



Australian Government

Department of Education, Employment and Workplace Relations

CUAPRF504A Refine musical theatre techniques

Release: 1

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Modification History

Version	Comments
CUAPRF504A	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 refine the combination of techniques employed in musical theatre performances, namely dance, acting and singing.

Application of the Unit

This unit applies to singers, dancers and actors who require a sophisticated level of musical theatre skills. Performances could be in commercial or community settings and performers would usually be performing as members of an ensemble, or in cabaret settings that could involve a large component of solo routines.

While some supervision and guidance are provided in practice sessions and rehearsals, performers are expected to be self-directed and display a high level of motivation and sense of responsibility for themselves and others.

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 <i>relevant personnel</i> and 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 <i>risk factors</i> 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. Perform <i>warm-up and cool-down procedures</i> in conjunction with dance or movement activities</p> <p>1.6. Perform <i>vocal warm-up procedures</i> in conjunction with vocal activities</p> <p>1.7. Ensure that clothing and footwear are appropriate for undertaking exercise regime and practising dance and movement techniques</p>
<p>2. Explore and practise singing techniques for musical theatre</p>	<p>2.1. Develop <i>listening skills</i> to produce and reproduce sound</p> <p>2.2. Apply <i>correct posture</i> and breathing techniques to facilitate free and flexible singing</p> <p>2.3. Ensure maximum vocal range through practising relevant <i>exercises</i></p> <p>2.4. Interpret the <i>requirements of songs</i> to be performed</p> <p>2.5. Practise a range of musical theatre <i>singing styles</i> and genres using relevant <i>vocal techniques</i></p> <p>2.6. Practise harmonising and singing in unison with other singers</p> <p>2.7. Ensure phrasing is appropriate to the music</p>
<p>3. Explore and conceptualise acting skills</p>	<p>3.1. Identify <i>dynamics of the human voice</i> and apply to develop own unique voice as well as that of the character role</p> <p>3.2. Explore <i>techniques</i> to perform dialogue, sung dialogue and dialogue as underscored</p> <p>3.3. Explore ways to advance and extend improvisations into a number of different stories</p>

	<p>3.4. Identify <i>characters' actions</i> and intent and follow through in performance</p> <p>3.5. Apply techniques to develop strong, flexible and safe movements</p> <p>3.6. Experiment with various <i>acting styles and methods</i> as appropriate</p> <p>3.7. Apply <i>advanced critical skills</i> to inform own technique</p>
<p>4. Practise performing a complex musical theatre role</p>	<p>4.1. Apply <i>principles and characteristics</i> of various <i>musical theatre performance techniques</i></p> <p>4.2. Integrate acting, singing and dancing or movement effectively to create a strong performance</p> <p>4.3. Ensure balance in dynamics, style and musical expression with other singers is maintained throughout <i>performances</i></p> <p>4.4. Respond promptly to <i>cues</i> and synchronise entries and exits with other performers</p> <p>4.5. Work towards controlling concentration and focus throughout performances</p> <p>4.6. Effectively communicate interpretive requirements of other performers as required</p> <p>4.7. Receive and integrate <i>constructive criticism</i> into performance</p>
<p>5. Maintain expertise</p>	<p>5.1. Apply <i>professional work ethic</i> to practice and performance activities</p> <p>5.2. Incorporate <i>injury-prevention techniques</i> into vocal, dance and movement activities</p> <p>5.3. Analyse and evaluate <i>feedback</i> and criticism and develop strategies for possible adjustments to future work</p> <p>5.4. Regularly view performances by industry practitioners as a way of sourcing new ideas and trends, maintaining motivation, and improving own technique</p>

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss interpretive requirements with other performers
 - discuss ideas with others to inform development of own technique
 - discuss musical theatre performance skills with relevant personnel
 - respond appropriately to feedback on own skill development
- initiative and enterprise skills to:
 - perform with confidence, style and strong stage presence
 - communicate the mood or style of performance pieces
 - use props confidently and effectively
 - respond to other performers and adjust own performance accordingly
- learning skills to:

refine musical theatre performance skills by exploring and evaluating a range of advanced approaches to integrating performance techniques

- explore and practise dancing, singing and acting skills
- listening skills to sing in harmony and unison with other singers or performers
- planning and organising skills to plan practice time
- problem-solving skills to respond flexibly and effectively to contingencies
- self-management skills to:
 - arrive punctually at classes and practice sessions
 - dress appropriately
 - follow direction
 - teamwork skills to work collaboratively with others involved in classes and practice sessions.

Required knowledge

- general knowledge of:
 - history and distinguishing characteristics of musical theatre
 - influential performance theorists, choreographers or musical theatre directors
 - OHS standards and requirements associated with performance
- well-developed knowledge of:
 - principles underlying body 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
- characterisation, including moral, social, physical and psychological
- stage geography and directions
- musical rhythms, including:
 - time signatures
 - beat
 - tempo
 - syncopation
- key components of voice, its effect on the audience and vocal process
- kinaesthetic awareness
- effective acting, singing and dancing techniques
- acting, singing and movement terminology
- relationship between acting, singing, dancing and movement
- relationship between performers and audiences
- stylistic nuances and dramatic elements associated with various performance styles
- performance environment.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • maintain an effective physical conditioning program • explore and practise a range of singing and vocal techniques for musical theatre performance • in a learning environment, successfully perform a musical theatre role by integrating singing, dancing and acting techniques • maintain own expertise in musical theatre performance skills.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • rehearsal and performance spaces with appropriate flooring • relevant resources and equipment.
Method of assessment	<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"> • direct questioning combined with review of portfolios of evidence • third-party workplace reports of on-the-job performance • evaluation of rehearsals and live or recorded performances • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of refining musical theatre performance skills • direct observation or video recording of the candidate rehearsing and performing complex musical theatre scenes and routines. <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</p>

	languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	<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">• CUADAN505A Refine contemporary dance technique• CUADAN507A Refine dance partnering techniques• CUAPRF501A Refine performance skills.

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.

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

include:	<ul style="list-style-type: none"> • exercises to loosen mouth, such as: <ul style="list-style-type: none"> • tongue • lips • soft palate • exercises to loosen face muscles, such as: <ul style="list-style-type: none"> • cheek • eye • jaw • gentle open vowel singing • maintaining good throat hydration with gentle gargling • tongue twisters • whole body relaxation exercises, such as: <ul style="list-style-type: none"> • tai chi • yoga • vocalising exercises beginning in mid-range, before extending to upper and lower registers.
<i>Listening skills</i> may include:	<ul style="list-style-type: none"> • active listening to others, including accompanist • emulating sound • singing in unison • identifying harmonies • identifying notes, chords and keys.
<i>Correct posture</i> may refer to:	<ul style="list-style-type: none"> • chest comfortably raised • feet slightly apart • flat abdomen • head facing straight ahead • hips rotated forward • knees bent • shoulders down and back • spine aligned.
<i>Exercises</i> may include:	<ul style="list-style-type: none"> • articulation exercises • humming • breathing • vocalising exercises beginning in mid-range, before extending to upper and lower registers.
<i>Requirements of songs</i> may include:	<ul style="list-style-type: none"> • dynamics • pitch • genre • melody • tempo • solo, duet or chorus.
<i>Singing styles</i> may	<ul style="list-style-type: none"> • a cappella

include:	<ul style="list-style-type: none"> • operetta • jazz • cabaret • vaudeville • rock opera • traditional musical theatre • avant garde.
<i>Vocal techniques</i> may include:	<ul style="list-style-type: none"> • application of different vocal timbres • breathing • emphasis • intonation • maintaining vocal range, such as: <ul style="list-style-type: none"> • upper register • middle register • lower register • pace • phrasing • pitch placement • resonance • rhythm • timing.
<i>Dynamics of the human voice</i> may include:	<ul style="list-style-type: none"> • range • sound • tone • accent • release of the jaw • floor of the breath • floor of the sound.
<i>Techniques</i> may include:	<ul style="list-style-type: none"> • breathe • support • phrasing • pronunciation • accent.
<i>Characters' actions</i> refer to:	<ul style="list-style-type: none"> • actions characters initiate in order to reach their objective, such as: <ul style="list-style-type: none"> • persuading • manipulating • touching.
<i>Acting styles and methods</i> may include:	<ul style="list-style-type: none"> • melodrama • comedy • tragedy

	<ul style="list-style-type: none"> • Stanislavski method.
<i>Advanced critical skills</i> may include:	<ul style="list-style-type: none"> • problem solving • reflecting • synthesising.
<i>Principles and characteristics</i> may include:	<ul style="list-style-type: none"> • dramatic elements: <ul style="list-style-type: none"> • climax • contrast • mood • rhythm • sound • space • symbol • timing • tension • focus • characterisation: <ul style="list-style-type: none"> • moral • social • physical • psychological • movement • space • timing • rhythm • focus • flexibility • coordination • shape • locomotion • improvisation: <ul style="list-style-type: none"> • structure • plot • character • dramatic tension • climax • techniques • grafting • blocking • yielding

	<ul style="list-style-type: none"> • endowing • status.
<p><i>Musical theatre performance techniques</i> may include:</p>	<ul style="list-style-type: none"> • control of stage • energy and attack • articulation • improvisation • movement • mime • acting • dancing • balance and stillness • vocal projection • musical expression: <ul style="list-style-type: none"> • expressive relationship with the accompanying music • interpretation of music and rhythm • non-verbal communication techniques, such as: <ul style="list-style-type: none"> • grunts • humming • body language • touch.
<p><i>Performances</i> may be:</p>	<ul style="list-style-type: none"> • in a learning environment • in rehearsals • live before an audience.
<p><i>Cues</i> may be:</p>	<ul style="list-style-type: none"> • dialogue • lyrics • beginning or ending of musical phrases • visual.
<p><i>Constructive criticism</i> may include:</p>	<ul style="list-style-type: none"> • feedback from tutors, mentors and coaches • feedback from peers • self-evaluation • video documentary.
<p><i>Professional work ethic</i> may refer to:</p>	<ul style="list-style-type: none"> • attentive behaviour in creative practice • awareness of: <ul style="list-style-type: none"> • substance abuse • addictive behaviours • expectations of others • eating disorders • effective management of personal finances • balanced diet

	<ul style="list-style-type: none"> • energy levels and personal limitations • stage and theatre etiquette • developing strategies to: <ul style="list-style-type: none"> • cope with performance anxiety • maintain motivation • effective personal hygiene habits, such as: <ul style="list-style-type: none"> • clean and short nails • clean and tied-up hair • clean hands • ongoing dedication to a physical conditioning exercise program • maintaining concentration, focus and physical alertness in performance activities • maintaining costumes and other apparel • maintaining a work-life balance • punctuality and reliability • working creatively with individual differences.
<i>Injury-prevention techniques</i> may include:	<ul style="list-style-type: none"> • warming up and cooling down before and after class and performance • wearing appropriate clothing and footwear • applying intent and focus while dancing • not overstretching • wearing appropriate bandaging and bracing where appropriate to support body • appropriate diet and rest • using appropriate equipment, such as barre, mirror and sprung floors • drinking plenty of water • good vocal technique • not smoking • allowing no vocal strain • avoiding stress.
<i>Feedback</i> may include:	<ul style="list-style-type: none"> • director's notes • audience feedback • discussion with other performers • observations from peers.

Unit Sector(s)

Performing arts - performance

Custom Content Section

Not applicable.