



Australian Government

CUAACT301 Develop basic acting techniques

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with <i>CUA Live Performance and Entertainment Training Package Version 1.0</i> .

Application

This unit describes the performance outcomes, skills and knowledge required to develop basic acting skills for performances in commercial, community or open space settings by singers, dancers, actors, comedians and other performers who use basic acting skills in their performances. They may be performing solo or as members of an ensemble.

At this level work is normally supervised, though some autonomy and judgement can be expected in live performance situations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Performing arts – acting

Elements and Performance Criteria

Elements <i>Elements describe the essential outcomes.</i>	Performance Criteria <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for acting practice and performances	1.1 Take fatigue and personal limitations into account when preparing for acting practice and performances 1.2 Perform warm-up and warm-down procedures in conjunction with practice or performance activities 1.3 Identify and use understanding of stage layout and terminology 1.4 Discuss creative and technical parameters of the role or performance with relevant personnel 1.5 Use make-up, hairstyle and costuming to portray character as required
2. Explore and practise basic acting skills	2.1 Perform dialogue with clarity, accuracy and control using a range of basic vocal techniques 2.2 Apply and practise memorisation skills for retaining lines of dialogue 2.3 Develop the creative use of voice and body in a dramatic context to convey role and character 2.4 Apply flexibility, creativity and honesty when <i>rehearsing</i> and acting with others and in <i>improvised performance</i> 2.5 Practise observation and sensory recall of daily life to enrich own performance
3. Explore characterisation techniques	3.1 Determine character to be performed 3.2 Build a character by using <i>basic acting skills</i> 3.3 Imaginatively respond to given circumstances and how they affect a character's choices
4. Demonstrate a collaborative approach to dramatic practice and performance	4.1 Cooperate with group members during practice or performance 4.2 Take and interpret direction to further improve own acting practice and performance 4.3 Contribute creatively to group work 4.4 Take account of different functions and roles of theatre personnel in dealings with others
5. Evaluate own basic acting skills	5.1 Develop critical skills to evaluate and improve own technique 5.2 Use feedback from others to identify and develop ways to improve own basic acting skills

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	5.2	<ul style="list-style-type: none"> Demonstrates a commitment to improving own acting skills through seeking and responding to constructive feedback from others
Reading	2.2, 3.1	<ul style="list-style-type: none"> Interprets and memorises texts to create convincing character roles
Oral communication	1.4, 2.1, 2.3, 4.2	<ul style="list-style-type: none"> Seeks the views and opinions of others Obtains information by listening and questioning Delivers dialogue in ways that convey characters and storylines
Navigate the world of work	1.1, 1.2, 1.3, 2.3, 4.1, 4.2, 4.3, 4.4, 5.1	<ul style="list-style-type: none"> Follows theatre protocols and industry practice in relation to safe movement practice Meets expectations associated with own role Develops relevant skills and knowledge
Interact with others	1.4, 2.1, 2.3, 4.1, 4.2, 4.3, 4.4, 5.2	<ul style="list-style-type: none"> Works collaboratively with others involved in performances
Get the work done	1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	<ul style="list-style-type: none"> Adopts a logical and methodical approach to the process of developing acting skills for performances Uses imagination, flair and creativity in the process of creating convincing characters

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

<i>Rehearsing</i> must include:	<ul style="list-style-type: none"> • communication and consultation with relevant personnel • observation and interpretation of text • consistent level of commitment to developing performance quality and artistry in the given style • ongoing willingness to learn.
<i>Improvised performance</i> must include:	<ul style="list-style-type: none"> • breakdown of the actor's inhibitions • ensemble awareness • exercises in spontaneity • expression of thought and emotion • physical communication • sensory awareness.
<i>Basic acting skills</i> must include:	<ul style="list-style-type: none"> • observation and sensory awareness • personalisation • responding to given circumstances • translating objectives into actions.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments	E/N
CUAACT301 Develop basic acting techniques	CUAPRF302A Develop basic acting skills	Updated to meet Standards for Training Packages	E

Links

Companion volumes are available at: - <http://www.ibsa.org.au>