



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN204A Perform basic Aboriginal and Torres Strait Islander dance technique

Release: 1

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Modification History

Version	Comments
CUADAN204A	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 appreciate Aboriginal and Torres Strait Islander dance as an art form and to perform basic Aboriginal and Torres Strait Islander dance forms and techniques. It is intended that this unit be delivered by and to Aboriginal and Torres Strait Islander people.

The knowledge required to achieve competency in this unit may only be accessible to Aboriginal and Torres Strait Islander people and may be the cultural and intellectual property of specific communities. Respect and maintenance of community protocols would need to be adhered to.

Organisations delivering this unit would be expected to work closely with the local Aboriginal and Torres Strait Islander community or Community Advisory Board (CAB). Information on the composition and role of CABs is provided in the Assessment Guidelines in CUA11 Live Performance Training Package.

Application of the Unit

Aboriginal and Torres Strait Islander people with little or no practical experience in traditional dance apply the skills and knowledge outlined in this unit. They could be performing as members of a group in events in the local community or in public performances for visitors to their region or community.

Performances highlight the unique nature of Indigenous community culture, language, story-telling and traditional dress. At this level basic Aboriginal and Torres Strait Islander dance techniques are applied under the close supervision of experienced Aboriginal and Torres Strait Islander dancers and cultural mentors.

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 Aboriginal and Torres Strait Islander dance as an art form	1.1. Clarify the significance of dance performances from an Aboriginal and Torres Strait Islander perspective 1.2. Discuss the intention and key aspects of performances with relevant personnel 1.3. Follow relevant cultural protocols 1.4. Recognise that Aboriginal and Torres Strait Islander dance is composed of a variety and number of influences
2. Develop basic dance performance skills	2.1. Apply basic body design and traditional costumes for performance 2.2. Under the guidance of mentors or teachers, develop a range of basic dance skills 2.3. Apply safe dance practices at all times to prevent injury to self and others 2.4. Explore natural body response to varying Indigenous styles, including movement and percussion 2.5. Follow advice from others about ways to improve own dance technique
3. Perform short dance sequences	3.1. Use Aboriginal and Torres Strait Islander instruments with sensitivity and expression 3.2. Enact simple sequences combining a variety of discrete movements in ensemble or individually 3.3. Observe direction from relevant personnel 3.4. Observe and follow dictates of music or rhythm 3.5. Synchronise movements with ensemble where required

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss dance issues with colleagues in a culturally appropriate way
 - respond appropriately to feedback on own skill development and performance
- initiative and enterprise skills to apply techniques of music to movement in dance forms
- learning skills to develop and practise basic Aboriginal and Torres Strait Islander dance techniques
- planning and organising skills to:
 - prepare for performances
 - plan practice time
- self-management skills to:
 - observe cultural protocols
 - observe dance discipline and follow direction
 - apply safe dance practices
 - teamwork skills to work collaboratively with others involved in dance classes and performances.

Required knowledge

- well-developed knowledge of:
 - principles underlying dance movements and techniques, including:
 - relationship with gravity
 - spatial awareness
 - successional movement
 - use of breath
 - folding
 - extending
 - rotating
 - shifting weight
 - anatomical foundations, including:
 - 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
 - importance of healthy food choices in relation to wellbeing and injury prevention, including five food groups and recommended daily amounts
 - body and face painting techniques
 - language and terminology associated with the dance, movement and song being performed
 - ways to assemble appropriate costuming
- overview knowledge of:

- community language
- language of dance
- language of body markings
- history and roles of dance in Aboriginal and Torres Strait Islander cultures
- traditional roles, especially as they relate to dance performance, including cross-cultural, cross-gender or gender-specific roles.

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: • reproduce Aboriginal and Torres Strait Islander dance exercises and sequences, within personal capabilities • convey the basic spirituality of Aboriginal and Torres Strait Islander dance steps and movements • display fluency of movement • apply the basic concepts of Aboriginal and Torres Strait islander dance to own performances.
Context of and specific resources for assessment	Assessment may take place on the job, off the job (for example in communities and training organisations) or a combination of on and off the job. This unit requires access to: • Aboriginal and Torres Strait Islander elders, custodians and other culturally knowledgeable people authorised by their communities to act as mentors in performance disciplines • appropriate dance performance areas or spaces, including outdoor locations. Trainers and assessors in this unit should be Aboriginal and Torres Strait Islander people validated by the Community Advisory Board set up to oversee implementation of this training. They must ensure that the cultural and intellectual property rights of Aboriginal and Torres Strait Islander peoples are protected.
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 • 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 • analysis of dancer's ability to convey dance's cultural meaning • direct observation of dance performance. 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: • CUADAN201A Develop basic dance techniques • CUADAN202A Incorporate artistic expression into basic dance performances • CUAPRF201A Prepare self for performances.

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.

Aspects may include:	• audience characteristics • costume requirements • length of performances • make-up • number of performances.
Relevant personnel may include:	• choreographers • community members • elders • manager • mentors • performers • supervisors.
Protocols may include:	• rules of behaviour governing communication, access to and use of cultural information and practices that form the heritage of the diverse range of Aboriginal and Torres Strait Islander societies • full set of protocols of a particular community or cultural grouping, which is likely to be unique, such as: • activities open only to initiated persons • gender-specific activities • how to approach certain persons • obtaining information and materials • permission for activities • prohibitions on activities or communication • who to approach for a particular reason.
Costumes may include:	• headbands • mukmuk • waistbands • zazi.
Basic dance skills may include:	• body alignment for Aboriginal and Torres Strait Islander dance • exercises and sequences incorporating air work, such as rolls

	• exterior dance spaces • floor work, such as: • stretches • abdominal strengthening • improvisation • locomotor movements, such as: • walking • leaping • sliding • non-locomotor movements, such as: • twisting • turning • stretching • swaying • bending • maintaining rhythm and tempo • working at differing tempos • focusing eyes and mind while performing • working on centre and off centre.
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<i>Safe dance practices</i> relate to:	• understanding the body's capabilities and limitations, including: • alignment • flexibility (mobility) • strength (stability) • cardiorespiratory endurance • muscular endurance • 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 • correct execution of dance steps • appropriate clothing and footwear • nutrition and diet.
<i>Aboriginal and Torres Strait Islander instruments</i> may include	• body design and ornamentation • clap sticks • didgeridoo • kangaroo skin pillows • possum drums, if available • pumpil • traditional dress wear.

Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.