



**Australian Government**

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

# **CUAOHS301A Condition the body for dance performances**

**Release: 1**

## CUAOHS301A Condition the body for dance performances

### Modification History

Version	Comments
CUAOHS301A	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 optimise physical wellbeing and safely perform a range of body conditioning exercises and movements to support dance performance.

### Application of the Unit

Individuals preparing and maintaining peak fitness to undertake dance performance apply the skills and knowledge outlined in this unit. Physical conditioning is a vital aspect of a dancer's daily routine and requires a full understanding of different fitness regimes and the use of relevant equipment and tools. Exercise programs could be undertaken in a dance studio or other locations, such as fitness studios or gyms.

Work performed requires a range of well-developed skills where some discretion and judgement are required and individuals are expected to take responsibility for their own outputs.

### 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. Develop a conditioning regime</p>	<p>1.1. Discuss with <i>relevant personnel</i> the type of body conditioning program best suited to own dance performance needs</p> <p>1.2. Apply understanding of <i>anatomy, physiology and biomechanics</i> to the development of a body conditioning regime</p> <p>1.3. Incorporate fundamental <i>nutritional principles</i> into body conditioning regime</p> <p>1.4. Include <i>exercise programs</i> and techniques in conditioning regime to promote physical strength, conditioning and wellbeing</p> <p>1.5. Identify <i>risk factors</i> that may inhibit the achievement of goals and seek professional advice as required</p> <p>1.6. <b>Document</b> the ongoing physical conditioning and exercise program to facilitate regular monitoring and adjustment of body conditioning regime</p>
<p>2. Undertake conditioning exercise sessions</p>	<p>2.1. Undertake and document pre-conditioning physical evaluation</p> <p>2.2. Source and <i>analyse</i> music for warm-up and conditioning routines as required</p> <p>2.3. Execute <i>warm-up exercises</i> to increase blood flow and circulation in a gradual manner</p> <p>2.4. Work <i>exercise routines</i> to selected music as required</p> <p>2.5. Apply disciplined <i>work habits</i> and commitment to the conditioning regime</p> <p>2.6. Maintain <b>OHS practices</b> for self and others</p> <p>2.7. Undertake cool-down exercises to return respiration and heart rate to normal</p>
<p>3. Incorporate behavioural techniques into conditioning regime</p>	<p>3.1. Discuss with relevant personnel the effects of <i>motivation</i> on physical condition of the human body</p> <p>3.2. Incorporate <i>mind and body education techniques</i> into conditioning program</p> <p>3.3. Work on enhancing performance through basic visualisation, focus and concentration</p>
<p>4. Review</p>	<p>4.1. Monitor and document <i>vital signs</i> and responses</p>

conditioning regime	throughout personal exercise regime 4.2. Evaluate personal conditioning program to enhance <b><i>injury-prevention</i></b> strategies 4.3. Identify improvement strategies to enhance personal exercise regime as required
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## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - discuss aspects of body conditioning regimes with relevant personnel
  - interpret and clarify written and verbal instructions
- initiative and enterprise skills to use techniques to enhance the outcomes of exercise programs
- planning and organising skills to develop and follow a balanced physical conditioning and exercise program to meet peak physical performance
- problem-solving skills to address the fine motor control requirements of exercises
- self-management skills to:
  - seek assistance when problems arise
  - follow nutritional guidelines
  - follow OHS requirements as they relate to body conditioning activities
  - demonstrate consistency, discipline and commitment in relation to evaluating and monitoring personal fitness levels
- teamwork skills to participate in group training sessions
- technical skills to:
  - execute a series of body conditioning exercises
  - use a range of exercise equipment
  - measure physiological responses to exercise, e.g. pulse and blood pressure.

### Required knowledge

- well-developed knowledge of:
  - principles of:
    - skeletal and muscular systems
    - cardiovascular and cardiorespiratory systems
    - resistance or strength training
    - systems of measuring the effectiveness of exercise and fitness techniques that can be used to improve these systems
    - nutrition and diet
    - muscle memory
  - 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
- overview knowledge of:
  - principles of biomechanics, including:
    - applying the sciences of biomechanics, anatomy, physiology, and motor learning to human movement, performance and function
    - biofeedback theory.

## 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>• apply knowledge of anatomical and behavioural principles to exercise routines</li> <li>• plan and evaluate a systematic conditioning plan</li> <li>• apply a range of techniques to promote health and wellbeing during conditioning programs</li> <li>• employ appropriate posture and breathing techniques</li> <li>• move and exercise safely, taking account of appropriate responses of the human body to exercise.</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>• anatomy charts and diagrams</li> <li>• sufficient space, facilities and equipment appropriate for fitness and conditioning exercise</li> <li>• equipment and tools for monitoring and implementing exercise regimes, such as health-monitoring devices.</li> </ul> <p>Where delivery and assessment involves Aboriginal and Torres Strait Islander people, trainers and assessors must be validated by the Community Advisory Board. Training and assessment can be undertaken in conjunction with an Aboriginal and Torres Strait Islander persons.</p>
<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 authenticated observations and reports of performance</li> <li>• journal work, including recording and evaluating the exercise methodology, and evaluating the performance</li> <li>• verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit</li> <li>• case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of</li> </ul>

	<p>conditioning the body for dance</p> <ul style="list-style-type: none"> <li>• direct observation or video recording of the candidate during body conditioning sessions.</li> </ul> <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>
<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> </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.*

<p><b>Relevant personnel</b> may include:</p>	<ul style="list-style-type: none"> <li>• teacher</li> <li>• medical practitioner</li> <li>• physiotherapist</li> <li>• dietician</li> <li>• mentor</li> <li>• qualified fitness instructor</li> <li>• supervisor</li> <li>• colleague</li> <li>• fellow student</li> <li>• performer.</li> </ul>
<p>Aspects of <b><i>anatomy and physiology</i></b> may relate to:</p>	<ul style="list-style-type: none"> <li>• skeletal and muscular components of the body, such as:             <ul style="list-style-type: none"> <li>• location and function of major bones of the body in relation to body movement</li> <li>• structure and function of major joints of the body in relation to movement</li> <li>• relationship of major muscles and muscle groups, bones and joints to movement</li> <li>• neural feedback involved in muscle and bone movement</li> </ul> </li> <li>• nervous systems, including:             <ul style="list-style-type: none"> <li>• central</li> <li>• peripheral</li> <li>• somatic</li> <li>• autonomic</li> <li>• neuromuscular facilitation (muscle memory)</li> </ul> </li> <li>• cardiovascular and cardiorespiratory systems.</li> </ul>
<p><b><i>Biomechanics</i></b> relates to determining the physiological response of the human body to physical exercise of varying intensity, and includes:</p>	<ul style="list-style-type: none"> <li>• measurement of cardiovascular and cardiorespiratory systems before and after various forms and levels of exercise, including:             <ul style="list-style-type: none"> <li>• pulse</li> <li>• lung function testing</li> <li>• internal vital heat created by the heart and circulatory system</li> </ul> </li> <li>• use of biofeedback mechanisms, such as:</li> </ul>

	<ul style="list-style-type: none"> <li>• blood pressure</li> <li>• heart rate</li> <li>• skin temperature</li> <li>• sweat gland activity</li> <li>• muscle tension</li> <li>• effects of various conditions of exercise on the cardiovascular system</li> <li>• techniques that can be used to improve these systems, including alternative techniques, such as: <ul style="list-style-type: none"> <li>• breathing</li> <li>• creative visualisation</li> <li>• meditation.</li> </ul> </li> </ul>
<p><i>Nutritional principles</i> relate to:</p>	<ul style="list-style-type: none"> <li>• problems associated with being outside a healthy weight range</li> <li>• dietary guidelines for healthy eating, such as: <ul style="list-style-type: none"> <li>• fuel for exercise</li> <li>• fuel for minimising post-exercise fatigue</li> <li>• nutritional content of foods</li> <li>• diet supplements in common use in the fitness industry</li> <li>• food grouping systems and diet recommendations for healthy eating</li> </ul> </li> <li>• influences on basal metabolic rate (BMR), such as: <ul style="list-style-type: none"> <li>• muscle mass</li> <li>• exercise</li> <li>• age</li> <li>• sex</li> <li>• hormones</li> <li>• ingestion of food</li> </ul> </li> <li>• role of exercise and energy expenditure in the regulation of body fat and muscle mass</li> <li>• understanding the basis of diet myths and fads, such as: <ul style="list-style-type: none"> <li>• spot reduction</li> <li>• diets recommended by non-nutritional experts</li> <li>• rapid fat loss promises</li> <li>• non-exercise based recommendations</li> </ul> </li> <li>• designing and implementing an exercise program to reduce body fat, such as: <ul style="list-style-type: none"> <li>• resistance training to increase muscle mass and therefore BMR</li> <li>• aerobic activity to burn excess fat stores</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• fat reduction within diet</li> <li>• behavioural changes, such as incidental exercise.</li> </ul>
<b><i>Exercise programs</i></b> may include:	<ul style="list-style-type: none"> <li>• skeletal strength and alignment exercises</li> <li>• muscular stretch and flexibility</li> <li>• muscular strength routines</li> <li>• use of cardiovascular enhancing machines, including: <ul style="list-style-type: none"> <li>• treadmill</li> <li>• rowing</li> <li>• bike</li> <li>• stepper</li> </ul> </li> <li>• weight training</li> <li>• fitness techniques, such as: <ul style="list-style-type: none"> <li>• boxing</li> <li>• kickboxing</li> <li>• body pump</li> <li>• circuit training</li> <li>• water aerobics</li> </ul> </li> <li>• psychological fitness enhanced through the promotion of mind and body education accomplished through techniques, such as: <ul style="list-style-type: none"> <li>• meditation</li> <li>• creative visualisation</li> <li>• yoga</li> <li>• tai chi</li> <li>• martial arts.</li> </ul> </li> </ul>
<b><i>Risk factors</i></b> may relate to:	<ul style="list-style-type: none"> <li>• consistency of a physical fitness regime</li> <li>• own ambition</li> <li>• expectations of others</li> <li>• injury-prevention strategies</li> <li>• gender issues</li> <li>• body image and eating disorders</li> <li>• insufficient hydration</li> <li>• poor nutrition</li> <li>• incorrectly fitting footwear</li> <li>• gender-appropriate performance techniques.</li> </ul>
Aspects to <b><i>document</i></b> may include:	<ul style="list-style-type: none"> <li>• pre and post-monitoring of cardiovascular and cardiorespiratory systems</li> <li>• warm-up exercise</li> <li>• training threshold</li> <li>• overload</li> <li>• length of training period</li> </ul>

	<ul style="list-style-type: none"> <li>• rate of adaptation</li> <li>• recovery rate</li> <li>• individualisation</li> <li>• motivational techniques.</li> </ul>
Aspects to <i>analyse</i> in music include:	<ul style="list-style-type: none"> <li>• beat</li> <li>• rhythm</li> <li>• repetitions</li> <li>• time count.</li> </ul>
<i>Warm-up exercises</i> may relate to:	<ul style="list-style-type: none"> <li>• aspects of building: <ul style="list-style-type: none"> <li>• strength</li> <li>• flexibility</li> <li>• endurance (cardiorespiratory and muscular)</li> <li>• alignment and neuromuscular coordination</li> </ul> </li> <li>• progress warm-up activities from large muscles through to isolated muscles</li> <li>• rhythmic exercises</li> <li>• slower aerobic activity</li> <li>• stretching</li> <li>• repetitions and time counts.</li> </ul>
<i>Exercise routines</i> may relate to:	<ul style="list-style-type: none"> <li>• equipment, including: <ul style="list-style-type: none"> <li>• commercial weight machines</li> <li>• circuit machines</li> <li>• bench press</li> <li>• swimming pools</li> <li>• cardiovascular enhancing machines, such as: <ul style="list-style-type: none"> <li>• treadmill</li> <li>• rowing</li> <li>• bike</li> <li>• stepper</li> <li>• mediballs</li> </ul> </li> </ul> </li> <li>• physical targets, such as muscles, muscle groups and joints: <ul style="list-style-type: none"> <li>• abdominal</li> <li>• lower abdominal</li> <li>• back</li> <li>• laterals</li> <li>• biceps</li> <li>• calf</li> <li>• chest</li> <li>• pectoralis major</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• forearm</li> <li>• gluteus maximus</li> <li>• hamstring</li> <li>• hip</li> <li>• thigh (inner and outer thigh)</li> <li>• trapezius</li> <li>• triceps</li> <li>• head</li> <li>• neck</li> <li>• arms</li> <li>• shoulders</li> <li>• hands</li> <li>• fingers</li> <li>• ankles</li> <li>• feet</li> <li>• toes</li> <li>• exercise techniques, such as: <ul style="list-style-type: none"> <li>• isolation</li> <li>• compound exercises</li> <li>• strengthening, lengthening and endurance exercises</li> <li>• boxing or kickboxing</li> <li>• circuit training</li> <li>• fitness</li> <li>• yoga</li> <li>• Pilates</li> <li>• meditation.</li> </ul> </li> </ul>
<p><b>Work habits</b> may include:</p>	<ul style="list-style-type: none"> <li>• punctuality and reliability</li> <li>• effective hygiene habits, including: <ul style="list-style-type: none"> <li>• clean and short nails</li> <li>• clean and tied-up hair</li> <li>• clean hands</li> </ul> </li> <li>• maintenance of wardrobe requirements of the dance industry</li> <li>• attentive behaviour in creative practice</li> <li>• ongoing dedication and exercise practice regime</li> <li>• awareness of: <ul style="list-style-type: none"> <li>• substance abuse</li> <li>• addictive behaviours</li> <li>• eating disorders</li> <li>• nutrition and the maintenance of peak physical</li> </ul> </li> </ul>

	<p>condition</p> <ul style="list-style-type: none"> <li>• time management</li> <li>• financial management</li> <li>• balanced diet, energy and health level maintenance</li> <li>• stage and theatre etiquette.</li> </ul>
<b><i>OHS practices</i></b> may include:	<ul style="list-style-type: none"> <li>• commitment to regular gender, age, fitness-specific exercise activity to protect the body from injury</li> <li>• identifying hazards and assessing risks</li> <li>• monitoring own health status before and during activity</li> <li>• sufficient and effective warm-up and cool-down techniques</li> <li>• using fully maintained equipment</li> <li>• using flooring that is maintained, sufficiently spaced and appropriate for full body activity</li> <li>• adequate lighting, heating and air-conditioning to comply with regulations</li> <li>• barres and mirrors being fixed appropriately</li> <li>• appropriate workwear being available, such as: <ul style="list-style-type: none"> <li>• leg warmers</li> <li>• shoes</li> <li>• loose clothing</li> </ul> </li> <li>• effective manual handling techniques</li> <li>• ensuring wellbeing, such as: <ul style="list-style-type: none"> <li>• maintaining adequate foot care and use of appropriate footwear</li> <li>• awareness of repetitive movement, fatigue and prevention of injuries</li> <li>• identifying and addressing specific health implications</li> <li>• psychological care.</li> </ul> </li> </ul>
<b><i>Motivation</i></b> may relate to:	<ul style="list-style-type: none"> <li>• attribution theory, including: <ul style="list-style-type: none"> <li>• belief systems</li> <li>• cause and effect</li> </ul> </li> <li>• self-efficacy</li> <li>• internal and external locus of control</li> <li>• arousal and effect</li> <li>• aggression</li> <li>• interpersonal behaviour.</li> </ul>
<b><i>Mind and body education techniques</i></b> may relate to:	<ul style="list-style-type: none"> <li>• meditation, including meditation related to kinaesthetic awareness</li> <li>• creative visualisation</li> <li>• yoga</li> </ul>

	<ul style="list-style-type: none"> <li>• tai chi</li> <li>• martial arts.</li> </ul>
<b><i>Vital signs</i></b> may relate to:	<ul style="list-style-type: none"> <li>• resting heart rate</li> <li>• recovery rate</li> <li>• breath control or lung capacity</li> <li>• flexibility</li> <li>• blood pressure</li> <li>• body fat ratios</li> <li>• leg strength</li> <li>• explosive power</li> <li>• speed</li> <li>• balance.</li> </ul>
<b><i>Injury prevention</i></b> may involve identifying excess intensity in exercise regimes and may relate to:	<ul style="list-style-type: none"> <li>• per cent of the maximal functional capacity of the exercise mode, such as: <ul style="list-style-type: none"> <li>• per cent of maximal heart rate</li> <li>• per cent of one repetition maximum</li> </ul> </li> <li>• volume of the total amount of exercise performed in specific periods of time, such as: <ul style="list-style-type: none"> <li>• total distance run</li> <li>• total amount of weight lifted</li> </ul> </li> <li>• muscular and skeletal injury due to misalignment of exercise regime</li> <li>• clothing and shoes worn</li> <li>• flooring</li> <li>• equipment.</li> </ul>

## Unit Sector(s)

Performing arts - OHS

## Custom Content Section

Not applicable.