



Australian Government

CUAPRF501 Refine performance techniques

Release: 2

CUAPRF501 Refine performance techniques

Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package.
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 1.0.

Application

This unit describes the performance outcomes, skills and knowledge required by singers, actors, dancers, circus performers and comedians to refine performance and interpretive skills to perform complex roles, sequences and routines before audiences.

Performances may be in commercial, competition or community settings and performers could be working in ensembles, partnerships or performing solo. Performers are expected to display a high level of motivation and sense of responsibility for themselves and others involved in live performances.

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

Unit Sector

Performing arts – cross-sector performance

Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Display professionalism in performance practice	1.1 Anticipate and prepare in advance for production requirements 1.2 Demonstrate responsibility in working on solo or extra group sections 1.3 Show initiative in working towards cohesive group performances

	<p>1.4 Contribute to the advancement of creative and artistic goals with increasing confidence and skill</p> <p>1.5 Develop a professional work ethic</p>
2. Extend and conceptualise performance skills	<p>2.1 Demonstrate a complex understanding of the principles and characteristics of technique in discussions with relevant personnel</p> <p>2.2 Analyse and evaluate a range of advanced approaches to technique</p> <p>2.3 Extend improvisations into a number of situations as required</p> <p>2.4 Evaluate a range of ways in which technique can be used to create complex sequences</p> <p>2.5 Critically analyse own work to inform technique</p> <p>2.6 Seek and apply constructive feedback to performance of technique</p>
3. Prepare for performances	<p>3.1 Ensure that performance is well-rehearsed to ensure clarity and confidence</p> <p>3.2 Design and conduct relevant warm-up techniques in an appropriate space without causing undue distraction to self and others</p> <p>3.3 Ensure relevant materials are available and in good working order according to own performance requirements</p> <p>3.4 Identify and implement a range of strategies to overcome performance anxiety</p>
4. Perform complex roles for audiences	<p>4.1 Adapt performances to the scale and nature of venues and audience requirements</p> <p>4.2 Maintain concentration throughout performances</p> <p>4.3 Implement principles and characteristics of various performance techniques</p> <p>4.4 Maintain performance standards for the duration of performances</p> <p>4.5 Effectively communicate the interpretive requirements of other performers as required</p> <p>4.6 Perform in a style appropriate to the context of performances</p> <p>4.7 Respond promptly, flexibly and effectively to contingencies as required to maintain the integrity of performances</p>
5. Evaluate performances	<p>5.1 Analyse and assess performances against previous work to assess own technical and artistic development</p> <p>5.2 Identify and observe weaknesses and errors in performances</p>

	and develop strategies to improve performance 5.3 Evaluate feedback and develop strategies for possible adjustments to future work
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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	2.5, 2.6, 5.1, 5.2, 5.3	<ul style="list-style-type: none"> Uses self-evaluation and feedback from others to develop learning strategies
Reading	1.1, 3.1	<ul style="list-style-type: none"> Interprets rehearsal and performance schedules Studies play scripts and/or song lyrics
Oral communication	1.3, 2.1, 2.6, 5.3	<ul style="list-style-type: none"> Contributes to discussions regarding group performances Obtains information by listening and questioning
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> Follows theatre protocols for performances Understands how own role contributes to broader performance goals Follows industry practice in relation to safe preparation for performances
Interact with others	1.3, 2.1, 3.2, 3.4, 4.4, 5.3	<ul style="list-style-type: none"> Works collaboratively with others involved in performances Communicates the mood or style of performance pieces to audiences
Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7	<ul style="list-style-type: none"> Adopts a logical and methodical approach to preparing for performances and performing before audiences Exhibits a professional work ethic Demonstrates initiative in dealing with the unexpected during performances Refines performance skills by exploring and evaluating a range of advanced approaches to performance techniques Acts in an imaginative, spontaneous and confident way in performances

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAPRF501 Refine performance techniques (Release 2)	CUAPRF501 Refine performance techniques (Release 1)	Updated assessment conditions section. Updated modification history section to reflect changed name of training package.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>