



Australian Government

CUADTM421 Teach basic dance techniques

Release: 2

CUADTM421 Teach basic dance techniques

Modification History

Release	Comments
Release 2	This version first released with CUA Creative Arts and Culture Training Package version 5.1. Version created to correct unit mapping error.
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 teach basic techniques in any dance style, in dance studios or venues equipped for the safe teaching of dance.

The unit applies to those who are dance teachers and who specialise in teaching any style of dance. Individuals work from learning programs or a specific syllabus developed by others, and structure class 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. Prepare for dance classes	1.1 Sequence dance elements and movements for classes according to class purpose and dance safety practices 1.2 Determine learning outcomes for class according to teaching goals 1.3 Create class plan that addresses learning outcomes and applies safe dance practice 1.4 Identify risk factors in the teaching of classes in chosen dance style and determine preventative strategies

ELEMENTS	PERFORMANCE CRITERIA
	1.5 Confirm that learners are wearing required practice clothing and footwear for chosen dance style 1.6 Teach required warm-up techniques
2. Deliver learning outcomes	2.1 Teach posture and body alignment required for chosen dance technique and movement skill 2.2 Teach isolation and coordination of the upper and lower body in simple movement sequences as applicable to dance style 2.3 Teach techniques that integrate balance, flexibility, stamina, coordination, weight transfer and control of individual body parts 2.4 Teach enchaînements or series of steps and discuss importance of control, attention to detail and memory in their completion 2.5 Teach the timing and phrasing relationship between dance movement and accompanying music 2.6 Manage and minimise risk of injuries using safe dance practice in teaching activities 2.7 Teach required warm up and cool-down techniques 2.8 Manage class dynamics and learner behaviour
3. Improve teaching practice in basic dance techniques	3.1 Seek and evaluate feedback from required personnel and identify and revise areas of improvement in the quality of own teaching practice 3.2 Research, identify and use sources outlining current industry issues, trends and codes of practice 3.3 Participate in professional development activities as required

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
Planning and organising	Adopts a methodical and logical approach to the process of preparing for and conducting dance classes
Problem solving	Monitors and adjusts teaching to meet group or individual requirements

SKILL	DESCRIPTION
Self-management	• Identifies and follows procedures and expectations associated with own role • Takes responsibility for following accepted industry practices in relation to safe dance practices and injury-prevention strategies • 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 student behaviour • Interprets and addresses learner behaviour that puts others at risk • Demonstrates respect for diversity, disability, culture, gender and ethnic backgrounds
Technology	• Uses the internet as a source of information

Unit Mapping Information

Supersedes and is equivalent to CUADTM411 Teach basic dance technique.

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 CUADTM421 Teach basic dance techniques

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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 two dance classes demonstrating basic level dance technique in chosen dance style.

In the course of the above, the candidate must:

- teach warm-up and cool-down techniques required for basic level dance techniques
- follow safe dance practices in teaching activities
- teach short enchaînements for chosen style of dance
- teach musicality, expression, phrasing and correct timing in movement sequences
- interact constructively with learners and demonstrate respect for individual learning needs
- evaluate own teaching practice and identify opportunities for improvement.

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 teaching 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
- dance principles and techniques in chosen dance style taught at a basic level
- features of commonly performed repertoire in chosen dance style
- issues and challenges that arise when teaching dance
- key aspects of safe dance practice
- techniques for researching, sourcing and using current industry issues, trends and codes of practice
- processes for participating in professional development activities
- protocols associated with teaching dance
- learning outcomes and lesson plans
- strategies to respond to feedback and evaluate teaching practice for improvement
- methods for teaching musicality and expression in movement sequences
- techniques taught at a basic level, as related and appropriate to the genre:
 - correct body alignment
 - flexibility
 - core strength
 - stamina
 - control
 - coordination
 - focus
 - isolations and coordination applicable to dance styles
 - locomotor and non-locomotor movements, exercises and sequences:
 - maintaining rhythm and tempo
 - techniques and steps required for the chosen dance style
 - using arm lines appropriately
 - working at differing tempos
 - working on centre and off centre.

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 basic dance techniques in classes
- a venue with required space and flooring for chosen dance style.

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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