



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN207A Perform basic tap technique

Release: 1

CUADAN207A Perform basic tap technique

Modification History

Version	Comments
CUADAN207A	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 tap dance as an art form and to perform basic tap dance techniques in a learning environment.

Application of the Unit

Persons with some practical experience in tap dance apply the skills and knowledge outlined in this unit. They would normally perform as members of a group or ensemble.

At this level basic tap dance techniques are applied under the close supervision of experienced dancers and dance teachers. Performances would usually be within a learning environment for small audiences.

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 tap dance as art form	1.1. Physically demonstrate understanding of the terminology used in tap dance 1.2. Discuss with relevant personnel the range of influences found in tap dance
2. Develop basic tap dance performance skills	2.1. Under the guidance of mentors or teachers, develop a range of basic tap dance skills 2.2. Apply safe dance practices at all times to prevent injury to self and others 2.3. Experiment with performing a few bars of own choreography within a group format 2.4. Follow advice from others about ways to improve own dance technique
3. Perform short dance routines	3.1. Discuss the intention and key aspects of routines with relevant personnel 3.2. Apply basic make-up and wear appropriate costumes for performances 3.3. Perform simple routines combining a variety of discrete movements individually or synchronise movements with ensemble where required 3.4. Use props effectively and confidently as required 3.5. Create style and grace through coordination of arm lines 3.6. Observe direction from relevant personnel 3.7. Observe and follow dictates of music or rhythm

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 an 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
 - express rhythms in physical form
 - choreograph a simple tap sequence
- learning skills to:
 - improve own tap dance techniques through practice and a positive attitude to dancing
 - develop a movement memory
- planning and organising skills to:
 - prepare for performances
 - plan practice time
- self-management skills to:
 - arrive punctually at classes
 - dress appropriately
 - observe dance discipline and follow direction
 - project a confident manner when performing
 - apply safe dance practices
- teamwork skills to:
 - work collaboratively with others involved in dance classes and performances
 - work in a cohesive partnership with a peer, interpreting a dance style.

Required knowledge

- well-developed knowledge of:
 - principles underlying dance movements and techniques, such as:
 - 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
- tap dance terminology
- musical rhythms, including:
 - time signatures
 - beat
 - tempo
 - syncopation
- overview knowledge of:
 - stagecraft as it relates to dancers, including:
 - costumes
 - make-up
 - props
 - lighting
 - main periods in the history of tap, including prominent dancers.

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 tap dance exercises and routines, within personal capabilities • perform two dances of differing tempos and time signatures that demonstrate a mastery of basic tap techniques • 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 • 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 intended meaning of dance routines • direct observation or video recording 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	Holistic assessment with other units relevant to the industry

for assessment	sector, workplace and job role is recommended, for example: • CUADAN201A Develop basic dance techniques • CUADAN202A Incorporate artistic expression into basic dance performances • CUAPRF01A 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.

Terminology may include:	• syncopation • beat count • steps, such as: • scuffs • shuffles, such as: • crossover • heel • ball change • riff • wings • heel clicks • tap-ups • ripples • cramp roll.
Relevant personnel may include:	• teachers • choreographers • community members • managers • mentors • performers • representatives of dance societies • supervisors.
Influences may include:	• English, such as clogging • Irish, such as: • step dancing • stomp dancing • African, such as Juba dance • Spanish, such as Flamenco • vaudeville • musical theatre and Broadway shows • the Hooper's Club • dancers, such as: • Fred Astaire

	• Gene Kelly • Sammy Davis Jnr • Savion Glover • Gregory Hines.
Developing basic tap dance skills may relate to:	• executing barre work, such as: • full pliés and shuffles • heel shuffles • tap-ups • turns • shuffles and wings • knock wings • practising dance centre amalgamations, such as: • shuffles (medium tempo) • tap-ups and ripples: travelling, 3/4 time, medium or fast tempo • speed tap-ups: very fast tempo • samba • syncopation • turning cramp rolls: 3/4 time • turns on diagonal • wings, such as: • doubles • split • travelling • improvisation • performing exercises with correct posture, alignment and technique with neat foot placement • keeping in time with the music • demonstrating a controlled looseness of ankle and knee joints • showing lightness in springing • coordinating arms and lower limb movements.
Safe dance practices 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 • tarkett • 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.
Aspects may include:	• audience characteristics • costume requirements • length of performances • make-up • props • number of performances.
Basic make-up may include:	• face make-up • body paint • theatre make-up.

Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.