



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUAPRF404A Refine movement skills for performance**

**Release: 1**

## CUAPRF404A Refine movement skills for performance

### Modification History

| Version    | Comments                                                                                    |
|------------|---------------------------------------------------------------------------------------------|
| CUAPRF404A | 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 and refine complex movement skills required in a range of live performance contexts. At this level, performers are constantly refining their technique and expression to produce performances that convey the mood and style of music through movement routines.

### Application of the Unit

This unit applies to performers who are consolidating their career in contexts where high level movement skills are required. They could be involved in dance, musical theatre and circus performances. 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, performers are expected to display a high level of motivation and sense of responsibility for themselves and others during live performances.

### 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                                                                                                                                                                                                                                                                                                    |
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| <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 movement principles | <p>1.1. Explore the range of <b>movement patterns</b> and their <b>associated skills</b></p> <p>1.2. Become familiar with <b>basic performance cues associated with movement patterns</b> and skills</p> <p>1.3. Discuss ways of developing own movement skills with <b>relevant personnel</b></p>                                                                                                                                                                                                |
| 2. Prepare the body for movement                   | <p>2.1. Perform basic <b>warm-up</b> and <b>cool-down activities</b></p> <p>2.2. Adhere to <b>injury-prevention techniques</b></p> <p>2.3. Take <b>common health concerns</b> for performers into account when devising own physical conditioning program</p>                                                                                                                                                                                                                                     |
| 3. Practise a range of movements                   | <p>3.1. Use a range of <b>sources</b> to <b>generate ideas</b> for movement routines</p> <p>3.2. Apply knowledge of performance cues to practise full range of movement patterns</p> <p>3.3. Apply knowledge of <b>anatomical alignment principles</b> in movement exercises</p> <p>3.4. Practise controlling balance in a range of positions</p> <p>3.5. Use feedback from teachers and mentors to identify and develop ways to improve own movement skills</p>                                  |
| 4. Develop performance attributes                  | <p>4.1. Incorporate movement patterns into routines in ways that convey their <b>dramatic intent</b></p> <p>4.2. Incorporate basic rhythmic structures and musicality into movement routines</p> <p>4.3. Ensure that flow and interaction with other performers are smooth and well-timed</p> <p>4.4. Work on developing a strong sense of individuality and presence in the execution of sequences</p> <p>4.5. Develop techniques for incorporating unseen combinations with speed and verve</p> |

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - discuss movement concepts and techniques with relevant personnel
  - respond appropriately to feedback on own skill development and performance
- initiative and enterprise skills to:
  - work creatively with music and dance
  - dance with style and strong stage presence
  - observe and accurately interpret physical skills
- learning skills to:
  - develop strong movement techniques through:
    - practising complex movements and routines
    - a positive attitude to learning and a willingness to experiment
  - develop a movement memory
- planning and organising skills to plan and execute own warm-up and cool-down routines
- self-management skills to:
  - achieve movement responses within personal capabilities
  - follow direction
  - apply safe performance practices
  - teamwork skills to work collaboratively with others involved in classes and performances.

### Required knowledge

- well-developed knowledge of:
  - principles underlying physical 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 joint motion
    - 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

- musical rhythms, including:
  - time signatures
  - beat
  - tempo
  - syncopation
- overview knowledge of:
  - movement philosophies, such as:
    - Alexander technique
    - Bartenieff fundamentals
    - Feldenkrais method
    - Ideokinesis
    - Pilates
    - yoga
    - Thera-Band.

## 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.

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| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>perform a range of movement routines that demonstrate: <ul style="list-style-type: none"> <li>understanding of human movement principles and their application in performance</li> <li>well-developed movement techniques appropriate to specific performance contexts</li> </ul> </li> <li>incorporate rhythmic structures and musicality into movement routines</li> <li>cooperate with others in a learning and performance environment.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context of and specific resources for assessment</b>                                             | Assessment must ensure access to appropriate performance areas or spaces.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>direct questioning combined with review of portfolios of evidence</li> <li>third-party workplace reports of on-the-job performance</li> <li>verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit</li> <li>case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of developing movement skills</li> <li>direct observation of the candidate in practice sessions and performances.</li> </ul> <p>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).</p> |

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| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"><li>• CUADAN402A Improvise an advanced dance sequence</li><li>• CUADAN409A Develop expertise in contemporary dance technique.</li></ul> |
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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.*

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b><i>Movement patterns</i></b> include:     | <ul style="list-style-type: none"> <li>• sending</li> <li>• receiving</li> <li>• accompanying</li> <li>• evading</li> <li>• locomotor movements</li> <li>• landings</li> <li>• statics</li> <li>• swings</li> <li>• rotations</li> <li>• springs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b><i>Associated skills</i></b> may include: | <ul style="list-style-type: none"> <li>• sending:           <ul style="list-style-type: none"> <li>• throwing</li> <li>• striking</li> </ul> </li> <li>• receiving:           <ul style="list-style-type: none"> <li>• catching</li> <li>• collecting</li> </ul> </li> <li>• accompanying:           <ul style="list-style-type: none"> <li>• dribbling</li> <li>• carrying</li> </ul> </li> <li>• evading:           <ul style="list-style-type: none"> <li>• dodging</li> <li>• faking</li> <li>• screening</li> </ul> </li> <li>• locomotor movements:           <ul style="list-style-type: none"> <li>• displacement of the body from one place to another</li> </ul> </li> <li>• landings:           <ul style="list-style-type: none"> <li>• on feet</li> <li>• on hands</li> <li>• while rotating</li> </ul> </li> <li>• statics:           <ul style="list-style-type: none"> <li>• balances</li> <li>• supports</li> <li>• hangs</li> </ul> </li> </ul> |

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|                                                                              | <ul style="list-style-type: none"> <li>• swings: <ul style="list-style-type: none"> <li>• from supports</li> <li>• from hangs</li> </ul> </li> <li>• rotations: <ul style="list-style-type: none"> <li>• around axis of the body <ul style="list-style-type: none"> <li>• longitudinal</li> <li>• media</li> <li>• lateral</li> </ul> </li> </ul> </li> <li>• springs: <ul style="list-style-type: none"> <li>• from the arms</li> <li>• from the legs.</li> </ul> </li> </ul> |
| <b>Basic performance cues associated with movement patterns</b> may include: | <ul style="list-style-type: none"> <li>• sending</li> <li>• receiving</li> <li>• accompanying</li> <li>• evading</li> <li>• locomotor movements</li> <li>• landings</li> <li>• statics</li> <li>• swings</li> <li>• rotations</li> <li>• springs.</li> </ul>                                                                                                                                                                                                                   |
| <b>Relevant personnel</b> may include:                                       | <ul style="list-style-type: none"> <li>• teachers</li> <li>• mentors</li> <li>• coaches</li> <li>• medical practitioners</li> <li>• nutrition experts</li> <li>• colleagues</li> <li>• family members</li> <li>• performers.</li> </ul>                                                                                                                                                                                                                                        |
| <b>Warm-up activities</b> may include:                                       | <ul style="list-style-type: none"> <li>• minor stretches</li> <li>• joint-mobility exercises</li> <li>• flexibility exercises</li> <li>• aerobic activities</li> <li>• coordinated breathing activities.</li> </ul>                                                                                                                                                                                                                                                            |
| <b>Cool-down activities</b> may include:                                     | <ul style="list-style-type: none"> <li>• floor work</li> <li>• stretching.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Injury-prevention techniques</b> may include:                             | <ul style="list-style-type: none"> <li>• warming up and cooling down before and after class and performance</li> <li>• wearing appropriate clothing and footwear</li> <li>• applying intent and focus while dancing</li> </ul>                                                                                                                                                                                                                                                 |

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|                                                   | <ul style="list-style-type: none"> <li>• not overstretching</li> <li>• wearing appropriate bandaging and bracing where appropriate to support body</li> <li>• appropriate diet and rest</li> <li>• use of appropriate equipment, such as barre, mirror and sprung floors</li> <li>• attention to teacher.</li> </ul>                               |
| <b>Common health concerns</b> may include:        | <ul style="list-style-type: none"> <li>• lack of rest</li> <li>• poor diet</li> <li>• lack of understanding of basic anatomy and physiology of dance</li> <li>• lack of warming up and cooling down properly</li> <li>• overstraining the muscles</li> <li>• dehydration.</li> </ul>                                                               |
| <b>Sources</b> may include:                       | <ul style="list-style-type: none"> <li>• inspiration</li> <li>• imagination</li> <li>• life experience</li> <li>• actual events or facts</li> <li>• internet</li> <li>• other media</li> <li>• educational texts and resources</li> <li>• travel</li> <li>• observation</li> <li>• different experiences</li> <li>• memoirs or diaries.</li> </ul> |
| <b>Generating ideas</b> may include:              | <ul style="list-style-type: none"> <li>• brainstorming</li> <li>• researching</li> <li>• exercises</li> <li>• asking questions</li> <li>• role-playing</li> <li>• making analogies</li> <li>• interviewing</li> <li>• looking at the subject from different viewpoints.</li> </ul>                                                                 |
| <b>Anatomical alignment principles</b> relate to: | <ul style="list-style-type: none"> <li>• articulation of the spine</li> <li>• engagement of the feet</li> <li>• bases of support, including feet, legs, hands, arms and torso</li> <li>• range of motion of the joints</li> <li>• differentiation of the legs and pelvis.</li> </ul>                                                               |
| <b>Dramatic intent</b> may relate to conveying a  | <ul style="list-style-type: none"> <li>• comedy</li> <li>• character</li> <li>• tragedy</li> </ul>                                                                                                                                                                                                                                                 |

|           |                                                                                                                                       |
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| sense of: | <ul style="list-style-type: none"><li>• romance</li><li>• wistfulness</li><li>• yearning</li><li>• fun</li><li>• happiness.</li></ul> |
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## Unit Sector(s)

Performing arts - performance

## Custom Content Section

Not applicable.