



Australian Government

CUADTM401 Plan and organise dance classes

Release: 2

CUADTM401 Plan and organise dance classes

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 plan and organise classes to teach dance and movement skills to a range of target groups.

This unit applies to people working as teachers or instructors in dance schools or studios. It also applies to people responsible for teaching movement skills for recreational or remedial purposes.

At this level, teachers and instructors may be working from learning programs developed by others, and structuring session plans around those programs. Alternatively, they may be devising and conducting classes which are not based on a particular syllabus.

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

Unit Sector

Performing arts – dance teaching and management

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 learning environment and session requirements	1.1 Establish learning context and organisational arrangements 1.2 Access and review learning program documentation to determine delivery requirements 1.3 Use available information and documentation to identify group

	and individual learner needs and learner characteristics 1.4 Follow processes to identify learner support requirements 1.5 Identify and assess constraints and risks to delivery 1.6 Confirm personal role and responsibilities in planning and delivering training with relevant personnel
2. Prepare session plans	2.1 Refine specific learning objectives and assessment activities according to learning program requirements, and specific needs of individual learners or target group 2.2 Generate ideas for teaching strategies using knowledge of learning principles and learning theories that reflect the requirements of classes 2.3 Evaluate existing learning resources and documented learning activities identified in learning programs for use in the specific teaching context 2.4 Develop and document session plans for each segment of learning programs to be addressed
3. Prepare resources for sessions	3.1 Modify and contextualise existing learning resources and learning activities to cater for particular individual learners and groups 3.2 Develop and document additional learning activities to meet specific session requirements based on the application of learning principles and individual and group learner styles 3.3 Organise and finalise learning materials required by learners in time for delivery 3.4 Identify and organise specific skills, technology and equipment needed in time for classes 3.5 Identify and organise additional resourcing to meet identified learner support as required 3.6 Confirm overall teaching plan with relevant personnel

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
Reading	1.2, 1.3, 2.1,	Organises and evaluates ideas and information from a

	2.3, 2.4, 3.1, 3.2	range of written material
Writing	2.1, 2.3, 2.4, 3.1, 3.2	Completes documentation related to teaching dance or movement classes
Oral communication	1.6, 2.2, 3.5	- Obtains information by listening and questioning - Discusses ideas and solutions
Numeracy	2.4	Estimates duration of learning activities for session plans
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 1.6, 2.4, 3.3, 3.4, 3.6	- Identifies and follows procedures and expectations associated with own role - Manages time efficiently
Interact with others	1.6, 2.2, 3.5	- Considers and values the cultural background of students and colleagues - Cooperates with others and contributes to specific activities requiring joint responsibility and accountability
Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	- Adopts a methodical and logical approach to the process of planning and organising dance classes - Reflects group and individual learning needs and learner characteristics in session plans - Organises music for dance style or movement skills being taught

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADTM401 Plan and organise dance classes (Release 2)	CUADTM401A Plan and organise dance classes (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 CUADTM401 Plan and organise dance classes

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Performance Evidence

Evidence of the ability to develop session plans that:

- cover the teaching of at least one dance or movement technique
- take account of the learning environment and teaching requirements
- include the required resources
- cater for individual and group learner needs and characteristics
- show that constraints and hazards have been identified and risks assessed and mitigated where possible.

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 the following learning principles:
 - learner-centred approaches to teaching
 - increasing learner independence
 - use of modelling and demonstration
 - learning process needing to reflect individual circumstances
- explain the following learning styles:
 - auditory
 - visual
 - kinaesthetic

- analytical
- theoretical
- activist
- pragmatist
- reflective
- describe key aspects in the process of designing learning programs and developing session plans
- describe different teaching methods and techniques appropriate to teaching dance or movement
- explain how the following apply in a teaching role:
 - duty of care under common law
 - safe dance practices
 - reporting requirements for hazards
 - safe use and maintenance of audio and video replay equipment
 - emergency procedures
 - recording information and confidentiality requirements
 - anti-discrimination legislative requirements
- describe key features of the following learning theories:
 - cognitive learning theory
 - andragogy
 - pedagogy
 - information processing
 - behavioural.

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:

- training products, such as national training packages, documented courses or dance society syllabi and curricula.

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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