equipment relevant to specific technical areas.

<p>Teaching skills may include:</p>	<ul style="list-style-type: none"> • preparing teaching aids • speaking with appropriate tone and pitch • using appropriate language • encouraging and dealing appropriately with questions • showing enthusiasm for lessons • making direct eye contact to create direct pathway between students and self (may be culturally inappropriate for some groups) • demonstrating confidence • supporting learners to enable progress from simple to more complex tasks and concepts.
<p>Group facilitation skills may include:</p>	<ul style="list-style-type: none"> • ensuring that every individual has an opportunity for participation and input • maintaining group cohesion • encouraging rapport between class members • managing group dynamics • observing and interpreting behaviour that puts others at risk • facilitating group interaction.
<p>Basic structure of the body includes:</p>	<ul style="list-style-type: none"> • systems, such as: <ul style="list-style-type: none"> • skeletal • articular • muscular • circulatory • nervous.
<p>Warm-up and cool-down procedures 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>Safe dance and movement practices may include:</p>	<ul style="list-style-type: none"> • correct execution of dance or movement steps • appropriate clothing and footwear • doing exercises and performing routines on flooring appropriate to genre and style of dance, including: <ul style="list-style-type: none"> • sprung softwood • tarkett • sprung parquet • tongue and groove hardwood • resined for ballroom and Latin dance

	<ul style="list-style-type: none"> • non-slip for ballet • wood for tap and Spanish • healthy nutrition and diet • understanding the body's capabilities and limitations, including: <ul style="list-style-type: none"> • alignment • flexibility (mobility) • strength (stability) • cardiorespiratory endurance • muscular endurance • warm-up and cool-down procedures, such as: <ul style="list-style-type: none"> • gentle stretch • aerobic exercises • anaerobic exercises • breathing exercises.
<i>Common injuries</i> may relate to:	<ul style="list-style-type: none"> • lower back • ankles • feet • knees • muscles and tendons • ligaments • joints • stress fractures.
<i>Injury management strategies</i> may relate to:	<ul style="list-style-type: none"> • injury recovery and rehabilitation procedures • correct use of basic first aid procedures • use of compression, elevation, rest and ice (CERI) in case of soft tissue injury • referral to sources of professional assistance, such as: <ul style="list-style-type: none"> • general and specialist practitioners • rehabilitation therapists, such as: <ul style="list-style-type: none"> • Pilates • Alexander technique • chiropractors • yoga • osteopaths • physiotherapists • massage.
<i>Unanticipated situations</i> may include:	<ul style="list-style-type: none"> • equipment malfunction • accommodating the needs of students experiencing difficulties with learning for reasons, such as:

	<ul style="list-style-type: none"> • English language, literacy and numeracy difficulties • physical or sensory difficulties • socioemotional difficulties.
<i>Inappropriate behaviour</i> may include:	<ul style="list-style-type: none"> • violent or inappropriate language • verbal or physical abuse • bullying • insensitive verbal or physical behaviour towards other students or teachers, such as: <ul style="list-style-type: none"> • cultural • racial • disability • gender • dominant or overbearing behaviour • disruptive behaviour • non-compliance with safety instructions.
<i>Reflecting on own performance</i> may include:	<ul style="list-style-type: none"> • thinking through lesson requirements • asking key questions • reviewing achievements • analysing difficulties.

Unit Sector(s)

Performing arts - dance teaching and management

Custom Content Section

Not applicable.