



Australian Government

CUADTM413 Apply safe dance teaching methods

Release: 1

CUADTM413 Apply safe dance teaching methods

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to establish an effective learning environment through identifying and implementing safe dance and movement teaching methods.

The unit applies to those who are teachers in dance schools or studios, as well as people responsible for teaching movement skills for recreational or remedial purposes. Individuals 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 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. Prepare a safe learning environment for classes	1.1 Confirm resources required for teaching are available and that venues are ready for classes 1.2 Discuss and clarify objectives, expectations and requirements with students 1.3 Identify and utilise verbal and interpersonal skills in building positive relationship with students 1.4 Build a class plan with safe warm-up and cool-down procedures, safe movement sequences and opportunities for practice

ELEMENTS	PERFORMANCE CRITERIA
	1.5 Identify and determine preventative strategies for risk factors and injuries that may be sustained during classes
2. Teach classes using safe dance methods and teaching techniques	2.1 Apply learning principles required for children, young adults and adults to interactions with students 2.2 Conduct classes according to lesson plans that are modified where appropriate to meet student needs 2.3 Apply teaching methods and use required technology and equipment as teaching aids to optimise learner experience 2.4 Teach inclusivity and class engagement through effective group facilitation and teaching skills 2.5 Teach required due diligence regarding human contact and touch 2.6 Monitor and document student progress and confirm outcomes and student needs are being met 2.7 Discuss the importance of self-reflection on personal learning progress with students 2.8 Maintain, store and secure student records according to legal and organisational requirements
3. Incorporate safe dance or movement practice into classes	3.1 Teach safe warm-up and cool-down procedures 3.2 Teach different approaches for increasing flexibility and discuss their advantages and disadvantages with students 3.3 Sequence movements effectively and safely 3.4 Confirm safe dance and movement practice is followed 3.5 Advise students of importance of using a safe environment when practicing out of class 3.6 Take measures to prevent injuries
4. Review and evaluate safe teaching practices	4.1 Evaluate class plans to determine their effectiveness in guiding the learning process and safety requirements 4.2 Provide feedback on lesson plans to those responsible for writing them as required 4.3 Assess own performance in teaching delivery according to class plan 4.4 Identify areas of improvement to the quality of own teaching and implementation of safe teaching methods using feedback from required personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Oral communication	• Obtains information by listening and questioning • Contributes information and expresses requirements using clear language and industry terminology
Reading	• Obtains information from written sources • Reviews student records
Writing	• Completes workplace documentation
Planning and organising	• Adopts a methodical and logical approach to the process of preparing for and conducting dance classes • Monitors student progress according to learning outcome progress requirements
Problem solving	• Responds to problems requiring immediate attention, drawing on past experience to devise solutions
Self-management	• Identifies and follows procedures and expectations associated with own role • Takes responsibility for own professional development
Teamwork	• Provides all learners with opportunities for participation and input during classes • Interprets different verbal and non-verbal signals in behaviours of others • Interprets and addresses learner behaviour that puts others at risk • Demonstrates respect for diversity, disability, culture, gender and ethnic backgrounds • Demonstrates respect for different perspectives in a learning environment

Unit Mapping Information

No equivalent unit. Supersedes and is not equivalent to CUADTM403 Apply safe dance teaching methods.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUADTM413 Apply safe dance teaching methods

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- teach at least three classes that cover either movement technique or at least one chosen dance style, under the supervision of an approved teacher or instructor.

In the course of the above, the candidate must:

- incorporate safe movement practice into classes
- conduct classes according to lesson plans
- monitor student learning with reference to objectives
- demonstrate the capacity to teach in the chosen technique.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- significance of the following anatomical foundations in the context of demonstrating dance techniques:
 - spine articulation
 - feet articulation
 - anatomic foundations of static and dynamic alignment
 - joint range of motion
 - differentiation of legs and pelvis
- key principles in the Australian Guidelines for Dance Teachers and Dance Industry Code of Ethics
- issues and challenges that arise when teaching dance or movement
- protocols associated with teaching dance
- requirements of a class plan
- legislative requirements associated with dance teaching environments

- different technology and teaching aids used in dance classes
- strategies to evaluate safe teaching practices and respond to feedback to improve programs
- health and safety policies and procedures required for teaching environments, including those relating to:
 - reporting requirements for hazards
 - prevention and management of dance injuries
 - safe use and maintenance of audio and video replay equipment
 - emergency procedures
 - safe dance and movement practice, including repetition, speed, recovery time, and range of motion
- 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.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- teaching resources and equipment
- opportunities for teaching of dance classes
- a venue with space and flooring required for the safe teaching of dance.

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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