



Australian Government

CUACHR301 Develop basic dance composition skills

Release: 2

CUACHR301 Develop basic dance composition skills

Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package.
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 1.0.

Application

This unit describes the performance outcomes, skills and knowledge required to organise movement in order to compose a short dance sequence of limited topic or scope. The skills developed in this unit are the building blocks for the craft of choreography.

Dancers who need to compose short dance sequences as part of dance studies or for informal presentations apply the skills and knowledge outlined in this unit. At this level dance composition is simple in nature, for example using one prop or taking a theme (such as meeting and parting), and could be applied to a variety of dance styles.

Work is usually undertaken under supervision, though some autonomy and judgement can be expected.

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

Unit Sector

Performing arts - choreography

Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare the body for dance	1.1 Perform basic warm-up and warm-down activities 1.2 Adhere to injury-prevention techniques 1.3 Identify common health issues for dancers

2. Analyse dance composition	2.1 Discuss with relevant personnel the elements of dance and how they are used to craft movement 2.2 Identify components of the composition process by analysing original professional dance compositions 2.3 Through discussion and observation, identify how intent and form are used in dance composition and how they can be documented 2.4 Discuss with relevant personnel how concepts of music assist in providing a range of ways to manipulate form and movement
3. Practise dance composition technique	3.1 Extend the use of a range of starting points when composing dance 3.2 Practise the use of intent and form when composing dance 3.3 Manipulate elements of dance to craft movement using various stimuli 3.4 Generate and organise movement for dance using play and exploration
4. Compose a simple dance sequence	4.1 Compose a dance sequence with a specified intent and form 4.2 Communicate composition ideas and concepts using appropriate dance terminology 4.3 Use effective verbal and physical demonstration skills while working with dancers 4.4 Organise to have the sequence recorded for evaluation purposes 4.5 Use the recording to evaluate work and seek feedback from relevant personnel in order to edit and refine the dance sequence

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	4.5	- Analyses pieces to identify strategies to improve own skills - Seeks feedback and accepts guidance from others

Reading	1.3	Obtains information from written sources
Oral communication	1.3, 2.1, 2.3, 2.4, 4.2, 4.3, 4.5	- Obtains information by listening and questioning - Discusses ideas and solutions - Uses clear language to contribute information and express requirements
Navigate the world of work	1.1, 1.2, 4.2	- Observes safe dance practice - Follows protocols related to the dance composition process
Interact with others	1.3, 2.1, 2.3, 2.4, 4.2, 4.3, 4.5	- Works collaboratively and creatively with others - Takes the perspectives of others into account when refining dance sequences
Get the work done	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5	- Adopts a methodical and logical approach to the dance composition process - Follows through with own individual style or ideas - Demonstrates the use of starting points, intent and form when composing dance

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUACHR301 Develop basic dance composition skills (Release 2)	CUACHR301 Develop basic dance composition skills (Release 1)	Updated assessment conditions section. Updated modification history section to reflect changed name of training package.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUACHR301 Develop basic dance composition skills

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Performance Evidence

Evidence of the ability to:

- use form and intent to compose a simple dance sequence that communicates an idea
- communicate effectively with others when demonstrating dance composition skills
- use dance terminology correctly.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

Knowledge Evidence

To complete the unit requirements the individual must:

- in the context of composing dance sequences, demonstrate a basic knowledge of:
 - dance as a form of communication
 - difference between abstraction and stylisation
 - form, intent and starting points
- describe issues and challenges that arise when composing dance, along with solutions to address them.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- appropriate practice and performance space

- resources and equipment used to develop basic acting skills.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

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