



Australian Government

CUADAN601 Perform dance repertoire at a professional level

Release: 2

CUADAN601 Perform dance repertoire at a professional level

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 perform complex dance technique demonstrating range, depth, precision and artistry in traditional ballet and contemporary works at a professional level.

This unit applies to dancers who are moving towards professional careers in contexts where complex dance technique and versatility are required. Employment is with professional companies where dancers perform advanced repertoire from traditional ballets and contemporary works as part of ensemble, duo or soloist roles. They could also be performing in rehearsals and productions of established or original works by staff and guest choreographers.

While some supervision and guidance are provided in practice sessions and rehearsals, dancers are expected to display a high level of motivation and responsibility for themselves and others during practice sessions, rehearsals and live performances.

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

Unit Sector

Performing arts – dance

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. Contribute to the	1.1 Demonstrate an ability to prepare unsupervised for rehearsals

rehearsal process	1.2 Display professional work ethic with respect to concentration, focus and physical alertness 1.3 Contribute to the creative process with a high level of initiative, confidence and understanding of the historical and stylistic background to repertoire 1.4 Respond promptly to direction 1.5 Practise and rehearse sequences until performance standard is reached 1.6 Observe safe dance practice by performing warm-up and warm-down activities in conjunction with dance activities
2 Execute a professional level of artistry and presentation	2.1 Refine professional skills by using feedback and choreographer's or director's notes to enhance personal and group performance 2.2 Demonstrate a professional level of performance presence and partnering techniques 2.3 Show detailed interpretation of dance sequences as required by the choreographer 2.4 Execute complex variations of repertoire with accuracy and precision 2.5 Exhibit professionalism and adaptability by transferring class work into professional performances
3. Perform specified roles in chosen dance works	3.1 Execute complex variations and repertoire with a high level of technical accuracy 3.2 Convey a high level of spatial awareness appropriate to solo, group and partnering work 3.3 Execute group and partnering work, demonstrating strong cohesion, and solo work demonstrating strong musical individuality 3.4 Present variations and repertoire with a high level of stage presence and confidence across ballet styles and genres
4. Incorporate performance techniques into professional level performances	4.1 Undertake preparations appropriate to performance contexts 4.2 Ensure that personal presentation is appropriate to performance contexts 4.3 Apply performance psychology techniques to preparations 4.4 Maintain focus to produce performances that show artistry, rhythm and musicality and convey the story and mood of dances 4.5 Convey choreographic intent of dances through confident and precise execution of performance techniques

	4.6 Contribute to debriefing sessions to evaluate the quality of performances and to discuss ways of improving individual and ensemble technique
5. Develop professional practice	5.1 Refine professional work ethic and knowledge of dance and staging terminology 5.2 In consultation with teachers and mentors, develop realistic parameters for extending scope of performance practice 5.3 Identify regimes and artistic strategies to refine own performance technique

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	5.2, 5.3	- Analyses feedback and reflects on performance to identify ways to develop performance - Identifies opportunities to extend professional development
Reading	2.1	Interprets notes and documentation in relation to repertoire
Oral communication	1.3, 1.4, 2.1, 4.6, 5.2	- Obtains information by listening and questioning - Discusses ideas and solutions
Navigate the world of work	1.1, 1.2, 1.6, 2.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3	- Follows accepted industry practices in relation to safe dance practices and general work ethic - Works independently and collectively within broad parameters, with a strong sense of responsibility for goals, decisions and outcomes - Recognises and responds to protocols for rehearsals and performances - Takes responsibility for own professional development
Interact with others	1.2, 1.3, 1.4, 2.1, 3.2, 3.3,	Collaborates with other dancers to ensure that group performances flow and respond to choreographic intent

	4.5, 4.6, 5.2	- Builds rapport in order to establish effective work relationships - Communicates mood and style of dance repertoire to audiences
Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5	- Adopts a methodical, disciplined and positive approach to rehearsing and performing at a professional level - Displays high level of competency in dance repertoire - Demonstrates a high level of spatial awareness in group movements - Exhibits a high level of coordination of limbs, torso and head - Demonstrates a professional level of physical accuracy in performance - Shows professional level of consistency from one performance to the next

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADAN601 Perform dance repertoire at a professional level (Release 2)	CUADAN601 Perform dance repertoire at a professional level (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 CUADAN601 Perform dance repertoire at a professional level

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Performance Evidence

Evidence of the ability to:

- perform a wide range of repertoire at a professional level with individual artistic quality, interpretation and expression
- show professional level of consistency from one performance to the next
- participate as an integral part of a rehearsal process
- display a professional work ethic
- transfer classroom skills to performance contexts
- develop professional practice
- use dance and staging 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:

- explain how the following principles relate to performing dance repertoire:
 - extending
 - folding
 - relationship with gravity
 - rotating
 - shifting weight
 - spatial awareness

- successional movement
- use of breath
- explain how the following apply in the context of safe dance practice and injury prevention:
 - articulation of the spine
 - engagement of the feet
 - bases of support, including feet, legs, hands, arms and torso
 - range of motion of the joints
 - differentiation of the legs and pelvis
- explain and demonstrate how the musical elements of time signatures, beat, tempo and syncopation apply to dance technique
- describe the philosophical nature and history of chosen dance styles and allied disciplines.

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:

- fully equipped dance studios with suitable flooring
- appropriate music or accompanists.

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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