



Australian Government

CUADTM431 Design and conduct dance learning program

Release: 1

CUADTM431 Design and conduct dance learning program

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 design and conduct a dance learning program and classes to teach dance and movement skills to different learners.

The unit applies to those who are working as teachers in dance schools or studios, as well as those responsible for teaching movement skills for recreational or remedial purposes. Individuals devise and conduct programs and classes which are originally developed and 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. Determine program requirements	1.1 Identify group and individual learner needs, characteristics and expectations 1.2 Identify any special requirements according to participant needs 1.3 Identify and assess constraints and risks to delivery of classes 1.4 Identify legal and work health and safety requirements associated with teaching dance or movement classes 1.5 Confirm personal role and responsibilities in planning and delivering classes with required personnel
2. Design program and classes	2.1 Determine learning objectives and assessment activities according to learning program requirements or specific needs of individual learners

ELEMENTS	PERFORMANCE CRITERIA
	2.2 Design original class plan series according to identified program needs and identified assessment requirements 2.3 Structure and sequence original class series and content according to learning principles and logical skill development 2.4 Generate ideas for teaching strategies using learning principles that reflect the requirements of classes 2.5 Identify and evaluate existing learning resources and documented learning activities for use in the specific teaching context 2.6 Develop and document class plans for each segment of learning program to be addressed, as required 2.7 Develop a process to calculate and monitor student retention rates during delivery of class series
3. Conduct program and classes	3.1 Communicate instructions and relevant information to participants in a suitable manner 3.2 Monitor participants' progress against program aims 3.3 Implement identified teaching methods and strategies and modify as required 3.4 Assist participants to perform dance moves and make appropriate corrections according to organisational policies and procedures 3.5 Encourage participants to seek and provide feedback regarding their progress during the program, according to organisational policies and procedures 3.6 Implement injury prevention strategies according to organisational policies and procedures
4. Evaluate program	4.1 Seek feedback from relevant stakeholders involved in the program 4.2 Evaluate relevant components of program according to organisational policies and procedures 4.3 Identify potential areas of improvement for future programs 4.4 Review own performance and identify potential improvements

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
Numeracy	Estimates duration of learning activities for class plans
Oral communication	Obtains information by listening and questioning

SKILL	DESCRIPTION
	• Discusses ideas and solutions
Reading	• Organises and evaluates ideas and information from different written material
Writing	• Completes documentation related to teaching dance or movement classes
Planning and organising	• Adopts a methodical and logical approach to the process of planning and organising dance classes
Self-management	• Identifies and follows procedures and expectations associated with own role • Manages time efficiently • Organises music for dance style or movement skills being taught
Teamwork	• Identifies and supports the cultural background of students and colleagues • Cooperates with others and contributes to specific activities requiring joint responsibility and accountability

Unit Mapping Information

No equivalent unit. Supersedes and is not equivalent to CUADTM401 Plan and organise dance classes.

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 CUADTM431 Design and conduct dance learning program

Modification History

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

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:

- plan and organise at least six original dance or movement technique class plans across at least three different groups of learners.

In the course of the above, the candidate must:

- instruct the teaching of at least one dance or movement technique
- identify class and learning objectives according to assessment requirements and learning program or learning principles
- identify learning environments and teaching requirements of individuals and groups when planning and organising dance classes
- organise resources required for classes
- cater for individual and group learner needs and characteristics
- demonstrate identification of constraints and hazards
- develop a process for monitoring student retention rates for planned classes
- assess and mitigate against risks where possible.

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:

- learning principles to be considered when planning dance or movement technique classes, including:
 - learner-centred approaches to teaching
 - increasing learner independence
 - use of modelling and demonstration
 - learning process needing to reflect individual circumstances
- at least four of the following learning styles:

- auditory
- visual
- kinaesthetic
- verbal (linguistic)
- logical (mathematical)
- social (interpersonal)
- solitary (intrapersonal)
- analytical
- key aspects in the process of designing learning programs and developing class plans
- different teaching methods and techniques required for teaching dance or movement
- organisational procedures required to demonstrate the performance evidence
- requirements of the following 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
 - ethical and legally compliant access, use and storage of information
 - anti-discrimination and equal opportunity legislative requirements
 - privacy laws
 - working with children
 - waivers and exclusion clauses
 - insurance
 - mandatory reporting
 - occupational health and safety
 - program evaluation
- cognitive stages and physical stages of human development, including:
 - childhood
 - adolescence
 - senescence.

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.

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

Links

Companion Volume Implementation Guide is found on VETNet -

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