



Australian Government

CUACHR402 Create short dance pieces

Release: 2

CUACHR402 Create short dance pieces

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 create short dance pieces in dance styles, such as tap, jazz, contemporary, street and cultural dance.

Dance teachers and choreographers who plan, compose and stage, but do not perform in, short dance pieces apply the skills and knowledge outlined in this unit. Dance pieces could be for dance school productions or other non-professional contexts. Work is usually undertaken under some supervision, though autonomy and judgement can be expected given the nature of the creative process.

Creating and performing dance pieces are covered in CUACHR401 Create and perform dance pieces.

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. Plan and compose dance pieces	1.1 Clarify intention of dance pieces with relevant personnel 1.2 Take account of movement elements and how they relate to dance styles when translating intention into choreographic plans

	1.3 Agree on aspects of staging and performance and notate them on plans 1.4 Ensure safe dance practices are incorporated into plans and followed during classes, rehearsals and performances 1.5 Incorporate dance culture and terminology into dance composition process
2. Demonstrate choreography and prepare for staging performances	2.1 Ensure intentions in dance plans are brought into three-dimensional reality 2.2 Demonstrate and express appropriate movement ideas and movement styles from plans 2.3 Review and modify ideas and movement elements to produce well-crafted dance pieces 2.4 Use content, phrasing and flow to maximise interest throughout dance pieces 2.5 Select appropriate music, costumes and props to enhance movement intention 2.6 Prepare performance space allowing for well-defined entrance, exit and audience orientation 2.7 Ensure dancers, dancing and aspects of staging combine to create a creative experience and audience affect
3. Evaluate dance pieces	3.1 Improve and modify the dance-creation process through self-evaluation and consultation with relevant personnel 3.2 Document the review process appropriately 3.3 Discuss strengths and weaknesses of dance pieces with relevant personnel and identify strategies for improving own techniques

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	3.3	- Seeks feedback and accepts guidance from others - Analyses pieces to identify strengths, weaknesses and strategies for improving own technique

Writing	1.3, 3.2	Documents aspects of the choreographic process
Oral communication	1.1, 1.3, 1.5, 2.2, 3.1, 3.3	- Seeks the views and opinions of others - 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, 1.3, 1.4, 1.5, 2.6, 3.1, 3.2	- Takes responsibility for following safe dance practices - Identifies and follows procedures and expectations associated with own role
Interact with others	1.1, 1.3, 1.4, 2.2, 2.7, 3.1, 3.3	- Works collaboratively and creatively with others - Creates performances that communicate the choreographic intent of dance pieces - Demonstrates a commitment to improvement through self-evaluation and responding to feedback from others
Get the work done	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2	- Adopts a methodical and logical approach to the process of translating a choreographic plan into a well-crafted and executed performance - Takes responsibility for own workload, negotiating key aspects with others - Plans a range of routine tasks, accepting goals and aiming to achieve them efficiently

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUACHR402 Create short dance pieces (Release 2)	CUACHR402 Create short dance pieces (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 CUACHR402 Create short dance pieces

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Performance Evidence

Evidence of the ability to:

- plan, develop and evaluate two short dance pieces using two different dance or creative movement styles
- demonstrate the two short dance pieces to performers
- produce performances of the two dance pieces to demonstrate elements of staging and intention
- effectively document the evaluation of the dance-creation process
- work effectively with others
- 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 creating short dance pieces, describe:
 - creative process as it relates to choreography
 - elements of dance
 - choreographic devices and structures
 - safe dance practices
 - music styles relevant to chosen dance styles
 - key points in the history of choreography in relation to chosen dance styles

- explain how dance is a form of communication
- describe issues and challenges that arise when composing dance and suggest 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 performance spaces with suitable flooring, as well as lighting and sound equipment.

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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