



Australian Government

Department of Education, Employment and Workplace Relations

CUAOHS201A Develop a basic level of physical condition for dance performance

Release: 1

CUAOHS201A Develop a basic level of physical condition for dance performance

Modification History

Version	Comments
CUAOHS201A	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 implement a basic fitness regime appropriate to dancers.

Application of the Unit

Dancers and dance students apply the skills and knowledge outlined in this unit. Training to build strength, flexibility and stamina is a vital aspect of a dancer's daily routine. Exercises could be undertaken in a dance studio or other locations, such as fitness studios or gyms. At this level exercises are usually undertaken with supervision and guidance.

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. Plan fitness regime</p>	<p>1.1. In consultation with <i>relevant personnel</i>, plan a fitness regime that includes <i>basic training techniques</i> for improving strength, flexibility and stamina</p> <p>1.2. Ensure that fitness regime takes account of the relationship between exercise and energy needs</p> <p>1.3. Plan and cost an affordable and balanced diet that meets a dancer's needs</p> <p>1.4. Incorporate into fitness regime <i>strategies</i> to address <i>psychological and physical issues</i> associated with body maintenance</p> <p>1.5. Match components of fitness regime to level of fitness required for specific dance performances or dance styles</p> <p>1.6. Identify the correct level of training to avoid <i>over or under training</i></p> <p>1.7. In consultation with relevant personnel, establish a process for reviewing and adjusting fitness regime</p>
<p>2. Undertake body conditioning for dance</p>	<p>2.1. Practise <i>movements and exercises</i> to align body and improve <i>dynamic stability</i></p> <p>2.2. Practise controlling balance through a variety of exercises with eyes shut and open</p> <p>2.3. Engage and strengthen <i>core stabiliser muscles</i></p> <p>2.4. Execute coordinated movements with balance and stability</p> <p>2.5. Review and adjust body conditioning exercises in line with agreed process</p>
<p>3. Execute a series of limber exercises</p>	<p>3.1. Work on improving <i>muscular flexibility</i></p> <p>3.2. Work on improving <i>flexibility of the spine</i></p> <p>3.3. Work on improving <i>mobility of the hip sockets</i></p> <p>3.4. Review and adjust limber exercises in line with agreed process</p>

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss aspects of fitness regimes with relevant personnel
 - interpret and clarify written and verbal instructions
- planning and organising skills to:
 - analyse information on basic energy systems to inform development of a fitness regime
 - develop a fitness regime that meets own physical conditioning needs
- problem-solving skills to address the fine motor control requirements of exercises
- self-management skills to:
 - seek assistance when problems arise
 - follow nutritional guidelines
 - develop a balanced and affordable diet plan
 - follow OHS requirements as they relate to dance
- teamwork skills to participate in group training sessions
- technical skills to execute a series of body conditioning exercises
- technology skills to access and download information from the internet.

Required knowledge

- structure and function of the human skeletal system
- role and function of the cardiorespiratory system
- anatomical foundations, including:
 - articulation of the spine
 - engagement of the feet
 - bases of support, including feet, legs, hands, arms and torso
 - range of joint motion
 - differentiation of the legs and pelvis
- importance of healthy food choices in relation to wellbeing and injury prevention, including five food groups and recommended daily amounts
- terminology associated with the human body.

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"> • develop a fitness regime appropriate to the level of fitness required for dance activities • apply basic techniques to improve strength, flexibility and stamina • apply basic nutrition principles to own diet.
Context of and specific resources for assessment	Assessment must ensure access to dance or fitness studio setting.
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 a fitness plan 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 developing a basic level of physical condition for dance performance • direct observation or video recording of the candidate executing exercises. <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	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

for assessment	for example: <ul style="list-style-type: none">• CUADAN201A Develop basic dance techniques.
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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.

<p>Relevant personnel may include:</p>	<ul style="list-style-type: none"> • teacher • fitness instructor • mentor • supervisor • colleague • fellow student • performer.
<p>Basic training techniques must relate to improving:</p>	<ul style="list-style-type: none"> • strength: <ul style="list-style-type: none"> • weight training • flexibility • core strength stability (trunk stability) • flexibility: <ul style="list-style-type: none"> • stretching • dynamic stretching routine • stamina: <ul style="list-style-type: none"> • endurance training.
<p>Strategies may include:</p>	<ul style="list-style-type: none"> • positive thinking • self-esteem • cues and antecedents • lifestyle changes • exercise.
<p>Psychological and physical issues may include:</p>	<ul style="list-style-type: none"> • anorexia • bulimia • stress • body image • effect of being undernourished on the energy levels required of performers • effect of overeating before, during and after performances.
<p>Symptoms of over or under training may include:</p>	<ul style="list-style-type: none"> • tired or sore muscles • feeling unwell • fatigue or lack of stamina • stress

	<ul style="list-style-type: none"> • increase in injuries • poor performance • affected sleep patterns • length of training periods.
<i>Movements and exercises</i> may be Pilates-based and relate to:	<ul style="list-style-type: none"> • correct alignment and maintenance of the neutral spine position in supine, sitting, standing parallel and externally rotated positions • engagement of adductors and hamstrings to avoid hyperextension • control and maintenance of body alignment through supine, sitting and standing work and simple weight transfers • postural and movement material that demonstrates an understanding of psoas and iliacus.
<i>Dynamic stability</i> means control of:	<ul style="list-style-type: none"> • pelvic floor • multifidus • transversus abdominus • diaphragm.
<i>Core stabiliser muscles</i> function at:	<ul style="list-style-type: none"> • muscle regions of the trunk: <ul style="list-style-type: none"> • abdominal • pelvic • lower back • hip joint: <ul style="list-style-type: none"> • gluteus medius muscle • shoulder complex: <ul style="list-style-type: none"> • lower trapezius muscle.
<i>Muscular flexibility</i> should be demonstrated in the:	<ul style="list-style-type: none"> • hamstrings • Achilles tendons • psoas • iliacus • rectus femoris • adductors • groin.
<i>Flexibility of the spine</i> should be demonstrated in:	<ul style="list-style-type: none"> • extension • flexion • rotation • lateral.
<i>Mobility of the hip sockets</i> should be demonstrated in:	<ul style="list-style-type: none"> • flexion • extension • abduction • internal rotation

	<ul style="list-style-type: none">external rotation.
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Unit Sector(s)

Performing arts - OHS

Custom Content Section

Not applicable.