



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUAPRF407A Develop expertise in musical theatre techniques**

**Release: 1**

## CUAPRF407A Develop expertise in musical theatre techniques

### Modification History

Version	Comments
CUAPRF407A	This version first released with <i>CUA11 Live Performance Training Package version 1.0</i>

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to add range and depth to musical theatre techniques. Musical theatre encompasses the disciplines of dance, drama and singing.

### Application of the Unit

This unit applies to performers who are consolidating their career in contexts where musical theatre performance skills are required. Performances could be in commercial or competition settings and performers would usually be performing as members of an ensemble, though some solo work could be expected.

At this level, performers are constantly refining their technique and expression to produce performances that convey the mood and style of music through complex dance and vocal sequences. While supervision and guidance are provided in practice sessions and rehearsals, dancers are expected to display a high level of motivation and sense of responsibility for themselves and others when it comes to applying dance technique in a live performance context.

### Licensing/Regulatory Information

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

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

## Elements and Performance Criteria

<p>1. Maintain a physical conditioning program</p>	<p>1.1. Consult with <b>relevant personnel</b> to identify a range of techniques to improve stamina, strength and flexibility</p> <p>1.2. Set realistic physical conditioning goals aimed at improving musical theatre techniques</p> <p>1.3. Identify <b>risk factors</b> that may inhibit the achievement of goals and seek professional advice as required</p> <p>1.4. Take fatigue, personal limitations and boundaries into account when undertaking physical conditioning program</p> <p>1.5. Always perform <b>warm-up and cool-down procedures</b> in conjunction with dance activities</p> <p>1.6. Always perform <b>vocal warm-up procedures</b> in conjunction with vocal activities</p> <p>1.7. Ensure that clothing and footwear are appropriate for undertaking exercise regime and practising dance technique</p>
<p>2. Use practice sessions to increase level of expertise in dance techniques</p>	<p>2.1. Follow <b>safe dance practice</b></p> <p>2.2. Apply correct posture and <b>body alignment</b> appropriate to musical theatre style and movements</p> <p>2.3. Apply isolation and coordination of upper and lower body within complex movement sequences</p> <p>2.4. Apply balance, flexibility, stamina, coordination and weight transfer skills, and control and articulation of individual body parts in an integrated manner in a range of <b>exercises</b></p> <p>2.5. Apply memory retention, control and attention to detail when performing <b>complex phrases</b> of dance movements</p> <p>2.6. Practise dance combinations to a mixed metre</p> <p>2.7. Incorporate musicality, rhythm and correct timing into performances</p> <p>2.8. Apply understanding of the relationship between musical theatre styles and the <b>accompanying music</b> or <b>other media</b></p> <p>2.9. Incorporate spatial awareness, connectivity and interactive skills when performing with others</p>
<p>3. Use practice</p>	<p>3.1. Apply correct posture and breathing techniques</p>

sessions to increase level of expertise in musical theatre techniques	<ul style="list-style-type: none"><li>3.2. Apply appropriate <i>dynamics</i> and <i>pitch</i></li><li>3.3. Practise singing in tune with others</li><li>3.4. Ensure phrasing is appropriate to the music</li><li>3.5. Experiment with various <i>acting styles and methods</i> as appropriate</li><li>3.6. Sustain complex characterisation through musicality, dance and voice phrasing, and correct timing as choreographed</li><li>3.7. Work on incorporating complex expressive qualities into musical theatre techniques</li><li>3.8. Incorporate complex dance and vocal techniques to confidently portray choreographic and dramatic intentions</li></ul>
4. Maintain expertise	<ul style="list-style-type: none"><li>4.1. Continuously practise and refine combinations of complex movements and routines</li><li>4.2. Maintain and update knowledge of musical theatre terminology</li><li>4.3. Use feedback from teachers and mentors to identify and develop ways to improve own musical theatre techniques</li><li>4.4. Regularly view performances by industry practitioners as a way of sourcing new ideas and trends, maintaining motivation, and improving own technique</li></ul>

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- communication skills to:
  - discuss dance and physical conditioning issues with relevant personnel
  - respond appropriately to feedback on own skill development
- initiative and enterprise skills to:
  - work creatively with music and dance
  - perform with style and strong stage presence
  - communicate the mood or style of dances and songs
  - use props confidently and effectively
  - maintain own expertise
  - identify and apply relevant aspects of the culture and history of the musical theatre style
- learning skills to:
  - develop strong musical theatre performance techniques through:
    - practising complex movements and routines
    - a positive attitude to performing
  - develop and implement a personal physical conditioning program
  - develop a movement memory
- listening skills to:
  - maintain correct tempi in movement sequences
  - maintain musical sensitivity, awareness and phrasing in movement sequences
- planning and organising skills to plan practice time
- self-management skills to:
  - arrive punctually at classes and practice sessions
  - dress appropriately
  - observe dance discipline and follow direction
  - apply safe dance and vocal practice
  - teamwork skills to work collaboratively with others involved in classes and practice sessions.

### Required knowledge

- well-developed knowledge of:
  - principles underlying dance movements and techniques, such as:
    - relationship with gravity
    - spatial awareness
    - successional movement
    - use of breath
    - folding
    - extending
    - rotating

- shifting weight
- principles underlying vocal techniques in a musical theatre performance context
- anatomical foundations, including:
  - articulation of the spine
  - engagement of the feet
  - bases of support, including feet, legs, hands, arms and torso
  - range of joint motion
  - differentiation of the legs and pelvis
- importance of healthy food choices in relation to wellbeing and injury prevention, including five food groups and recommended daily amounts
- musical theatre terminology
- stage geography and directions
- musical rhythms, including:
  - time signatures
  - beat
  - tempo
  - syncopation
- overview knowledge of:
  - history of musical theatre, including:
    - theatre of the ancient Greeks
    - prominent dancers, composers and choreographers
  - range of musical theatre styles
  - ways of notating musical theatre.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>perform, in a learning environment, a range of routines in at least one musical theatre style in a way that demonstrates: <ul style="list-style-type: none"> <li>choreographic intention</li> <li>well-developed musical theatre performance technique</li> </ul> </li> <li>follow safe dance practice</li> <li>respond appropriately to constructive feedback on own performance.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>relevant music, resources and equipment</li> <li>appropriate dance performance areas or spaces.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>direct questioning combined with review of portfolios of evidence</li> <li>third-party workplace reports of on-the-job performance</li> <li>verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit</li> <li>case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of performing musical theatre</li> <li>evaluation of live or recorded performances</li> <li>direct observation or video recording of the candidate in practice sessions or rehearsals.</li> </ul> <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>



<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"><li>• CUADAN407A Develop expertise in dance performance skills</li><li>• CUAPRF401A Employ a range of acting skills in performance</li><li>• CUAPRF402A Develop conceptual and expressive skills as a performer</li><li>• CUSMPF407A Develop vocal techniques.</li></ul>
--	---

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

<b><i>Relevant personnel</i></b> may include:	<ul style="list-style-type: none"> <li>• coaches</li> <li>• colleagues</li> <li>• family members</li> <li>• medical practitioners</li> <li>• mentors</li> <li>• nutrition experts</li> <li>• performers</li> <li>• teachers.</li> </ul>
<b><i>Risk factors</i></b> may relate to:	<ul style="list-style-type: none"> <li>• body image and eating disorders</li> <li>• consistency of a physical fitness regime</li> <li>• expectations of others</li> <li>• gender-appropriate performance techniques</li> <li>• gender issues</li> <li>• poor nutrition</li> <li>• incorrectly fitting footwear</li> <li>• injury-prevention strategies</li> <li>• insufficient hydration</li> <li>• own ambition.</li> </ul>
<b><i>Warm-up and cool-down procedures</i></b> may include:	<ul style="list-style-type: none"> <li>• aerobic activities</li> <li>• anaerobic exercises</li> <li>• body conditioning and strength development</li> <li>• breathing techniques</li> <li>• coordinated breathing activities</li> <li>• flexibility exercises</li> <li>• floor work</li> <li>• isolation and mobility of body parts</li> <li>• joint-mobility exercises</li> <li>• stretching.</li> </ul>
<b><i>Vocal warm-up procedures</i></b> may include:	<ul style="list-style-type: none"> <li>• deep breathing exercises, especially for abdominal breathing</li> <li>• exercises to loosen mouth, such as: <ul style="list-style-type: none"> <li>• tongue</li> <li>• lips</li> <li>• soft palate</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• exercises to loosen face muscles, such as:             <ul style="list-style-type: none"> <li>• cheek</li> <li>• eye</li> <li>• jaw</li> </ul> </li> <li>• gentle open vowel singing</li> <li>• maintaining good throat hydration with gentle gargling</li> <li>• tongue twisters</li> <li>• whole body relaxation exercises, such as:             <ul style="list-style-type: none"> <li>• tai chi</li> <li>• yoga</li> </ul> </li> <li>• vocalising exercises beginning in mid-range, before extending to upper and lower registers.</li> </ul>
<b><i>Safe dance practice</i></b> may include:	<ul style="list-style-type: none"> <li>• adjusting performance to venue</li> <li>• breathing exercises</li> <li>• correct execution of dance steps</li> <li>• appropriate clothing and footwear</li> <li>• doing exercises and performing routines on flooring appropriate to genre and style of dance, including:             <ul style="list-style-type: none"> <li>• sprung softwood</li> <li>• tarket</li> <li>• sprung parquet</li> <li>• tongue and groove hardwood</li> </ul> </li> <li>• logical sequencing of dance movements</li> <li>• nutrition and diet</li> <li>• spatial awareness</li> <li>• understanding the body's capabilities and limitations, including:             <ul style="list-style-type: none"> <li>• alignment</li> <li>• flexibility (mobility)</li> <li>• strength (stability)</li> <li>• cardiorespiratory endurance</li> <li>• muscular endurance</li> </ul> </li> <li>• warm-up and cool-down procedures, such as:             <ul style="list-style-type: none"> <li>• gentle stretch</li> <li>• aerobic exercises</li> <li>• anaerobic exercises.</li> </ul> </li> </ul>
<b><i>Body alignment</i></b> refers to:	<ul style="list-style-type: none"> <li>• proper alignment of the torso, hips, limbs, spine and shoulders in poses and movements, such as:             <ul style="list-style-type: none"> <li>• ear over the shoulder over the hips</li> <li>• knee over the ankle</li> </ul> </li> <li>• skeletal alignment throughout movements.</li> </ul>

<b><i>Exercises</i></b> may relate to practising:	<ul style="list-style-type: none"> <li>• complex elevation techniques</li> <li>• complex falling techniques</li> <li>• complex turning techniques</li> <li>• complex weight transfer techniques</li> <li>• demonstrating an awareness of personal and general space when travelling and stationary</li> <li>• focusing eyes and mind while performing</li> <li>• interpreting rhythm to movement</li> <li>• isocentric and polycentric isolations</li> <li>• locomotor exercises and sequences, such as: <ul style="list-style-type: none"> <li>• pirouettes</li> <li>• posés piqués</li> <li>• pencil turns</li> <li>• chaînés</li> <li>• kicks</li> <li>• jumps and leaps</li> </ul> </li> <li>• maintaining rhythm and tempo</li> <li>• non-locomotor techniques, such as: <ul style="list-style-type: none"> <li>• balance</li> <li>• stillness</li> </ul> </li> <li>• using arm lines appropriately and extensively</li> <li>• working at differing tempos</li> <li>• working on centre and off centre</li> <li>• working in a cohesive partnership with a peer and interpreting a dance style.</li> </ul>
<b><i>Complex phrases</i></b> refer to:	<ul style="list-style-type: none"> <li>• ‘chaining’ or joining and sequencing of steps and movements or combinations of steps and movements.</li> </ul>
<b><i>Accompanying music</i></b> may include:	<ul style="list-style-type: none"> <li>• a cappella</li> <li>• contemporary or soundscape</li> <li>• instrumental</li> <li>• live or recorded</li> <li>• traditional or folk</li> <li>• vocal.</li> </ul>
<b><i>Other media</i></b> may include:	<ul style="list-style-type: none"> <li>• design elements, such as performance lighting</li> <li>• projections</li> <li>• props.</li> </ul>
<b><i>Dynamics</i></b> refers to:	<ul style="list-style-type: none"> <li>• variations of the intensity of resonance (volume).</li> </ul>
<b><i>Pitch</i></b> refers to:	<ul style="list-style-type: none"> <li>• range from high to low.</li> </ul>
<b><i>Acting styles and</i></b>	<ul style="list-style-type: none"> <li>• melodrama</li> </ul>

<b><i>methods</i></b> may include:	<ul style="list-style-type: none"><li>• comedy</li><li>• tragedy</li><li>• Stanislavski method.</li></ul>
------------------------------------	---

## Unit Sector(s)

Performing arts - performance

## Custom Content Section

Not applicable.