Workplace Learning Record

VCE VET Dance

CUA30120 Certificate III in Dance

**Student name:**

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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

CUA30120 Certificate III 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** |
| CUAWHS311 | Condition body for dance performance | 60 |  | 9 |
| **Compulsory** |
| CUADAN212 | Incorporate artistic expression into basic dance performances | 45 |  | 10 |
| CUAIND211 | Develop and apply creative arts industry knowledge | 20 |  | 11 |
| CUAPRF314 | Develop audition techniques | 35 |  | 12 |
| CUAPRF317 | Develop performance techniques | 35 |  | 13 |
| **Elective** |
| CUACHR311 | Develop basic dance composition skills | 30 |  | 14 |
| CUADAN315 | Increase depth of jazz dance techniques | 50 |  | 15 |
| CUADAN316 | Increase depth of ballet dance techniques | 70 |  | 16 |
| CUADAN317 | Increase depth of cultural dance techniques | 45 |  | 17 |
| CUADAN318 | Increase depth of contemporary dance techniques | 45 |  | 18 |
| CUADAN319 | Increase depth of street dance techniques | 45 |  | 19 |
| CUADAN320 | Increase depth of social dance techniques | 45 |  | 20 |
| CUADAN321 | Increase depth of tap dance techniques | 45 |  | 21 |
| CUADAN322 | Increase depth of lyrical dance techniques | 60 |  | 22 |
| CUADAN331 | Integrate rhythm into movement activities | 25 |  | 23 |
| CUAIND311 | Work effectively in the creative arts industry | 50 |  | 24 |
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Reflect on the UoCs you have experienced in the workplace on the following pages.

VCE VET units of competency

CUAWHS311 - Condition body for dance performance

This unit describes the skills and knowledge required to optimize physical wellbeing and safely perform a range of body conditioning exercises and movements to support dance performance. Physical conditioning exercise programs may be undertaken in dance or fitness studios, or gyms.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What techniques were observed that promote physical and mental health and wellbeing during a conditioning regime. |  |
| Describe one conditioning regime observed in the workplace to improve dance performance. |  |
| How did you exercise safely? |  |

CUADAN212 - Incorporate artistic expression into basic dance performances

This unit describes the performance outcomes, skills and knowledge required to incorporate artistic expression into basic dance performances under the supervision of experienced dancers and dance teachers. This unit applies to persons with some practical experience dancing with a partner or as members of a group in any dance style or genre. Performances would usually be for small audiences.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe two basic health and safety procedures that were used in dance rehearsals and performances in the workplace. |  |
| How were individual performance issues addressed in the work place? |  |
| Describe three dance styles observed at the workplace, the origins and characteristics of each of the dance styles. |  |

CUAIND211 - Develop and apply creative arts industry knowledge

This unit describes the skills and knowledge required to develop and apply basic creative arts industry knowledge to industry practices, including industry structures and operations, employment obligations and opportunities, the impact of new technology, and identification of industry laws and regulations.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe how technology was used in the workplace. Describe how you were able to keep informed on emerging technologies. |  |
| Outline the range of occupations observed in the workplace. |  |
| In the workplace, describe two laws relating to the industry that you were made aware of or observed. |  |

CUAPRF314 - Develop audition techniques

This unit describes the performance outcomes, skills and knowledge required to develop and apply an understanding of the audition process in the live performance industry.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What audition process and requirements did you observe in the workplace? |  |
| How was the outcome/result of the audition communicated in the workplace? |  |
| What relaxation techniques did you use/observe to overcome performance anxiety? |  |

CUAPRF317 - Develop performance techniques

This unit describes the skills and knowledge required to prepare physically and psychologically and perform for live audiences.

The unit applies to those who are training to be actors, dancers, circus performers, musicians or vocalists in the entertainment, theatre, and events industries. The process includes developing skills in both a supervised rehearsal and performance setting.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe two strategies observed in the workplace for overcoming performance anxiety. |  |
| Describe the industry practices for safe movement practices and injury-prevention that you observed in the workplace. |  |
| Describe how feedback was provided to performers. |  |

CUACHR311 - Develop basic dance composition skills

This unit describes the skills and knowledge required to organize movement to compose a short dance sequence of limited topic or scope. The skills developed in this unit are the building blocks for the craft of choreography.

The unit applies to those who compose short dance sequences as part of dance studies or for informal presentations. At this level, dance composition is simple in nature and could be applied to a variety of dance styles.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe a dance sequence that you composed. |  |
| Describe dance techniques that you observed in the workplace. |  |
| How were dance sequences evaluated in the workplace? |  |

CUADAN315 - Increase depth of jazz dance techniques

This unit describes the performance outcomes, skills and knowledge required to consolidate basic jazz dance technique to achieve a greater depth of expression in performances.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe one technique you observed in the workplace for improving each of the following: stamina, strength and flexibility. |  |
| Outline the main warm-up and warm-down activities observed. |  |
| In the workplace, how was feedback used to improve jazz dance and performance skills? |  |

CUADAN316 - Increase depth of ballet dance techniques

This unit describes the performance outcomes, skills and knowledge required to consolidate basic ballet dance technique to achieve a greater depth of expression in performances.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe one technique you observed in the workplace for improving each of the following: stamina, strength and flexibility. |  |
| Outline the spatial awareness in basic ballet dance movements observed in the workplace. |  |
| In the workplace how do dancers maintain up to date knowledge of ballet history and dance terminology? |  |

CUADAN317 - Increase depth of cultural dance techniques

This unit describes the skills and knowledge required to consolidate basic cultural dance technique and achieve a greater depth of expression in dance classes and performances.

The unit applies to those who are dancers and who are pursuing a career in theatre and other contexts where cultural dancing skills are required. 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 could be preparing for performances in commercial and community settings where they would usually be performing as members of an ensemble.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe one technique you observed in the workplace for improving each of the following: stamina, strength and flexibility. |  |
| How was the relationship between cultural dance and music or other media communicated, in the workplace? |  |
| In the workplace, how was feedback used to improve cultural dance techniques and performance skills? |  |

CUADAN318 - Increase depth of contemporary dance techniques

This unit describes the skills and knowledge required to consolidate basic contemporary dance technique and achieve a greater depth of expression in dance classes performances.

The unit applies to those who are dancers and who are pursuing a career where contemporary dance skills are required. They could be preparing for performances in commercial or community settings where they would usually be performing as members of an ensemble.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe two exercises for building contemporary dance techniques, that you observed in the workplace. |  |
| How was the relationship between movement and music of contemporary dance communicated in the workplace? |  |
| In the workplace how do dancers maintain up to date knowledge of contemporary dance history and dance terminology? |  |

CUADAN319 - Increase depth of street dance techniques

This unit describes the skills and knowledge required to consolidate basic street dance technique and achieve a greater depth of expression in dance classes and performances.

The unit applies to those who are dancers and who are pursuing a career in theatre and other contexts where street dancing skills are required. Street dancing includes styles such as hip-hop, break dance, popping, locking, Nu School, krump and house. They could be preparing for performances in commercial, community or open space settings where they would usually be performing as members of an ensemble.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe one technique you observed in the workplace for improving each of the following: stamina, strength and flexibility. |  |
| How were safe dance practices followed in the workplace? |  |
| How were creative ideas for choreographing basic street dance routines generated in the workplace? |  |

CUADAN320 - Increase depth of social dance techniques

This unit describes the skills and knowledge required to consolidate basic social dance technique to achieve a greater depth of expression in practice sessions and performances.

The unit applies to those who are pursuing a career in entertainment contexts where social dancing skills are required. These include social gatherings, floor shows, community events, cruise ships, casinos, and corporate events.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe one technique you observed in the workplace for improving each of the following: stamina, strength and flexibility. |  |
| Outline the main warm-up and warm-down activities observed. |  |
| In the workplace, how was feedback used to improve social dance techniques and performance skills? |  |

CUADAN321 - Increase depth of tap dance techniques

This unit describes the skills and knowledge required to consolidate basic tap dance technique and to achieve a greater depth of expression in dance classes and performances.

The unit applies to those who are pursuing a career in musical theatre and other contexts where tap dancing skills are required. It applies to those preparing for performances in commercial and community settings where they would usually be performing as members of an ensemble.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Identify the clothing and footwear observed in the workplace for practising tap dance technique. |  |
| Outline the main warm-up and warm-down activities observed. |  |
| In the workplace, how was feedback used to improve tap dance techniques and performance skills? |  |

CUADAN322 - Increase depth of lyrical dance techniques

This unit describes the skills and knowledge required to consolidate basic lyrical dance technique and achieve a greater depth of expression in dance classes performances.

The unit applies to those who are dancers and who are pursuing a career where lyrical dance skills are required. They could be preparing for performances in commercial or community settings where they would usually be performing as members of an ensemble.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe one technique you observed in the workplace for improving each of the following: stamina, strength and flexibility. |  |
| How were safe dance practices followed in the workplace? |  |
| How were creative ideas for choreographing basic lyrical dance routines generated in the workplace? |  |

CUADAN331 - Integrate rhythm into movement activities

This unit describes the skills and knowledge required to analyse and integrate the rhythm of music into dance and movement routines.

The unit applies to those who are dancers and other performers who would usually be performing as members of an ensemble, though some solo work could be expected. It also applies to individuals involved in fitness and wellbeing activities that use a range of body movement techniques with music.

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| --- | --- |
| Respond to the following | Comments/observations |
| What styles and genre of music did you observe being used in the workplace? |  |
| Describe how you selected body movements and music to express intention or artistry. |  |
| Describe one strategy to evaluate performance that was used in the workplace. |  |

CUAIND311 - Work effectively in the creative arts industry

This unit describes the skills and knowledge required to work effectively in the creative arts industry. It applies to any field of the arts industry and is relevant to people in a wide range of occupations, for example, dancers, musicians, actors, cabaret performers, street performers, entertainment administrators, reviewers, film makers and public artists.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How did you prioritise tasks at work? |  |
| What new technologies did you observe in use at work? |  |
| What was the process for implementing and monitoring work contracts? |  |

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**