



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN406A Develop expertise in social dance technique

Release: 1

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Modification History

Version	Comments
CUADAN406A	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 social 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 social dancing skills are required. They could be developing technique in preparation for performances in commercial or competition settings where they would usually be performing with a partner. 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 clothing and footwear are appropriate for undertaking exercise regime and practising dance technique
2. Use practice sessions to increase level of expertise in social dance techniques	2.1. Follow safe dance practices at all times 2.2. Apply correct posture and body alignment appropriate to social dance styles being practised 2.3. Apply isolation and coordination of upper and lower body within complex movement sequences 2.4. Apply correct arm movement, positioning and transitioning flow in movement sequences 2.5. Apply correct hip action, leg and foot placement in movement sequences 2.6. Refine partnering skills to enable correct leading and following movements 2.7. Apply balance, flexibility, stamina, coordination and weight transfer skills, and control and articulation of individual body parts in an integrated manner in a range of complex techniques 2.8. Apply memory retention, control and attention to detail when performing complex phrases of dance movements 2.9. Incorporate well-developed understanding of musical elements through dance to show the relationship between social dance and accompanying music
3. Maintain	3.1. Continuously practise and refine combinations of

expertise	complex movements 3.2. Develop and experiment with new <i>routines</i> involving different body movements and different combinations 3.3. Maintain and update knowledge of social dance terminology 3.4. Use feedback from teachers and mentors to identify and develop ways to improve own social dance performance skills 3.5. Regularly view performances by industry practitioners as a way of sourcing new ideas and trends, maintaining motivation, and improving own technique
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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
 - dance with style and professionalism
 - communicate the mood or style of dances
 - maintain and develop own expertise
- learning skills to:
 - develop strong social 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
 - dress appropriately
 - observe dance discipline and follow direction
 - apply safe dance practices
- teamwork skills to:
 - work closely with a partner in dance performances
 - work collaboratively with others involved in dance classes.

Required knowledge

- 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
- social dance terminology
- characteristics and history of chosen social dance styles
- musical rhythms, including:
 - time signatures
 - beat
 - tempo
 - syncopation.

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 social dance technique - execute dance sequences that demonstrate: - a creative response to music - partnering skills - an ability to communicate the mood or style of dances - 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 and equipment.
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 social 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 for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUADAN401A Develop on-camera dance performance skills • CUADAN407A Develop expertise in dance performance skills • CUAPRF503A Prepare for and perform in a competitive environment.

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:	• coaches • colleagues • family members • medical practitioners • mentors • nutrition experts • performers • representatives of dance societies • teachers.
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 • incorrectly fitting footwear • injury-prevention strategies • insufficient hydration • own ambition.
Warm-up and cool-down activities may include:	• aerobic activities • anaerobic exercises • body conditioning and strength development • breathing techniques • coordinated breathing activities • flexibility exercises • floor work • isolation and mobility of all body parts • joint-mobility exercises • stretching.
Safe dance practices may include:	• adjusting performance to venue • breathing exercises • correct execution of dance steps • appropriate clothing and footwear • 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 • logical sequencing of dance movements • nutrition and diet • spatial awareness • understanding the body's capabilities and limitations, including: • alignment • flexibility (mobility) • strength (stability) • cardiorespiratory endurance • muscular endurance • warm-up and cool-down activities.
Posture refers to:	• correct alignment of the torso, limbs, spine and shoulders in movements and poses.
Body alignment refers to:	• facing and backing • line of dance • position of foot in relation to the room.
Social dance styles may include:	• international standard, such as: • foxtrot • quickstep • tango • Viennese waltz • waltz • American standard • Arthur Murray • street Latin dance, such as: • Argentine tango • cha cha • jive • mambo • paso doble • rumba • salsa.
Complex techniques include:	• body positions: • promenade • counter promenade

	• open promenade • open counter promenade • tandem • correct posture and alignment when in motion • 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 • execution of weight transfer techniques • holds, such as: • alternative holds for closed position • alternative holds for open position • improvisation • locomotor techniques: • chasse steps, including runaway, slip, twist and ronde • leading of partner, including physical, visual and shaping • precedes and follows • non-locomotor techniques, such as: • balance • stillness • turning techniques, including: • turning movements and steps that include further extension • different variants of turn, including $\frac{3}{4}$ turn.
Phrases refer to:	• the joining and sequencing of steps in line with musical phrasing.
Musical elements may refer to:	• beat • correct timing • musicality • phrasing • rhythm • sensitivity • tempo.
Accompanying music may include:	• instrumental music • live or recorded music • traditional or folk music • vocal music.
Routines include:	• different formations of precedes and follows.

Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.