



Australian Government

Department of Education, Employment and Workplace Relations

CUACHR301A Develop basic dance composition skills

Release: 1

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Modification History

Version	Comments
CUACHR301A	This version first released with <i>CUA11 Live Performance Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to organise movement in order to compose a short dance sequence with limited topic or scope. It involves using the body in space, designing timing and dynamic contrasts, and building relationships that convey the message of the dance. The skills developed in this unit are the building blocks for the craft of choreography.

Application of the Unit

Dancers who are required to compose short and simple dance sequences apply the skills and knowledge outlined in this unit. At this level dance composition is simple in nature, for example using one prop or taking a theme, such as meeting and parting, and could be applied to a variety of dance styles, such as tap, jazz, contemporary, street and cultural forms of dance. Pieces could be developed as part of dance studies or for informal presentation. Work is usually undertaken under supervision, though some autonomy and judgement can be expected.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Prepare the body for dance	1.1. Perform basic warm-up and cool-down activities 1.2. Adhere to injury-prevention techniques 1.3. Identify common health concerns for dancers
2. Develop an understanding of dance composition	2.1. Discuss with relevant personnel the elements of dance and how they are used and manipulated to craft movement 2.2. Identify components of the composition process by analysing original professional dance compositions 2.3. Through discussion and observation, explore how intent and form are used in dance composition and how they might be documented 2.4. Discuss with relevant personnel how concepts of music assist in providing a range of ways to manipulate form and movement
3. Practise dance composition technique	3.1. Explore the use of a range of starting points when composing dance 3.2. Practise the use of intent and form when composing dance 3.3. Manipulate elements of dance to craft movement using various stimuli 3.4. Generate and organise movement for dance using play and exploration
4. Compose a simple dance sequence	4.1. Compose a dance sequence with a specified intent and form 4.2. Communicate composition ideas and concepts in discussions using appropriate vocabulary 4.3. Demonstrate effective verbal and physical demonstration skills while working with dancers 4.4. Organise to have the sequence recorded for evaluation purposes 4.5. Use the recording to evaluate work and gain feedback from relevant personnel in order to edit and refine the dance sequence

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and teamwork skills to:
 - work collaboratively with others, including providing direction
 - receive constructive feedback and apply it to future work
- initiative and creativity skills to:
 - compose dance within a specified form
 - work creatively with others
 - solve problems in a simple dance sequence
 - follow through with own individual style or idea
- learning skills to:
 - improve performance and skills through experimentation and practice
 - research a topic to inform basic dance composition tasks
- planning and organising skills to collect information about various dance works for analysis
- technical skills to:
 - perform appropriate stretches, exercises and breathing techniques to warm up and cool down
 - demonstrate the use of starting points, intent and form when composing dance.

Required knowledge

- dance as a form of communication
- form, intent and starting points in dance composition
- appropriate vocabulary used in dance
- issues and challenges that arise in the context of composing dance
- OHS practices, procedures and standards as they apply to dancing in a range of physical environments
- difference between abstraction and stylisation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • use form and intent to compose a simple dance sequence that communicates an idea • communicate effectively with others using appropriate vocabulary and demonstration skills.
Context of and specific resources for assessment	Assessment must ensure access to a dance studio or space, including: • sprung floor • tarkett • mirrors and curtains • sound system • video recording and playback equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of practice and performance • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • video recordings of performances or practice sessions • case studies and scenarios as a basis for discussing components of the composition process • portfolios or other documentation that demonstrate the reflective processes used in dance composition. Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

	• CUADLT301A Develop basic dance analysis skills.
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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Warm-up activities</i> may include:	• minor stretches • joint-mobility exercises • flexibility exercises • aerobic activities • coordinated breathing activities.
<i>Cool-down activities</i> may include:	• floor work • stretching.
<i>Injury-prevention techniques</i> may include:	• warming up and cooling down before and after class and performance • wearing appropriate clothing and footwear • applying intent and focus while dancing • not overstretching • wearing appropriate bandaging and bracing where appropriate to support body • appropriate diet and rest • use of appropriate equipment, such as: • barre • mirror • sprung floors • attention to teacher.
<i>Common health concerns</i> may include:	• lack of rest • poor diet • lack of understanding of basic anatomy and physiology of dance • lack of warming up and cooling down adequately • overstraining the muscles • dehydration.
<i>Relevant personnel</i> may include:	• teacher • peer • director • producer • agent.
<i>Elements of dance</i> may	• space

include:	• time • dynamics.
Components may include:	• starting points • working with intention • working with motifs: • identifying a motif • developing motifs by manipulating components of time, space and dynamics • choreographic forms • phrasing: • shaping • creating variety in length • structuring a work: • unity and variety • contrast • climax and resolution • repetition • sequencing • transitions • abstraction and stylisation.
Intent may include:	• reading movement • expressing an idea through movement • using known movements with intention versus creating new vocabularies • working intuitively and cognitively.
Form may include:	• choreographic forms: • binary • ternary • rondo • theme and variations • narrative • organic.
Dance may be documented through:	• notation • video recording.
Concepts of music may include:	• duration • pitch • dynamics • tone colour • texture • structure.

Starting points may include:	• beginning with: • an idea • a movement phrase • a piece of music • waiting for inspiration • other beginnings.
Stimuli may include:	• music, such as: • musical styles, like jazz, hip-hop and world • vocal • instrumental • percussion, such as: • drums • hands • feet stamps • percussion instruments • word motivation, such as: • wobble, twitch, freeze • vault, twirl, collapse • pause, swell, jerk • vibrate, bound, creep • technical equipment, such as: • lighting • audiovisual • fog machines • scaffolding • other props, objects and materials, such as: • fabric • instruments • puppets or dolls • piece of clothing • ladder or chair • silent space • various texts.
Composing a dance sequence may include:	• starting points • solving problems • researching a topic • improvisation • reflection and analysis • refinement and rehearsal.

<i>Working with other dancers</i> may include:	• introduction to rehearsing and directing skills • recognising the skill level and strengths of available dancers.
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Unit Sector(s)

Performing arts - choreography

Custom Content Section

Not applicable.