



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN304A Develop dance improvisational skills

Release: 1

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Modification History

Version	Comments
CUADAN304A	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 develop dance improvisational techniques using both music and non-music stimuli.

Application of the Unit

Dancers who apply dance technique in an improvisational setting use the skills and knowledge outlined in this unit. They could be performing improvisational sequences in dance classes, auditions and rehearsals, or in live performances.

At this level, improvisations would be simple in nature and could be in a variety of dance styles, such as tap, jazz, contemporary, street and cultural forms of dance. Performances would usually be within a learning environment for small audiences.

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. Identify improvisational techniques used in dance	1.1. Identify concepts involved in improvised dance performances 1.2. Evaluate artistic and creative aspects of various styles of dance and dance sequences 1.3. Confirm requirements for a short improvised performance brief
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 dance improvisation using various stimuli	3.1. Identify typical movement and travel associated with various stimuli, including music and non-music sources 3.2. Explore natural body response to various stimuli using extended dance technique 3.3. Develop a body part movement during improvisation that can be repeated as a motif, specific to the stimuli 3.4. Communicate mood and emotion of stimuli through improvisation 3.5. Demonstrate an expressive interpretation of the stimuli through dance
4. Perform improvised sequence	4.1. Set movement boundaries for individual improvisational pieces within a set timeframe reflecting appropriate level of dance technique 4.2. Rehearse and perform extended improvised sequence adhering to set boundaries 4.3. Evaluate improvised work in relation to criteria set and gain feedback from relevant personnel 4.4. Apply feedback to future performances

Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
 - interpret and respond to stimuli, such as music, words, text or silent space
 - listen effectively to identify and incorporate various rhythms and themes in movement and performance
 - work collaboratively with others where required
 - communicate mood and emotion of various stimuli through dance
 - receive constructive feedback and apply it to future work
- initiative and enterprise skills to:
 - collect information about various styles of dance and improvisation
 - listen critically to create improvisation
 - apply appropriate styles or interpretations
 - work creatively with others
 - follow through with own individual style or idea
- self-management and learning skills to:
 - plan own practice time
 - evaluate and seek feedback for improvisations
 - improve performance through experimentation and practice
 - respond appropriately to pressures of performance
- technical skills to:
 - perform appropriate stretches, exercises and breathing techniques to warm up and cool down the body
 - demonstrate extended dance technique for performance
 - use a range of improvisational techniques
 - display appropriate emotions through movement, facial expressions and dance
 - apply health and safety techniques to dance.

Required knowledge

- characteristics of chosen dance styles and techniques for improvisation within those styles
- techniques for expression through dance
- dance vocabulary relevant to chosen dance styles
- issues and challenges that arise in the context of developing improvisational skills
- OHS practices, procedures and standards as they apply to working with recorded music, lighting and staging.

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 an improvised dance sequence adhering to established movement boundaries - work collaboratively with others when developing improvisations.
Context of and specific resources for assessment	Assessment must ensure access to: - relevant stimuli - equipment to ensure safety.
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 - cases studies and scenarios as a basis for discussing issues in performance of improvisations - portfolios or other documentation that demonstrate the reflective processes used in improvisation. 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: - CUADAN308A Increase depth of contemporary dance technique - CUADAN309A Increase depth of street dance technique - CUAMUP301A Prepare personal appearance for

	performances • CUAPRF201A Prepare self for performances • CUAPRF307A Develop performance techniques.
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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.

Concepts may include:	• using imagination • interpreting and responding to stimuli, such as music, words or text • following through with own individual style or idea • allowing one's own movement to flow uninterrupted • recreating certain style, genre or era • listening effectively to identify and incorporate various rhythms • interpreting stimuli appropriately for improvisation • using aural and other stimuli to develop themes in movement and performance.
Styles of dance may include:	• ballet • jazz • tap • street • modern • contemporary • cultural • social.
Requirements may include:	• dance style • equipment • stimuli • music • silence • length of piece.
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.
Injury-prevention	• warming up and cooling down before and after class

techniques may include:	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.
Common health concerns 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.
Stimuli may include:	• music, such as: • any type of musical style, 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.
Motif may include:	• a rhythm • an expression • a body part • a statue • a movement pattern.
Movement boundaries may include:	• limited or extended space • highlighting of a body part • musical restrictions • limited timeframe • style of movements • addition of vocal sounds • addition of other improvising bodies • use of props.
Ways to evaluate may include:	• looking at the: • emotional response • composition balance • appropriate level of dance technique.
Relevant personnel may include:	• agent • choreographer • director • producer • representatives of dance societies • teacher.

Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.