



**Australian Government**

# **CUADTM604 Teach high level tap dance technique**

**Release: 2**

## CUADTM604 Teach high level tap dance technique

### 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 incorporate safe dance practice into the teaching of high level tap dance technique in dance studios, professional companies or venues where flooring is appropriate for the safe teaching of dance.

At this level, dance teachers are working with students who already have well-developed technique and performance skills. Teaching methodologies therefore tend to be more tailored to individual needs. Students could also be involved in determining the structure of training programs, which could be based on a specific syllabus or set of teaching resources which the teacher has developed.

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 Ensure dance elements or movements for classes are safely sequenced<br>1.2 Identify and minimise risk factors in the teaching of tap dance classes<br>1.3 Check that learners are wearing appropriate practice clothing |

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                                                            | and footwear<br>1.4 Demonstrate appropriate warm-up techniques                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 2. Demonstrate high level tap techniques                   | <p>2.1 Demonstrate to learners correct posture and body alignment appropriate to high level tap dance technique and movement</p> <p>2.2 Demonstrate isolation and coordination of the upper and lower body in highly complex movement sequences</p> <p>2.3 Demonstrate a range of <b>techniques</b> that integrate balance, flexibility, coordination, stamina and control and articulation of individual body parts</p> <p>2.4 Emphasise the importance of control, attention to detail and memory when demonstrating highly complex series of steps or enchaînements</p> <p>2.5 Demonstrate the timing and phrasing relationship between high level tap dance movement and the accompanying music</p> <p>2.6 Follow safe dance practice in teaching activities to minimise risk of injuries</p> <p>2.7 Demonstrate appropriate warm-down techniques</p> <p>2.8 Manage class dynamics to ensure that all learners have equal opportunity to participate and provide input</p> <p>2.9 Resolve problems that arise, knowing when it is appropriate to seek assistance from others</p> |
| 3. Maintain expertise in teaching high level tap technique | <p>3.1 Use feedback from relevant personnel about the quality of classes to identify areas of own teaching practice that could be improved</p> <p>3.2 Use a range of sources to keep up-to-date with current industry issues, trends and codes of practice</p> <p>3.3 Participate in professional development activities as required</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## 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 | 3.1, 3.3             | <ul style="list-style-type: none"> <li>Seeks feedback and accepts guidance from others</li> <li>Accepts opportunities to participate in formal</li> </ul> |

|                            |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            |                                                            | professional development activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Reading                    | 3.2                                                        | <ul style="list-style-type: none"> <li>Obtains information from written sources</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Oral communication         | 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 3.1, 3.2 | <ul style="list-style-type: none"> <li>Seeks the views and opinions of others</li> <li>Obtains information by listening and questioning</li> <li>Uses clear language and correct industry terminology to contribute information and express requirements</li> </ul>                                                                                                                                                                                                                                                                      |
| Navigate the world of work | 1.1, 1.2, 1.3, 1.4, 2.6, 3.2, 3.3                          | <ul style="list-style-type: none"> <li>Identifies and follows procedures and expectations associated with own role</li> <li>Takes responsibility for following accepted industry practices in relation to safe dance practices and injury-prevention strategies</li> <li>Maintains an appropriate standard of personal presentation</li> <li>Takes responsibility for own professional development</li> </ul>                                                                                                                            |
| Interact with others       | 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 3.1      | <ul style="list-style-type: none"> <li>Builds rapport with students in order to establish an effective learning environment</li> <li>Pays attention to the behaviour of others, interpreting a broad range of verbal and non-verbal signals</li> <li>Interprets and addresses learner behaviour that puts others at risk</li> <li>Demonstrates sensitivity to diversity, disability, culture, gender and ethnic backgrounds</li> <li>Respects expertise and background of learners</li> </ul>                                            |
| Get the work done          | 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.2 | <ul style="list-style-type: none"> <li>Adopts a methodical and logical approach to the process of preparing for and conducting dance classes</li> <li>Facilitates the learning of others through competent delivery of dance classes</li> <li>Monitors and adjusts teaching to meet group or individual requirements</li> <li>Addresses some unfamiliar problems of increasing complexity within scope of own role, and seeks the expertise of others where appropriate</li> <li>Uses the internet as a source of information</li> </ul> |

## 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.*

|                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Techniques</b> must relate to teaching the highly competent execution of: | <ul style="list-style-type: none"> <li>• correct posture and alignment at all times</li> <li>• dancing in time with music</li> <li>• controlled looseness of ankle and knee joints</li> <li>• demonstrating body awareness</li> <li>• safe dance practice in jumping and fast travelling steps</li> <li>• wings with clean individual sounds for the required number of wing beats</li> <li>• maintaining clean, clear beats when performing close work</li> <li>• maintaining good timing without music</li> <li>• complex turns while maintaining a high level of technique</li> <li>• producing clean, clear, high quality tap sound.</li> </ul> |
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## Unit Mapping Information

| Code and title<br>current version                          | Code and title<br>previous version                         | Comments                                                                                                                    | Equivalence status |
|------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------|
| CUADTM604 Teach high level tap dance technique (Release 2) | CUADTM604 Teach high level tap dance technique (Release 1) | Updated assessment conditions section.<br>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 CUADTM604 Teach high level tap dance technique

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### Performance Evidence

Evidence of the ability to:

- demonstrate high level tap dance technique
- demonstrate correct warm-up and warm-down techniques and follow safe dance practices in teaching activities
- demonstrate highly complex enchaînements, combinations and sentences
- demonstrate musicality, expression, phrasing and correct timing, and sensitivity in movement sequences
- interact effectively and constructively with learners
- evaluate own teaching practice and identify ways to improve it.

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
- tap dance principles and techniques
- features of commonly performed tap dance repertoire
- graded progress requirements according to dance society levels
- issues and challenges that arise when teaching tap dance
- key aspects of safe dance practice
- protocols associated with teaching dance.

## 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:

- teaching resources and equipment
- opportunities for teaching high level tap dance in either a real or simulated situation
- a venue with adequate space and appropriate flooring, such as a sprung or tarkett floor.

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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