



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN101A Develop foundation dance techniques

Release: 1

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Modification History

Version	Comments
CUADAN101A	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 build a solid foundation in any dance style.

Application of the Unit

Persons with some dance experience apply the skills and knowledge outlined in this unit. Usually, experience would have been gained in dance classes, amateur performances or community dance activities, often from an early age. However, this unit also applies to individuals with no prior training, but with an aptitude for dance and an interest in developing technique in one or more dance styles.

At this level foundation dance techniques learnt under the close supervision of experienced dancers and dance teachers are applied.

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. Develop an understanding of different dance styles	1.1. Discuss aspects of dance styles with relevant personnel 1.2. Develop understanding of safe dance practices 1.3. Discuss cultural protocols that need to be observed when performing cultural dance styles
2. Practise simple movements	2.1. Under the guidance of a teacher or mentor, perform warm-up exercises 2.2. Practise basic steps associated with selected dance styles 2.3. Incorporate musicality, timing and rhythm into exercises 2.4. Work within own limits 2.5. Respond positively to constructive feedback and advice from others 2.6. Perform cool-down exercises after dance activity
3. Perform short dance sequences	3.1. In consultation with a teacher agree on sequences that include a range of movements within own technical ability 3.2. Match personal presentation to selected dance styles 3.3. Communicate the mood or style of dance sequence to spectators 3.4. Apply a sense of timing and rhythm to performances 3.5. Follow advice from others about ways to improve own dance technique

Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
 - work cooperatively with others in a learning environment and in dance performances
 - discuss aspects of exercises and dance techniques with colleagues and teachers
- initiative and enterprise skills to:
 - communicate the mood of a dance sequence to spectators
 - move in line with the mood, rhythm, style and tempo of music
- learning skills to:
 - improve dance technique through practice and a positive attitude to dancing
 - respond appropriately to constructive feedback on own skill development
- self-management skills to:
 - dress appropriately
 - follow safe dance practices to prevent injury to self and others
 - maintain concentration when performing.

Required knowledge

- sound knowledge of safe dance practices, including:
 - warm-up and cool-down activities
 - correct clothing and footwear
 - how nutrition and diet:
 - affect physical and mental wellbeing
 - contribute to injury prevention
- basic knowledge of:
 - terminology associated with selected dance styles
 - cultural context of selected dance styles.

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: - perform two dance sequences that demonstrate a mastery of foundation dance techniques in selected dance style - respond appropriately to constructive feedback on own performance.
Context of and specific resources for assessment	Assessment must ensure access to appropriate dance performance areas or spaces.
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: - direct questioning combined with review of portfolios of evidence - third-party workplace reports of on-the-job performance - evaluation of performance of dance skills - direct observation or video recording of candidate in dance classes - verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit - review of candidate's dance performances by peers and colleagues. 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: CUAOHS101A Follow basic safe dance practices.

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.

Styles may include:	• ballet • bodyweather and butoh • contemporary • creative • cultural, such as: • Aboriginal and Torres Strait Islander • African • belly dancing • Egyptian • Hungarian • Irish dance • Khmer • magic, mystical or spiritual dance • Pacific Islander • Polish • ritual or sacred • Russian • Scottish • Spanish • improvisation • jazz • modern • social, such as: • foxtrot • quickstep • tango • Viennese waltz • waltz • Argentine tango • cha cha • jive • mambo • paso doble
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	• rumba • salsa • street • tap • wheelchair dancing.
Relevant personnel may include:	• community members • elders • teachers • coaches • mentors • performers • choreographers • peers • representatives of dance societies.
Safe dance practices relate to:	• understanding the body's capabilities and limitations, including: • alignment • flexibility (mobility) • strength (stability) • cardiorespiratory endurance • muscular endurance • appropriate footwear and clothing • barefoot dancing • warm-up and cool-down activities, such as: • gentle stretches • aerobic exercises • anaerobic exercises • breathing exercises • doing exercises and performing routines on flooring appropriate to genre and style of dance, such as: • sprung softwood • tarket • sprung parquet • tongue and groove hardwood • resined for ballroom and Latin dance • non-slip for ballet • wood for tap and Spanish • effect of different ground surfaces, such as: • moving float • podium or raised platform

	• runway • concrete or hard floor • pavement • slippery floor • sticky floor • floor that is too springy • sloping surface • earth • correct execution of dance steps • nutrition and diet.
Protocols may relate to:	• activities open only to initiated persons • gender-specific activities • how to approach certain persons • obtaining information and materials • permission for activities • costumes • make-up • prohibitions on activities or communication • who to approach for a particular reason.
Warm-up exercises should:	• be undertaken with care and to the level of own ability • include: • stretches • flexibility exercises • aerobic activities • coordinated breathing activities.
Aspects of personal presentation may include:	• costumes • accessories • make-up • hair • posture • way of moving.

Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.