



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN405A Develop expertise in street dance technique

Release: 1

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Modification History

Version	Comments
CUADAN405A	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 add range and depth to street dance technique. At this level, dancers are constantly refining their technique and expression to produce performances that convey the mood and style of music through complex dance movements.

Application of the Unit

This unit applies to those who are consolidating their career in contexts where street dancing skills are required. They could be developing technique in preparation for performances in commercial or competition settings where they would usually be performing as members of an ensemble, though some solo work could be expected.

While supervision and guidance are provided in practice sessions and rehearsals, dancers are expected to display a high level of motivation and sense of responsibility for themselves and others when it comes to applying dance technique in a live performance context.

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. Maintain a physical conditioning program	1.1. In consultation with relevant personnel identify a range of techniques to improve stamina, strength and flexibility 1.2. Set realistic physical conditioning goals aimed at improving own dance technique 1.3. Identify risk factors that may inhibit the achievement of goals and seek professional advice as required 1.4. Take fatigue, personal limitations and boundaries into account when undertaking physical conditioning program 1.5. Always perform warm-up and cool-down activities in conjunction with dance activities 1.6. Ensure that appropriate clothing and footwear are used when undertaking exercise regime and practising dance technique
2. Use practice sessions to increase level of expertise in street dance techniques	2.1. Practise combining complex street dance movements and steps 2.2. Invent new movements and routines to create a unique style 2.3. Explore creativity, versatility, individuality and originality in performances 2.4. Apply precision, rhythm and musicality in performances 2.5. Apply coordination, flow and correct timing when performing with other dancers 2.6. Contribute to discussions about ways of improving individual and ensemble technique
3. Maintain expertise	3.1. Continuously practise and refine combinations of complex movements and routines 3.2. Maintain and update knowledge of street dance terminology 3.3. Use feedback from teachers and mentors to identify and develop ways to improve own contemporary dance performance skills 3.4. Regularly view performances by industry practitioners as a way of sourcing new ideas and trends, maintaining motivation, and improving own technique

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss dance and physical conditioning issues with relevant personnel
 - respond appropriately to feedback on own skill development
- initiative and enterprise skills to:
 - work creatively with music and dance
 - communicate the mood or style of dances
 - improvise short street dance routines
 - maintain and develop own expertise
 - identify and apply relevant aspects of the selected dance style's culture and history in performances
- learning skills to:
 - develop strong street dance techniques through:
 - practising complex movements and routines
 - a positive attitude to dancing
 - develop and implement a personal physical conditioning program
 - develop a movement memory
- listening skills to maintain musical sensitivity, awareness and phrasing in movement sequences
- planning and organising skills to plan practice time
- self-management skills to:
 - arrive punctually at classes and practice sessions
 - dress appropriately
 - observe dance discipline and follow direction
 - apply safe dance practices
 - teamwork skills to work collaboratively with others involved in dance classes.

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
- street dance terminology
- musical rhythms, including:
 - time signatures
 - beat
 - tempo
 - syncopation
- overview knowledge of:
 - history of street dance
 - ways of notating street dance.

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: - consistently execute well-developed street dance technique - execute dance sequences that demonstrate a creative response to music - respond appropriately to constructive feedback on own skills development. - follow safe dance practices.
Context of and specific resources for assessment	Assessment must ensure access to: - appropriate dance performance areas or spaces - relevant resources.
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 - 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 performing street dance - evaluation of live or recorded performances - direct observation of candidate in rehearsals and performances. 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 sector, workplace and job role is recommended, for

for assessment	example: • CUADAN402A Improvise an advanced dance sequence • CUADAN407A Develop expertise in dance performance skills • CUAPRF404A Refine movement skills for performance • CUAPRF503A Prepare for and perform in a competitive environment.
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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.

Relevant personnel may include:	• teachers • mentors • coaches • medical practitioners • nutrition experts • colleagues • family members • performers.
Risk factors may relate to:	• body image and eating disorders • consistency of a physical fitness regime • expectations of others • gender-appropriate performance techniques • gender issues • poor nutrition • insufficient hydration • effect of different ground surfaces, such as: • concrete or hard floor • moving float • podium or raised platform • runway • slippery floor • sloping surface • sticky floor • inappropriate footwear • injury-prevention strategies • own ambition.
Warm-up and cool-down activities may include:	• stretching • joint-mobility exercises • flexibility exercises • aerobic activities • anaerobic exercises • coordinated breathing activities • floor work.

<i>Appropriate clothing and footwear</i> may relate to:	• non-restrictive clothing • footwear that: • distributes load • absorbs impact • supports the foot.
<i>Street dance movements and steps</i> may include:	• backslide • chest pops • clown walk • correct posture and alignment when in motion • cripp walk • dancing in time with the music • demonstrating an awareness of personal and general space when travelling and stationary • demonstrating safe dance practices in jumping, falling and faster travelling steps • fare • floating • freezes • gliding • grinding • Harlem shake • improvisation • jacking • jax • locking • non-locomotor techniques, such as: • balance • stillness • power moves: 6-step, 3-step, windmill • scooby do • shuffling • skating • sliding • stomping • strobing • ticking • toprocks, uprocks • twirl • waving.
<i>Performances</i> may be:	• live before an audience • in a learning environment.

Terminology may include:	• animation • B Boys • B Girls • battle • boogaloo • break • buck • callouts • clowning • crew • fams • kill offs • tricks.
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Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.