



Australian Government

CUADTM614 Teach high level tap dance techniques

Release: 1

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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 teach high level tap dance techniques in dance studios, professional companies and venues where flooring is safe for teaching dance.

The unit applies to those who are dance teachers working with students who already have well-developed technique and performance skills. Teaching methodologies are therefore more tailored to individual needs of students. Individuals are also involved in determining the structure of training programs, which could be based on a specific syllabus or set of teaching resources which they have 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 Identify available resource material and resource gaps for informing class structure 1.2 Develop teaching resources that address identified gaps in available material 1.3 Sequence dance elements and movements for classes according to class purpose and dance safety practices 1.4 Formulate class plan according to learning outcome progress requirements 1.5 Identify risk factors in the teaching of classical ballet classes and

ELEMENTS	PERFORMANCE CRITERIA
	determine preventative strategies 1.6 Confirm that learners are wearing required practice clothing and footwear for high level tap dance technique 1.7 Teach required warm-up techniques
2. Deliver learning outcomes	2.1 Teach posture and body alignment required for high level tap dance technique and movement 2.2 Teach isolation and coordination of the upper and lower body in highly complex movement sequences 2.3 Teach techniques that integrate balance, flexibility, coordination, stamina and control of individual body parts 2.4 Teach highly complex steps and discuss importance of control, attention to detail and memory in their completion 2.5 Teach the timing and phrasing relationship between tap movement and accompanying music 2.6 Manage and minimise risk of injuries using safe dance practices in teaching activities 2.7 Teach required cool-down techniques 2.8 Manage class dynamics and learner behaviour 2.9 Provide all learners with equal opportunity to participate 2.10 Identify and assess problems that arise, judging when to seek assistance from required personnel
3. Improve teaching practice for high level tap technique	3.1 Seek and evaluate feedback from required personnel and identify and revise areas of improvement in quality of own teaching practice 3.2 Research, identify and utilise sources outlining current industry issues, trends and codes of practice 3.3 Source and 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 - Uses clear language and correct industry terminology to contribute information and express requirements
Reading	Obtains information from written sources

SKILL	DESCRIPTION
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 - Addresses some unfamiliar problems of increasing complexity within scope of own role, and seeks the expertise of others as required
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	- Creates effective learning environments by building rapport with students - 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 CUADTM604 Teach high level tap 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 CUADTM614 Teach high level tap 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 four dance classes high level tap dance techniques.

In the course of the above, the candidate must:

- teach warm-up and cool-down techniques required for high level tap dance techniques
- follow safe dance practices in teaching activities
- deliver class according to identified learning outcomes
- develop teaching resources from identified resource gaps
- teach highly complex steps, combinations and sentences
- 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 engagement
 - bases of support, including feet, legs, hands, arms, and torso
 - range of motion of joints
 - differentiation of legs and pelvis
- key principles in the Australian Guidelines for Dance Teachers and Dance Industry Code of Ethics
- processes for formulating class plans according to learning outcomes

- strategies for developing teaching resources that address identified gaps in material
- strategies to evaluate feedback and develop plan to improve teaching practice
- processes for participating in professional development activities
- techniques for researching, sourcing and using current industry issues, trends and codes of practice
- tap dance principles and techniques
- features of commonly performed tap dance repertoire
- issues and challenges that arise when teaching tap dance
- key aspects of safe dance practice
- protocols associated with teaching dance
- tap dance techniques taught at a highly competent tap dance level, including those relating to:
 - posture and alignment
 - dancing in time with music
 - controlled looseness of ankle and knee joints
 - body awareness
 - safe dance practice in jumping and fast travelling steps
 - wings with clean individual sounds for the required number of wing beats
 - clean, clear beats when performing close work
 - maintaining good timing without music
 - complex turns while maintaining a high level of technique
 - producing clean, clear, high quality tap sound.

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 high level tap dance techniques in classes
- a venue with space required for teaching tap dance and a sprung or tarket floor.

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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