



Australian Government

CUADTM606 Teach high level dance technique

Release: 2

CUADTM606 Teach high level 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 techniques in any dance style 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 1.2 Identify and minimise risk factors in the teaching of classes in any dance style

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

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	Seeks feedback and accepts guidance from

		others • Accepts opportunities to participate in formal professional development activities
Reading	3.2	• Obtains information from written sources
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	• 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, 1.3, 1.4, 2.6, 3.2, 3.3	• 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 • Maintains an appropriate standard of personal presentation • Takes responsibility for own professional development
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	• Builds rapport with students in order to establish an effective learning environment • 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 • Respects expertise and background of learners
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	• 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 • Addresses some unfamiliar problems of increasing complexity within scope of own role, and seeks the expertise of others where appropriate • Uses the internet as a source of information

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.

Techniques must relate to teaching the highly competent execution of:	• adage • awareness of personal and general space when travelling and stationary • fluid control of pirouettes with directional change • fouettés • grand battement • improvisation • isocentric and polycentric isolations • interpreting rhythm to movement • jumps and leaps • knee spins • pliés • posés piqués and chaînés box style • steady balance on supporting leg, working towards a 90-degree angle • stretches • techniques and steps relevant to the chosen dance style • tendu lifts • using arm lines appropriately • working in a cohesive partnership with a peer to interpret a dance style.
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADTM606 Teach high level dance technique (Release 2)	CUADTM606 Teach high level dance technique (Release 1)	Updated assessment conditions sections. 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 CUADTM606 Teach high level dance technique

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Performance Evidence

Evidence of the ability to:

- demonstrate high level technique in chosen dance style
- 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, tempo 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
- principles, characteristics and techniques in chosen dance style
- features of commonly performed repertoire in chosen dance style
- graded progress requirements according to dance society levels
- issues and challenges that arise when teaching 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 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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