Workplace Learning Record

VCE VET Dance



CUA20120 Certificate II in Dance

**Student name**:

Modification history

|  |  |  |  |
| --- | --- | --- | --- |
| Version | Status | Release Date | Comments |
| 1.0 | Current |  | Original document |

Authorised and published by the Victorian Curriculum and Assessment Authority
Level 7, 2 Lonsdale Street
Melbourne VIC 3000

© Victorian Curriculum and Assessment Authority 2022

No part of this publication may be reproduced except as specified under the *Copyright Act 1968* or by permission from the VCAA. Excepting third-party elements, schools may use this resource in accordance with the [VCAA educational allowance](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx#schools). For more information go to: [www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx).

The VCAA provides the only official, up-to-date versions of VCAA publications. Details of updates can be found on the VCAA website: [www.vcaa.vic.edu.au](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx).

This publication may contain copyright material belonging to a third party. Every effort has been made to contact all copyright owners. If you believe that material in this publication is an infringement of your copyright, please email the Copyright Officer: vcaa.copyright@education.vic.gov.au

Copyright in materials appearing at any sites linked to this document rests with the copyright owner/s of those materials, subject to the Copyright Act. The VCAA recommends you refer to copyright statements at linked sites before using such materials.

The VCAA logo is a registered trademark of the Victorian Curriculum and Assessment Authority.

SWL Recognition

Structured Workplace Learning (SWL) recognition provides you with the opportunity to gain credit into your VCE or VCAL for undertaking SWL that matches your VCE VET program.

To receive recognition and credit, you will be required to reflect on your experience in the workplace and how this relates to your VET course. Your reflections are to be recorded in the three sections of this Workplace Learning Record (WLR).

About this workplace learning record

This WLR helps you gather evidence for assessment and is part of the requirement for obtaining SWL recognition.

To be eligible for one unit of credit towards your VCE or VCAL, you must:

* be enrolled in a minimum of 180 nominal hours of units of competency (UoCs) from the CUA20120 Certificate II in Dance
* undertake a minimum of 80 hours (equivalent to 10 days of work) in a dance industry placement
* reflect on a minimum of six UoCs from your program including the WHS UoC (CUAWHS111 - see page 8).

VCE VET Dance

CUA20120 / Certificate II in Dance

The VCE VET Dance program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in sectors of the entertainment industry.

The CUA20120 Certificate II in Dance is a preparatory qualification that allows learners to develop basic technical skills and knowledge to prepare for work in the live performance industry.

Specifically, a graduate of this course may learn the skills needed for:

* developing dance technique
* preparing for performance
* developing physical conditioning for dance performance
* sustainable work practices
* working effectively with others.

Job roles may include:

* trainee dancer (contemporary)
* trainee dancer (musical theatre)
* trainee indigenous dancer
* entertainer.

Workplace Learning Record

The WLR is divided into three sections.

**Section 1**: Learner profile

**Section 2**: Learning about VET UoCs in the workplace

**Section 3**: Post-placement reflections

Please complete the details of your workplace.

|  |  |
| --- | --- |
| Employer/Company/Business |  |
| Supervisor name |  |
| Contact phone number |  |

|  |  |
| --- | --- |
| Employer/Company/Business |  |
| Supervisor name |  |
| Contact phone number |  |

|  |  |
| --- | --- |
| Employer/Company/Business |  |
| Supervisor name |  |
| Contact phone number |  |

Section 1: Learner profile

Complete the learner profile and discuss this with your host employer on or before your first day of placement.

|  |  |
| --- | --- |
| **Name** |  |
| **School**  |  |
| **Phone number** |  |
| **Email** |  |
| **Explain why you decided to undertake this VET course?** |
|  |
| **List the other subjects that you are undertaking.** |
|  |
| **Explain why you have chosen this overall program.**  |
|  |
| **Outline what interests you about the industry.** |
|  |
| **What is your planned career path or future career aspiration?**  |
|  |
| **Describe any workplace skills you have developed through previous work experience, SWL or part time employment.** |
|  |
| **How have you developed these skills?**  |
|  |

Section 2: Learning about VET units of competency in the workplace

This WLR contains three key questions per UoC designed to draw out related experiences you may be exposed to in a workplace.

This does not cover all the elements or performance criteria within the units and is not designed as a UoC assessment tool.

You should comment on the UoCs you have experienced in the workplace and reflect on actual observations or activities that you have been exposed to. Your observations will:

* reinforce the training you have undertaken
* identify differences in practice or equipment
* identify areas requiring further training or practical experience.

You are encouraged to take photos and/or video where appropriate to showcase learning in the workplace. Evidence you collect can include:

* observations
* descriptions of activities and tasks
* conversations with employers and other staff
* participation in meetings
* workplace documents
* research in the workplace
* photos of equipment/processes/events
* video of workplace activities.

**Note**: please speak to your host employer before taking photos or video. Do not use the names or details of any clients / stakeholders external to the organisation / other. This record does not require identifying actual people or events, as this may breach confidentiality.

Program outline

CUA20120 Certificate II in Dance

UoCs included in this program are listed below. There are compulsory UoCs, along with a selection of electives. You can make a note of any UoC that relates to your experiences in the workplace. Indicate the year you are undertaking each UoC.

| Unit code | Unit of Competency | Nominal Hours | Year | Page |
| --- | --- | --- | --- | --- |
| **Work, Health and Safety Units** |
| CUAWHS111 | Follow safe dance practices | 60 |  | 8 |
| CUAWHS211 | Develop a basic level of physical fitness for dance performance | 40 |  | 9 |
| **Compulsory** |
| CUADAN211 | Develop basic dance techniques | 20 |  | 10 |
| CUAPRF211 | Prepare for live performances | 40 |  | 11 |
| **Electives** |
| CUADAN210 | Perform basic dance partnering techniques | 45 |  | 12 |
| CUADAN213 | Perform basic jazz dance techniques | 80 |  | 13 |
| CUADAN214 | Perform basic Aboriginal and/or Torres Strait Islander dance techniques | 45 |  | 14 |
| CUADAN215 | Perform basic contemporary dance techniques | 45 |  | 15 |
| CUADAN216 | Perform basic ballet techniques | 25 |  | 16 |
| CUADAN217 | Perform basic tap techniques | 45 |  | 17 |
| CUADAN218 | Perform basic street dance techniques | 45 |  | 18 |
| CUADAN219 | Perform basic cultural dance techniques | 45 |  | 19 |
| CUADAN220 | Perform basic lyrical dance techniques | 60 |  | 20 |

List any other units you are undertaking and include comments regarding additional units on page 21.

VCE VET units of competency

CUAWHS111 Follow safe dance practices

This unit describes the skills and knowledge required to build the foundations for a safe and healthy career in the live performance industry, through the application of safe dance practices.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Describe the warm-up and warm-down exercises observed in the workplace. |  |
| Describe a common safety hazard observed in a dance performance area or space/venue, and how the hazard was reported. |  |
| Identify the cause of common dance injuries and the assistance available to overcome injuries provided in the workplace. |  |

CUAWHS211 Develop a basic level of physical fitness for dance performance

This unit describes the skills and knowledge required to plan and implement a basic fitness regime for executing optimal physical performance in dance.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What was the process in the workplace for reviewing and adjusting a dancer’s fitness regime? |  |
| State one exercise that you observed aimed to improve:Muscular flexibilityBalanceCore strengthAlignmentStability |  |
| Describe how dancers in the workplace improved their fitness. |  |

CUADAN211 Develop basic dance techniques

This unit describes the skills and knowledge required to develop basic dance techniques for a limited range of styles under the supervision of a teacher.

The unit applies to those who are developing technique in dance styles such as ballet, contemporary, jazz, ballroom, tap, cultural and street. They are at the beginning of their career in dance and may perform as members of a group or ensemble.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Describe the appropriate practice clothing and footwear worn in the workplace. |  |
| How did you seek feedback in the workplace on basic dance techniques, and ways to improve your dance techniques? |  |
| Describe when you introduced musicality into a dance exercise. |  |

CUAPRF211 Prepare for live performances

This unit describes the skills and knowledge required to prepare to perform at a basic level for audiences in contexts such as small and large entertainment venues, festivals, corporate functions, and community events.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Describe the causes of performance anxiety observed in the workplace, and a strategy used to overcome performance anxiety. |  |
| Describe the methods used in the workplace to maintain physical and psychological conditioning for performances. |  |
| In the workplace how did you communicate effectively with others about practice sessions and rehearsals? |  |

CUADAN210 Perform basic dance partnering techniques

This unit describes the skills and knowledge required to perform basic dance partnering techniques for small audiences. It involves using knowledge of influences in different dance partnering styles when performing short dance sequences.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Describe how dancers communicated with their partners. |  |
| Describe one short dance that you observer/performed. Include details of props used, make up and costumes. |  |
| What is the process for evaluating dance partnerships and who is involved? |  |

CUADAN213 Perform basic jazz dance techniques

This unit describes the skills and knowledge required to perform basic jazz dance techniques for small audiences. This involves using knowledge of influences in jazz dance when performing short dance sequences.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Describe a short jazz routine that you performed or observed. |  |
| Outline some jazz dance terminology that you observed in the workplace. |  |
| Describe how feedback was received on performances in the workplace, and how did performers respond to the feedback. |  |

CUADAN214 Perform basic Aboriginal and/or Torres Strait Islander dance techniques

This unit describes the skills and knowledge required to perform basic Aboriginal and/or Torres Strait Islander dance forms and techniques. Performances highlight the unique nature of Indigenous community culture, language, story-telling and traditional dress.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Outline cultural protocols that you observed when performing Aboriginal and/or Torres Strait Islander dances. |  |
| Describe how the use of Aboriginal and/or Torres Strait Islander music and instruments are incorporated into performances. |  |
| Describe a short dance sequence you performed or observed. |  |

CUADAN215 Perform basic contemporary dance techniques

This unit describes the skills and knowledge required to perform basic contemporary dance forms and techniques for small audiences. This involves using knowledge of influences in contemporary dance when performing short dance sequences.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Describe the choreography of a short contemporary dance performance that you observed. |  |
| State the intent of a dance phrase that you observed or performed. |  |
| When did you discuss dance techniques and performances with colleagues and teachers and what was the outcome? |  |

CUADAN216 Perform basic ballet techniques

This unit describes the skills and knowledge required to perform basic ballet techniques for small audiences. It involves applying knowledge of ballet as an art form when performing short ballet sequences.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Describe basic ballet movements or exercises that you performed or observed. |  |
| State three safe dance practices followed in the workplace to prevent injury to self and others. |  |
| Describe how props were used effectively in performances. |  |

CUADAN217 Perform basic tap techniques

This unit describes the skills and knowledge required to perform basic tap dance techniques for small audiences. It involves using knowledge of influences found in tap dance when performing short tap dance sequences.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Describe a tap dance sequence that you performed individually or as part of an ensemble. Use tap dance terminology in your description. |  |
| Who evaluated the choreography in the workplace and what action did you take when receiving feedback at work? |  |
| What techniques did you implement or observe to convey emotion in tap dances? |  |

CUADAN218 Perform basic street dance techniques

This unit describes the skills and knowledge required to perform basic street dance forms and techniques for small audiences. It involves using knowledge of influences in street dance when performing short dance sequences.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did you communicate the intent of your street dance? |  |
| Detail improvisions that you observed or performed in street dance routines. |  |
| How did the workplace ensure that street dance techniques were safe? |  |

CUADAN219 Perform basic cultural dance techniques

This unit describes the skills and knowledge required to perform basic cultural dance forms and techniques for small audiences. It involves using knowledge of influences in cultural dance when performing short dance sequences.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Describe natural body responses observed in an ensemble performing a short cultural dance. |  |
| What is the process for evaluating cultural dance and who is involved? |  |
| What messages or story was conveyed by one of the dances you performed or observed? |  |

CUADAN220 Perform basic lyrical dance techniques

This unit describes the skills and knowledge required to perform basic lyrical dance techniques for small audiences. This involves using knowledge of influences in lyrical dance when performing short dance sequences.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What body responses did you observe in a lyrical dance routine? |  |
| Evaluate a short lyrical routine that you observed using specific terminology. |  |
| Recall and describe when you or an ensemble received feedback on performance. |  |

Comments/observations on any other unit(s) of competency not listed

|  |  |
| --- | --- |
| **Unit(s)** | **Comments/observations** |
|  |  |

Section 3: Student post-placement reflection

Employability skills are a set of eight skills we use every day in the workplace.

1. Communication
2. Teamwork
3. Problem solving
4. Self-management
5. Planning and organising
6. Technology
7. Learning
8. Initiative and enterprise

When you are on work placement, you will be using employability skills in many ways.

This record will assist you when applying for jobs and in interviews. The skills you are developing may be transferred to a range of occupations. Assessment of SWL recognition is based on a discussion of each of the sections from this booklet with a school representative.

In Section 3, identify the employability skills you have used and how you have demonstrated them in the workplace. Identify how the skills you have acquired and used during your 80 hours of SWL might assist you in the future.

List of employability skills

How did you demonstrate **communication skills**? For example, by listening and understanding, speaking clearly and directly, or reading and writing.

|  |
| --- |
|  |

How did you demonstrate **teamwork**? For example, by working as part of a team or sharing ideas and resources with co-workers.

|  |
| --- |
|  |

How did you demonstrate **problem solving**? For example, by identifying problems or developing solutions to workplace issues.

|  |
| --- |
|  |

How did you demonstrate **self-management**? For example, by taking responsibility, managing time and tasks effectively, monitoring your own performance or having the ability to work unsupervised.

|  |
| --- |
|  |

How did you demonstrate **planning and organising**? For example, by time management, setting priorities, making decisions, setting goals, collecting, or analysing and organising information.

|  |
| --- |
|  |

How did you demonstrate the use of **technology**? For example, by being prepared to use a range of technology systems, IT skills (typing or data entry), or being able to learn new skills from the technology used in this industry.

|  |
| --- |
|  |

How did you demonstrate **learning**? For example, by being willing to learn new things, being open to new ideas or adapting to change.

|  |
| --- |
|  |

How did you demonstrate **initiative and enterprise**? For example, being creative, adapting to new situations, turning ideas into actions, coming up with a variety of options.

|  |
| --- |
|  |

Summary of industry learning

At the conclusion of your SWL for this VET Qualification, think about the experiences you have had in the workplace, your reflection of learning against the UoCs and the employability skills you have developed.

How will these learnings assist you in your pathway to employment or further training in this industry?

|  |
| --- |
|  |

Student declaration

I confirm that I have undertaken work placement with:

|  |  |
| --- | --- |
| **Employer/Company/Business name** | **Total hours of placement** |
|  |  |
|  |  |
|  |  |
| **TOTAL** |  |

I have completed the reflections and evidence submitted in this WLR and they are from my own experiences.

**Signed** (Student)

**Name** (Block letters)

**Date**