



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN303A Develop dance partnering techniques

Release: 1

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Modification History

Version	Comments
CUADAN303A	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 apply basic techniques for dancing with a partner in any dance style.

Application of the Unit

The skills and knowledge outlined in this unit apply to dancers in any style or genre. Knowing how to dance with a partner is essential in all performance contexts - from social to community to professional.

At this level partnering techniques would be simple in nature and not include movements such as overhead lifts which require a high level of fitness and advanced technique.

Work is usually undertaken under supervision, though some autonomy and judgement can be expected given the nature of dance performance.

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 partnering in dance	1.1. View a range of videos as the basis for discussing issues associated with dance partnering 1.2. Identify conventional gender roles in partnering and ways they have been challenged in modern dance practice
2. Prepare the body for dance	2.1. Perform basic warm-up and cool-down activities 2.2. Adhere to injury-prevention techniques 2.3. Take common health concerns for dancers into account when devising own physical conditioning program
3. Practise partnering techniques	3.1. Under the guidance of mentors or teachers, practise a range of basic partnering techniques 3.2. Work on developing trust with partner 3.3. Develop confidence in dealing with variations in ways signals are given or interpreted by either partner 3.4. Develop a mutually supportive approach to learning steps and movements 3.5. Follow advice from others about ways to improve partnering technique
4. Perform simple sequences with a partner	4.1. Clarify with relevant personnel requirements for short partnered sequences 4.2. Rehearse sequences, noting critical points that may cause difficulties 4.3. Agree on ways to recover from potential problems with partner and practise these as required 4.4. Perform sequences applying balance, coordination, technique and expressive skills to achieve harmony of movement with partner 4.5. Evaluate performance with others and note areas for future improvement

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss dance partnering issues with relevant personnel
 - respond appropriately to feedback on own skill development and performance
- initiative and enterprise skills to:
 - work creatively with music and dance
 - interpret and provide signals to partner while dancing together
 - respond creatively and flexibly to partner while dancing together
- learning skills to:
 - improve own dance partnering techniques through practice and a positive attitude to dancing
 - develop a movement memory
- planning and organising skills to plan practice time
- problem-solving skills to anticipate and prepare for issues that may arise when dancing with a partner
- self-management skills to:
 - arrive punctually at classes, rehearsals and performances
 - dress appropriately
 - observe dance discipline and follow direction
 - apply safe dance practices
- teamwork skills to:
 - work closely with a dance partner
 - work collaboratively with others involved in dance classes and performances.

Required knowledge

- principles and conventions of partnering in dance
- partnering techniques relevant to chosen dance style
- 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
- terminology relevant to chosen dance style.

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 a simple dance sequence with a partner on at least two occasions - demonstrate competent execution of basic techniques when performing, including: - coordinated footwork - appropriate arm lines - correct body positioning in relation to partner - holding - catching - releasing - supporting or being supported - 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 (live or recorded) - verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit - case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of developing dance partnering techniques - direct observation of candidate in classes. 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: • CUADAN306A Increase depth of ballet dance technique • CUADAN308A Increase depth of contemporary dance technique • CUAOHS301A Condition the body for dance performances • CUAPRF307A Develop performance techniques.

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.

Issues may include:	• role of partnering in different dance styles and genres, including: • ballroom or social dance: • Latin American • standard • ballet (pas de deux) • contemporary • jazz • tap • physical strength for lifts • coordination • contact improvisation • interpreting signals • trust between partners • multiple partners.
Gender roles may relate to:	• male: • leading • lifting • ‘showcasing’ the ballerina • female: • following • ballerina as the primary focus • challenging conventions, including: • same gender partnering • female lifting male.
Warm-up activities may include:	• minor stretches • joint-mobility exercises • flexibility exercises • aerobic activities • coordinated breathing activities.
Cool-down activities 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 • using appropriate equipment, such as barre, mirror and 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 properly • overstraining the muscles • dehydration.
<i>Basic partnering techniques</i> may relate to:	• coordination of footwork • using arm lines appropriately and extensively • assisting with jumps • body positioning in relation to partner • holding • improvising • catching • releasing • supporting.
<i>Others</i> may include:	• teacher • mentor • partner • colleagues • audience members.
<i>Requirements</i> may include:	• dance style • music • duration • mood.

Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.