



Australian Government

CUADTM403 Apply safe dance teaching methods

Release: 2

CUADTM403 Apply safe dance teaching methods

Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions sections. 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 establish an effective learning environment and to use safe and effective dance and movement teaching methods.

This unit applies to 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 are responsible for the output of others and usually work without supervision. They may be delivering lessons based on a specific syllabus, learning program or set of teaching resources prepared by others. Alternatively, they may be 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. Establish an effective learning environment	1.1 Ensure that resources required for teaching are available and that venues are ready for classes 1.2 At beginning of learning programs discuss and clarify

	objectives, expectations and requirements with students 1.3 Use appropriate verbal and interpersonal skills to establish a positive relationship with students
2. Teach classes	2.1 Apply learning principles associated with children, young adults and adults to interactions with students 2.2 Conduct classes according to lesson plans that are modified where appropriate to meet the needs of the students 2.3 Adjust expectations of individual class members to perform exercises or routines in line with their level of fitness 2.4 Use a range of teaching methods and appropriate technology and equipment as teaching aids to optimise learner experience 2.5 Build opportunities for practice into lessons
3. Use effective teaching techniques	3.1 Ensure participation and class engagement through effective group facilitation and teaching skills 3.2 Use effective oral communication to teach and motivate students 3.3 Use effective interpersonal skills to maintain appropriate relationships and ensure inclusive classes 3.4 Ensure that teaching techniques reflect due diligence with regard to human contact and touch 3.5 Use observation skills to monitor individual and class progress
4. Incorporate safe dance or movement practice into classes	4.1 Encourage healthy lifestyles and physical and emotional health for students through advice or referral to experts 4.2 Incorporate knowledge of the basic structure of the body into explanations and demonstrations of movement techniques 4.3 Include safe warm-up and warm-down procedures as an integral part of session planning and delivery 4.4 Demonstrate the various types of stretches for flexibility and discuss their advantages and disadvantages with students 4.5 Sequence movements effectively and safely 4.6 Provide a teaching environment that complies with safe dance and movement practice and provide advice to students about the use of a safe environment when out of class practice is necessary 4.7 Take measures to prevent injuries
5. Support and monitor learning	5.1 Monitor and document student progress and ensure outcomes are being achieved and student needs met 5.2 Adjust lesson plans to reflect specific needs and circumstances

	and unanticipated situations 5.3 Encourage students to reflect on personal learning progress 5.4 Manage learner behaviour to encourage learning 5.5 Maintain, store and secure student records according to legal and organisational requirements
6. Review and evaluate effectiveness of teaching	6.1 Evaluate lesson plans to determine their effectiveness in guiding the learning process 6.2 Provide feedback on lesson plans to those responsible for writing them as required 6.3 Seek feedback from management and peers on the quality of own teaching and note areas for improvement 6.4 Reflect on own performance in teaching delivery 6.5 Consider and implement new ideas to improve the quality of teaching and to enhance learning experiences for students

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	6.3, 6.4, 6.5	Seeks feedback from others to plan and implement strategies to improve own skills
Reading	5.5, 6.1	- Obtains information from written sources - Reviews and check records
Writing	5.1, 5.2	Completes workplace documentation
Oral communication	1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 4.4, 4.6, 5.3, 5.4, 6.2, 6.3	- Seeks the views and opinions of others - Obtains information by listening and questioning - Uses clear language and correct industry terminology to contribute information and express requirements
Navigate the world of work	1.1, 1.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1 5.5, 6.1, 6.2	- Identifies and follows procedures and expectations associated with own role - Demonstrates industry-accepted safe dance practices and injury-prevention strategies - Maintains an appropriate standard of personal

		presentation • Takes responsibility for own professional development
Interact with others	1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.4, 4.6, 5.3, 5.4, 6.2, 6.3	• Recognises the importance of building rapport with learners in order to establish an effective teaching environment • Ensures that every learner has an opportunity for participation and input during classes • Pays attention to the behaviour of others, interpreting a broad range of verbal and non-verbal signals • Interprets and addresses learner behaviour that puts others at risk • Demonstrates sensitivity to diversity, disability, culture, gender and ethnic backgrounds • Recognises the value that different perspectives can bring to the learning environment • Respects expertise and background of learners
Get the work done	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.3, 5.4, 6.2, 6.3, 6.5	• Adopts a methodical and logical approach to the process of preparing for and conducting dance classes • Facilitates the learning of others through competent delivery of dance classes • Monitors and adjusts teaching to meet group or individual requirements • Maintains correct tempo and phrasing in movement sequences • Uses formative evaluation to monitor student progress • Responds to problems requiring immediate attention, drawing on past experience to devise solutions

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Learning principles must include:	• those associated with teaching different age groups, including: • 5 to 10 year olds • 11 to 14 year olds • 15 to 18 year olds • people aged over 19.
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADTM403 Apply safe dance teaching methods (Release 2)	CUADTM403 Apply safe dance teaching methods (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 CUADTM403 Apply safe dance teaching methods

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Performance Evidence

Evidence of the ability to:

- teach classes that cover at least one dance style
- or
- teach movement technique
- and
- teach a minimum of three consecutive sessions to the same group
 - teach a complete program under the supervision of an approved teacher or instructor
 - incorporate safe movement practice into classes
 - monitor student learning with reference to specific performance criteria
 - review and evaluate effectiveness of teaching with reference to specific performance criteria
 - demonstrate knowledge and skill to the required standard in the chosen technique.

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 demonstrating dance technique, explain the significance of the following anatomical foundations:
 - 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
- describe:
 - key principles in the Australian Guidelines for Dance Teachers and Dance Industry Code of Ethics
 - graded progress requirements according to dance society levels
 - issues and challenges that arise when teaching dance or movement
 - protocols associated with teaching dance
- explain how the following apply in a dance teaching context:
 - reporting requirements for hazards
 - prevention and management of dance injuries
 - safe use and maintenance of audio and video replay equipment
 - emergency procedures
 - health and safety policies and procedures relevant to the teaching environment
 - safe dance and movement practice
- in the context of teaching dance, demonstrate sound knowledge of the following:
 - characteristics of stages that affect psychological development and their implications for teaching programs
 - characteristics of stages of physiological development
 - factors that affect physical growth and motor development and their implications for teaching programs
 - characteristics of stages of motor development
 - learning principles and theories that relate to different age groups from 5 years to adult.

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 safe dance or movement teaching spaces.

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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