



Australian Government

CUADLT402 Explore the relationship between music and dance

Release: 2

CUADLT402 Explore the relationship between music and dance

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 analyse dance movements and to apply the concepts and terminology of music to dance performances.

Dancers, choreographers and dance teachers apply the skills and knowledge outlined in this unit. They could be exploring the relationship between music and dance in the context of dance teaching, improving their own dance technique, devising dance sequences, or reviewing dance performances.

Work is usually undertaken under some supervision, though autonomy and judgement can be expected given the nature of the process of reflecting and analysing performances.

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

Unit Sector

Performing arts - dance literacy

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. Analyse standard music notation	1.1 Identify signs used to interpret the rhythm and pitch of musical pieces 1.2 Identify directions and markings for expression, volume and phrasing

	1.3 Distinguish the major characteristics of music from various musical styles with reference to their notation 1.4 Discuss issues of music notation and how they inform the process of analysing dance with relevant personnel
2. Make connections between movement and music in a cultural context	2.1 Distinguish between music from different cultural contexts 2.2 Contrast aspects of different styles of music 2.3 Analyse musical forms, characteristically used to structure music in dance works, from different cultural contexts 2.4 Analyse the relationship between movement and music in dance works from different cultural contexts 2.5 Define the relationship between the expressive qualities of movement and accompanying sound
3. Apply skills of musical analysis to dance performances	3.1 Evaluate the effectiveness of music scores in enhancing the narrative of dance works 3.2 Evaluate the effectiveness of the relationship between music and dance in a range of performances 3.3 Interpret rhythm from written notation and observe accented beats in responding to works 3.4 Identify choreographic devices that have been used to structure dance works and evaluate their effectiveness in meeting the demands of the music 3.5 Compile an assessment in an appropriate format of the relationship between the use of music and a dance work narrative 3.6 Seek feedback from relevant personnel on own ability to detail the relationship between music and dance and note areas for future improvement

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	3.6	Seeks feedback and accepts guidance from others
Reading	1.1, 1.2, 1.3, 3.3	Interprets music notation

Writing	3.5	Completes written components of an analysis of the relationship between music and dance
Oral communication	1.4, 3.6	Obtains information by listening and questioning
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 3.5	Identifies and follows protocols and expectations associated with own role
Interact with others	1.4, 3.6	Works collaboratively
Get the work done	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5	- Adopts a methodical and logical approach to the process of exploring and analysing the relationship between music and dance - Applies critical listening skills to make connections between music and movement

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADLT402 Explore the relationship between music and dance (Release 2)	CUADLT402 Explore the relationship between music and dance (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 CUADLT402 Explore the relationship between music and dance

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Performance Evidence

Evidence of the ability to:

- recognise the source and style of a range of musical pieces
- use knowledge of standard musical notation to interpret music
- relate choreography to musical accompaniment
- analyse the effectiveness of dance performances in terms of their relationship to music
- use dance and music 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:

- demonstrate basic knowledge of music from the following cultural contexts:
 - classical music
 - folk music
 - Indigenous music
 - popular music
 - social contexts of musical and dance performances
 - theatrical music
 - world music
- in the context of analysing the relationship between music and dance, explain key aspects of the following:

- choreographic devices
- notation used for basic composition forms
- theories on rhythmic and structural composition.

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 opportunities to work with others to explore the relationship between music and dance.

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

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