



Australian Government

Department of Education, Employment and Workplace Relations

SISCDAN301A Teach recreational dance

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and teach recreational dance classes. It focuses on using methods for teaching dance in a community, social or recreational context and implementing injury prevention strategies.

Application of the Unit

This unit applies to those working as community dance instructors in a community recreation environment with responsibility for teaching recreational dance programs. Work would be undertaken in locations such as community recreation centres, indoor or outdoor recreation facilities or dance studios with a focus on community development.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

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.

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| <p>1. Identify participant needs and expectations.</p> | <p>1.1. Identify the <i>characteristics</i>, needs and expectations of participants according to <i>organisational policies and procedures</i> and the <i>roles and functions of dance</i>.</p> <p>1.2. Identify any special requirements according to participants' needs.</p> <p>1.3. Advise participants of any reasons why they should not participate in the recreational <i>dance program</i>.</p> |
| <p>2. Plan a recreational dance program.</p> | <p>2.1. Identify and access <i>equipment and resources</i> appropriate for the program according to organisational policies and procedures.</p> <p>2.2. Design and document a recreational dance program to meet the identified needs and abilities of participants according to <i>relevant legislation</i> and organisational policies and procedures.</p> <p>2.3. Identify effective and safe <i>teaching strategies</i> appropriate to the teaching context.</p> <p>2.4. Select music and choreography appropriate to the teaching context.</p> <p>2.5. Identify <i>risks</i> to participant safety and take action to minimise these according to relevant legislation and organisational policies and procedures.</p> <p>2.6. Identify <i>injury prevention strategies</i> according to organisational policies and procedures.</p> <p>2.7. Identify and provide a <i>safe dance environment</i> according to organisational policies and procedures.</p> |
| <p>3. Conduct the recreational dance program.</p> | <p>3.1. Communicate instructions and relevant information to participants in a suitable manner.</p> <p>3.2. Monitor participants' progress against program aims.</p> <p>3.3. Implement identified teaching methods and strategies and modify as required.</p> <p>3.4. Assist participants to perform dance moves and</p> |

ELEMENT**PERFORMANCE CRITERIA**

- make appropriate corrections according to organisational policies and procedures.
- 3.5. Encourage participants to seek and provide feedback regarding their progress during the program, according to organisational policies and procedures.
- 3.6. Implement injury prevention strategies according to organisational policies and procedures.
4. Identify community performance opportunities.
- 4.1. Identify appropriate *community performance opportunities* for participants according to organisational policies and procedures.
- 4.2. Apply selection procedures for performance roles according to organisational policies and procedures.
- 4.3. Assist participants to prepare for community recreational dance performances.
5. Evaluate the program.
- 5.1. Seek and acknowledge feedback from *relevant stakeholders* involved in the program.
- 5.2. Evaluate all relevant components of the program according to organisational policies and procedures.
- 5.3. Identify potential areas of improvement for future programs.
- 5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - consult with participants and elicit the information required to design a recreational dance program to meet participant needs
 - convey information and instructions about safe participation in the program
 - seek and provide feedback about the recreational dance program
- problem-solving skills to:
 - plan program according to participants' needs, abilities and risk factors
 - identify and implement effective teaching strategies to promote self-expression and self-confidence
 - evaluate and modify the program as required
- planning and organisational skills to source, access and coordinate resources and equipment necessary for the implementation of the recreational dance program
- literacy skills to produce and document a recreational dance program
- self-management skills to review and reflect on own work performance in facilitating personal development and self-confidence in participants
- skills in the chosen genre and style of dance

Required knowledge

- legislation and organisational policies and procedures that enable safe and non-discriminatory conduct of the recreational dance program
- philosophies and principles of community development, to enable inclusive client-centred practices
- health and other factors affecting ability to participate in dance classes, to enable design of appropriate dance movements and techniques
- anatomy and physiology of basic body structures to enhance safe dance practice
- common dance injuries, to enable the implementation of effective injury prevention strategies
- sources of information and resources on dance safety
- basic first aid procedures to enable effective management of injuries that may occur during the program
- risk analysis processes to enable assessment of the potential impact of planned dance program on participant safety
- genre and style of dance to instruct the participants the skills or movements during sessions
- teaching methods to promote self-expression and self-confidence
- factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants
- equipment testing and checking techniques to enable safe use of all equipment
- evaluation processes to enable improvements to be made to the program

- principles of group management to build group cohesion and encourage participation
- fundamental principles of dance analysis to enable accurate corrections to be made to technique
- fundamental principles of dance such as choreography, performance and appreciation

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

Evidence of the following is essential:

- plans and conducts recreational dance programs in response to the needs and capabilities of participants
- uses teaching methods and strategies that are safe and supportive, monitors the progress of participants and makes adjustments in response to changing situations
- applies contingency management techniques to deal with a range of problems and issues that may arise during program implementation
- provides positive feedback to encourage motivation, self-esteem and self-expression
- evaluates and reflects on own performance to identify ways in which program outcomes can be improved.

Context of and specific resources for assessment

Assessment must ensure candidate plans and conducts multiple recreational dance programs of a sufficient duration to enable demonstration of techniques that balance individual and group needs and ensure consistency of performance.

Assessment must also ensure access to:

- range of participants to participate in the program
- an environment or facility appropriate for recreational dance sessions
- equipment, resources and support staff required for the delivery of the dance program
- relevant legislation and organisational policies and procedures in relation to personal development.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of candidate preparing for and conducting a recreational dance program
- observation of candidate interacting with a range of participants, including conveying information for safe participation in programs, and monitoring and evaluating programs
- observation of candidate dealing with contingencies

such as the changing availability of equipment or venues

- oral or written questioning to assess candidate's knowledge of dance forms and techniques
- portfolio containing evidence of dance program planning and modification
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISCCRD301A Facilitate community development through recreational activities.

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.

Characteristics may include:

- age
- skill level
- fitness
- emotional, physical and intellectual development
- existing injuries.

Organisational policies and procedures may include:

- occupational health and safety
- reporting of hazards and risks
- risk minimisation
- selection of participants for performances
- scheduling requirements
- communication protocols
- budget allocation.

Roles and functions of dance may include:

- artistic
- social
- ritual or ceremonial
- spiritual
- self-expression and creativity.

Dance program may include:

- ballet
- contemporary
- jazz
- folk
- latin
- ballroom
- classical dance forms
- ethnic dance forms
- Indigenous dance
- social dance
- frequency
- intensity
- duration.

Equipment and resources may include:

- dance studio or community hall
- music
- technological aids

- electronic equipment
 - teaching aids.
- Relevant legislation*** may include:
- occupational health and safety
 - privacy
 - duty of care
 - working with children
 - equal opportunity.
- Teaching strategies*** may include:
- whole skill
 - progressive
 - demonstration
 - command and response
 - directive approaches through specific set tasks
 - experiential or problem-solving.
- Risks*** may include:
- level of challenge and difficulty
 - behaviour of other participants.
- Injury prevention strategies*** may include:
- warm-up and cool-down
 - stretching for flexibility
 - suitable footwear and clothing.
- Safe dance environment*** may include:
- size of floor area
 - ventilation
 - unobstructed space
 - appropriate heating, cooling and lighting
 - appropriate floor coverings
 - security.
- Community performance opportunities*** may include:
- community concerts
 - class performances.
- Relevant stakeholders*** may include:
- participants
 - staff
 - colleagues
 - community organisations.

Unit Sector(s)

Community Recreation

Competency Field

Dance