Workplace Learning Record

VCE VET Dance

CUA20120 Certificate II in Dance

**Student name:**

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Level 7, 200 Victoria Pde  
East Melbourne VIC 3002

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Structured Workplace Learning Recognition

[VCE Structured Workplace Learning Recognition for VET](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/SWLRforVET/Pages/Index.aspx) provides students with the opportunity to gain credit towards their VCE (including the VCE VM) or VPC by undertaking a Structured Workplace Learning (SWL) placement that is aligned to their VE1 VCE VET program or VE2 School-based Apprenticeship or Traineeship (SBAT).

To receive credit, students are required to demonstrate satisfactory achievement of the outcomes for the relevant unit of the *VCE Structured Workplace Learning Recognition for VET* study design.

Students must maintain a Workplace Learning Record (WLR) for each placement. In the WLR students must reflect on a minimum of six units of competency (UoCs) from their program, including a workplace health and safety (WHS) UoC.

About this workplace learning record

Students undertaking this study must maintain a Workplace Learning Record (WLR) related to the SWL placement for recording, authentication and assessment purposes.

Student reflections on their SWL placement are to be recorded in the three sections of this WLR to document the skills and knowledge learned, employability skills developed, and industry experience gained relating to the VET qualification being undertaken.

Students must undertake a work placement in a different workplace setting or context for each VCE unit and maintain a separate WLR per placement.

The WLR is divided into three sections.

**Section 1**: Learner profile

**Section 2**: Learning about VET units of competency (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 SWL placement.

|  |  |
| --- | --- |
| **Student Name** |  |
| **School** |  |
| **Phone number** |  |
| **Email** |  |
| **Explain why you decided to undertake this VET certificate?** | |
|  | |
| **List the other studies 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 section of the WLR will contain three key questions per unit of competency (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

The compulsory UoCs and a selection of electives are listed in the table below. You may list any additional UoC(s) relating to your experiences in the workplace in the table. Indicate the year in which you are undertaking each UoC. You must reflect on a minimum of six UoCs from your program, including a workplace health and safety (WHS) UoC.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| UoC code | UoC title | Nominal hours | Year | Page |
| **Work, Health and Safety** | | | | |
| CUAWHS111 | Follow safe dance practices | 60 |  | 9 |
| CUAWHS211 | Develop a basic level of physical fitness for dance performance | 40 |  | 10 |
| **Compulsory** | | | | |
| CUADAN211 | Develop basic dance techniques | 20 |  | 11 |
| CUAPRF211 | Prepare for live performances | 40 |  | 12 |
| **Elective** | | | | |
| CUADAN210 | Perform basic dance partnering techniques | 45 |  | 13 |
| CUADAN213 | Perform basic jazz dance techniques | 80 |  | 14 |
| CUADAN214 | Perform basic Aboriginal and/or Torres Strait Islander dance techniques | 45 |  | 15 |
| CUADAN215 | Perform basic contemporary dance techniques | 45 |  | 16 |
| CUADAN216 | Perform basic ballet techniques | 25 |  | 17 |
| CUADAN217 | Perform basic tap techniques | 45 |  | 18 |
| CUADAN218 | Perform basic street dance techniques | 45 |  | 19 |
| CUADAN219 | Perform basic cultural dance techniques | 45 |  | 20 |
| CUADAN220 | Perform basic lyrical dance techniques | 60 |  | 21 |
|  |  |  |  |  |
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Reflect on the UoCs you have experienced in the workplace on the following pages.

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.

The unit applies to those who perform and practice in dance classes, rehearsals, and performances under the supervision of experienced dancers and dance teachers.

|  |  |
| --- | --- |
| 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.

The unit applies to those who are dancers and dance students who utilize fitness training to help build their strength, flexibility, and stamina, which are vital aspects of a dancer’s daily routine. At this level, exercises are usually undertaken with supervision and guidance in dance or fitness studios, or gyms.

|  |  |
| --- | --- |
| 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 flexibility  Balance  Core strength  Alignment  Stability |  |
| 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.

The unit applies to those who are pursuing a career as performers in the entertainment, theatre, and events industries. They could be training to be actors, dancers, circus performers, musicians, or vocalists.

|  |  |
| --- | --- |
| 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.

The unit applies to those who have a foundational level of dance partnering techniques. They may have experience performing in amateur performances, community events, or attending multiple dance classes. At this level, basic dance partnering techniques are applied under the supervision of experienced dancers and dance teachers.

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| --- | --- |
| 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.

The unit applies to those who have a foundational level of jazz dance technique. They may have experience performing in amateur performances, community events, or attending multiple dance classes. At this level basic jazz dance techniques are applied under the supervision of experienced dancers and dance teachers.

|  |  |
| --- | --- |
| 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.

The unit applies to those who are Aboriginal and/or Torres Strait Islander people and who are performing as members of a group in events in the local community or in public performances for visitors to their region or community. At this level, basic Aboriginal and/or Torres Strait Islander dance techniques are applied under the supervision of experienced Aboriginal and/or Torres Strait Islander dancers and cultural mentors.

|  |  |
| --- | --- |
| 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.

The unit applies to those who have a foundational level of contemporary dance technique. They may have experience performing in amateur performances, community events, or attending multiple dance classes. At this level basic contemporary dance techniques are applied under the supervision of experienced dancers and dance teachers.

|  |  |
| --- | --- |
| 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.

The unit applies to those who have a foundational level of ballet technique. They may have experience performing in amateur performances or attending multiple dance classes. At this level basic ballet techniques are applied under the supervision of experienced dancers and dance teachers.

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| --- | --- |
| 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.

The unit applies to those who have a foundational level of tap dance technique. They may have experience performing in amateur performances or attending multiple dance classes. At this level basic tap dance techniques are applied under the supervision of experienced dancers and dance teachers.

|  |  |
| --- | --- |
| 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.

The unit applies to those who have a foundational level of street dance technique. They may have experience performing in amateur performances, community events, or attending multiple dance classes. At this level basic street dance techniques are applied under the supervision of experienced dancers and dance teachers.

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| --- | --- |
| 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.

The unit applies to those who have a foundational level of cultural dance technique. Cultural dancing includes styles such as belly dancing, Irish dancing, Highland dancing, Spanish and Indian dancing, as well as character dance sequences in ballets. They may have experience performing in amateur performances, community events, or attending multiple dance classes. At this level basic cultural dance techniques are applied under the supervision of experienced dancers and dance teachers.

|  |  |
| --- | --- |
| 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.

The unit applies to those who have a foundational level of lyrical, jazz or ballet dance technique. They may have experience performing in amateur performances, community events, or attending multiple dance classes. At this level basic lyrical dance techniques are applied under the supervision of experienced dancers and dance teachers.

|  |  |
| --- | --- |
| 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 UoCs not listed

|  |  |
| --- | --- |
| UoCs | 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.

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.

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| --- |
|  |

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

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

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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.

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

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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.

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

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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.

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|  |

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?

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| --- |
|  |

Student declaration

I confirm that I have undertaken work placement with:

|  |  |  |
| --- | --- | --- |
| **Employer/Company/Business name** | **Dates of placement** | **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**

**Date**