



Australian Government

Department of Education, Employment and Workplace Relations

CUARES501A Refine conceptual understanding of dance

Release: 1

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Modification History

Version	Comments
CUARES501A	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 investigate and reach conclusions about cultural, historical and theoretical concepts related to dance.

Application of the Unit

Dancers, choreographers, writers and researchers interested in the cultural and historical context of dance apply the skills and knowledge in this unit. They may need to refine their conceptual understanding of dance to inform the development of a dance piece for a class, audition or performance, deepen their knowledge of a particular topic, or to develop an independent piece of research.

At this level, people are expected to engage in a research process that begins to inform practice at a professional level, but which may be guided by others.

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. Select a focus for research	1.1. Consult with relevant personnel and select a focus for research based on individual needs and perspectives 1.2. Make an initial determination of the information and ideas to be sought 1.3. Challenge own assumptions and preconceptions about the research process and potential information sources 1.4. Select relevant historical and contemporary sources for investigation 1.5. Locate relevant recordings of dance sequences and other documentary material to aid with research and analysis
2. Conduct critical analysis	2.1. Seek out and compare the critical views of others in chosen area of enquiry 2.2. Investigate issues around the historical and contemporary production, interpretation and promotion of dance 2.3. To aid analysis, place dance in a range of cultural contexts and consider ways in which dance as a component of culture travels and transforms over time and place 2.4. Allow the process of analysis to take exploration of issues in new and potentially unintended directions
3. Present research findings	3.1. Develop substantiated opinions and ideas in relation to research topic 3.2. Take account of the diversity of perspectives of dance in various historical periods and cultural contexts 3.3. Discuss issues associated with research findings with colleagues and incorporate new ideas as appropriate 3.4. Present findings to colleagues in a format appropriate to the research topic within agreed timeframe

Required Skills and Knowledge

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

Required skills

- analytical and literacy skills to:
 - analyse varied information sources dealing with potentially complex ideas
 - observe and interpret physical skills from an informed viewpoint
- audiovisual literacy skills to:
 - define movement characteristics
 - identify specific choreographic, historical or ethnic styles
 - interpret meanings or intentions behind movements
 - identify concepts or ideas embedded in works
- communication skills to:
 - participate in debate and discussion about concepts of dance
 - present research findings to peers and colleagues
- initiative and enterprise skills to challenge assumptions and think laterally about issues
- planning and organisational skills to set up and undertake a research process
- learning skills to improve own understanding of dance concepts
- self-management skills to conduct research and present research findings in a timely fashion
- technology skills to access information from the internet.

Required knowledge

- ways of selecting a meaningful research focus
- well-developed understanding of copyright, moral rights, intellectual property issues and legislation in relation to research
- fundamental knowledge of different perceptions of dance for differing communities
- forms and purposes of popular dance, such as:
 - musicals
 - vaudeville
 - movies
 - television
- concepts of entertainment
- role of gender in dance performances and history
- popular genres of western dance and their relation to formal dance repertoires.

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: • undertake research into an aspect of dance practice • participate in informed discussions about dance concepts • present findings of research in a way that demonstrates: • fundamental knowledge of the different perceptions of dance in different cultural contexts • appreciation of the place of popular genres in the development of dance as an art form • ability to interpret movement material.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of dance history and theory information sources • interaction with others as part of the discussion process.
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: • evaluation of presentation or documentation prepared explaining research processes and how issues surrounding history or theory have been incorporated into work • case studies to assess ability to research and use different types of information • questioning and discussion about candidate's intentions and the work outcome • written or verbal reports developed visual or written documentation • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance. 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: • BSBCRT401A Articulate, present and debate ideas • CUAWRT501A Write about dance • CUVRES502A Analyse cultural history and theory.

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:	• manager • supervisor • mentor • teacher • choreographer • dance critic • performer • peer.
<i>Individual needs and perspectives</i> may be influenced by:	• current debate among peers and critics • current performing repertoire • ensemble concerns and interests • ethnicity and cultural concerns • visiting performers • project brief • projected new works • techniques used in own practice.
<i>Assumptions and preconceptions</i> may relate to:	• different cultural responses to research • how information is presented • level of formality required in the research process • own preconceptions • preconceptions of others • what types of research are acceptable • where to find information.
<i>Historical and contemporary sources</i> may include:	• accounts and perceptions of dancers and choreographers • audiovisual recordings • books, journals, newspapers, magazines, catalogues and posters • contemporary accounts • contemporary and historical critical reviews • internet • performances • presentations • professional journals

	• dance notation • writings of dance critics, anthropologists, sociologists and cultural commentators.
Cultural contexts may relate to:	• gender • ethnicity • social and cultural attitudes to the human body • concepts of space and how it can be used • historical period • social class.
New and potentially unintended directions may be those which:	• challenge preconceptions about work process and outcomes • lead the individual to work in a different style • generate completely new ideas • take the individual back to earlier ideas.
Substantiated opinions and ideas are those which are:	• grounded in appropriate research • subjected to the analysis of others (e.g. peer review) • supported by relevant information • the result of rational and logical thought • based on aspects of dance sequences, such as: • choreography • technique of performers • set design • costumes • music.
Formats may include:	• written • presentation incorporating elements, such as: • verbal presentation • still images • video clips • dance performance.

Unit Sector(s)

Performing arts - research

Custom Content Section

Not applicable.