



Australian Government

Department of Education, Employment and Workplace Relations

CUADAN410A Develop expertise in tap dance technique

Release: 1

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Modification History

Version	Comments
CUADAN410A	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 tap 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 musical theatre and other contexts where tap 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 clothing and footwear are appropriate for undertaking exercise regime and practising dance technique
2. Use practice sessions to increase level of expertise in tap dance techniques	2.1. Perform dance centre amalgamations with confidence, precision, style and grace 2.2. Choreograph short pieces using a wide variety of steps and well-planned floor patterns 2.3. Inject creativity, versatility, individuality and originality into the performance of exercises and dance routines 2.4. Incorporate well-developed understanding of rhythm and musicality into performances at training sessions and rehearsals 2.5. Experiment with improvising steps and routines 2.6. Ensure that flow and interaction with other dancers are smooth and well-timed
3. Maintain expertise	3.1. Continuously practise and refine combinations of complex movements and routines 3.2. Maintain and update knowledge of tap dance terminology 3.3. Use feedback from teachers and mentors to identify and develop ways to improve own tap 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
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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
- dance literacy skills to document short choreographed tap dance routines
- initiative and enterprise skills to:
 - work creatively with music and dance
 - dance with style and professionalism
 - communicate the mood or style of dances
 - choreograph a short tap sequence
 - use props confidently and effectively
- learning skills to:
 - develop strong tap 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
- 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 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
- tap dance terminology
- stage geography and directions
- musical rhythms, including:
 - time signatures
 - beat
 - tempo
 - syncopation
- overview knowledge of:
 - main periods in the history of tap, including prominent dancers
 - ways of notating tap 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 strong and precise tap dance technique - execute solo and group dance sequences that demonstrate: - a creative response to music - confident performance 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.
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 and third-party workplace reports of on-the-job performance - evaluation of choreographic notation used - 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 tap 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: • CUADAN407A Develop expertise in dance performance skills • CUADLT401A Document dance.

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.

<i>Relevant personnel</i> may include:	• teachers • mentors • coaches • medical practitioners • nutrition experts • colleagues • family members • performers • representatives of dance societies.
<i>Risk factors</i> may relate to:	• consistency of a physical fitness regime • own ambition • expectations of others • injury-prevention strategies • gender issues • body image and eating disorders • insufficient hydration • poor nutrition • incorrectly fitting footwear • gender-appropriate performance techniques.
<i>Warm-up and cool-down activities</i> may include:	• stretching • joint-mobility exercises • flexibility exercises • aerobic activities • anaerobic exercises • coordinated breathing activities • floor work.
<i>Dance centre amalgamations</i> must include:	• producing clean, clear, high quality tap sound • demonstrating focus with body awareness • demonstrating a controlled looseness of ankle and knee joints • maintaining clean, clear beats when performing close work • correct posture and alignment when in motion • demonstrating safe dance practices in jumping and

	faster travelling steps • executing wings with clean individual sounds for the required number of wing beats • dancing in time with the music • maintaining good timing without music • performing complex turns while maintaining a high level of technique.
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Unit Sector(s)

Performing arts - dance

Custom Content Section

Not applicable.