



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF402A Develop and maintain stagecraft skills

Revision Number: 2

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Modification History

Release	Comments
Release 2	Created to fix formatting errors only. Released with CUS09 Music Training Package version 1.2

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply a well-developed range of stagecraft skills during performances.

Application of the Unit

Musicians and performers in all genres apply the skills and knowledge described in this unit. Applying an appropriate range of stagecraft skills can lead to audiences having a more enjoyable and entertaining experience. An essential feature of stagecraft skills is the ability to engage with audiences - whether through dialogue, movement or gestures. A performer's image and reputation are often linked to the way they approach performances, not just with their ability to play an instrument or sing. More complex skills associated with leading a group in the area of stagecraft are covered in:

- CUSMPF602A Manage stagecraft aspects of performances.

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

Not applicable

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop stagecraft skills	<p>1.1 In consultation with <i>relevant personnel</i>, identify appropriate <i>learning</i> and stage experience opportunities to develop <i>stagecraft skills</i> relevant to area of music performance</p> <p>1.2 Identify own strengths and weaknesses and determine <i>strategies</i> to develop stagecraft skills in line with personal goals</p> <p>1.3 Plan stage image, including use of <i>technology</i>, to present a coherent and appropriate image that enhances performances</p> <p>1.4 Use rehearsal, stage opportunities and private practice to develop stagecraft skills</p>
2. Apply stagecraft skills	<p>2.1 Present performance confidently and unselfconsciously</p> <p>2.2 Avoid mannerisms and facial expressions that distract attention from the performance and the image being projected</p> <p>2.3 Maintain appropriate eye contact with audience and use gesture appropriately</p> <p>2.4 Maintain performance energy and flexibility using appropriate spontaneous or rehearsed stage movements</p> <p>2.5 Pace performance to allow adequate energy output for the duration of performance</p> <p>2.6 Respond flexibly to the unexpected on stage or front of house, to maintain the flow and integrity of performances</p> <p>2.7 Interact cooperatively with other performers on stage and acknowledge their work appropriately</p> <p>2.8 Communicate effectively with audiences before, between and after performances</p> <p>2.9 Acknowledge applause in a manner that is appropriate to the context and sensitive to other performers</p>
3. Maintain stagecraft skills	<p>3.1 Evaluate own stagecraft to improve performance and to broaden and enhance skills in line with personal goals and career aspirations</p> <p>3.2 Seek and use feedback from peers and leaders to improve performance and broaden and refine stagecraft skills</p> <p>3.3 Seek and use relevant publications, work and/or study opportunities in specific aspects of stagecraft</p> <p>3.4 Discuss perceived problems in developing stagecraft</p>

ELEMENT	PERFORMANCE CRITERIA
	skills with relevant personnel to add value to performance and stage communication
4. Maintain stage fitness	4.1 Use appropriate strategies to maintain stage fitness and to counter possible damage from practice, rehearsal and performance, and/or lifting and carrying 4.2 Plan adequate rest breaks to maintain work performance and to counter stress and anxiety
5. Avoid occupational hazards	5.1 Identify and use appropriate mental and physical warm-up and warm-down exercises for all practice sessions, rehearsals and performances 5.2 Verify safe sound levels and use strategies for controlling the length of exposure to protect hearing 5.3 Perform in smoke-free environments wherever possible 5.4 Identify the physical risks of carrying equipment and use safe lifting practices to avoid injury 5.5 Apply healthy posture habits in practice, rehearsal and performance to maintain muscular and skeletal strength, avoid overuse injury, and prolong performing career 5.6 Report injuries or symptoms according to designated procedures, or seek medical advice promptly

Required Skills and Knowledge

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

Required skills

- communication and teamwork skills sufficient to:
 - seek and use feedback from peers and leaders to improve stagecraft skills and performance
 - appropriately recognise and support the contribution of other artists
 - working creatively with individual differences
 - interact and collaborate with other artists to achieve required performance outcomes
- listening skills sufficient to:
 - listen critically to the performance of others and respond appropriately
 - listen critically to and adjust own performance to achieve required outcomes
- initiative and enterprise skills in the context of:
 - using original and innovative approaches in stage performances
 - understanding and expressing appropriate dramatic nuance
 - taking venue and style of show into account when performing
 - engaging with audiences in ways that entertain and enhance people's overall experience
- learning skills in the context of accessing opportunities to improve stagecraft skills
- self-management skills sufficient to:
 - observe protocols appropriate to the genre, style and context of performance
 - maintain an appropriate standard of stage presentation relevant to the area of specialisation
- technical and problem-solving skills sufficient to use:
 - body appropriately in movement and breathing to enhance stage performance
 - instrument and performing spaces, dress, make-up and props in ways that enhance the overall performance
 - stage equipment and technology to enhance stage performance
 - techniques to control and enhance stage movement

Required knowledge

- sound knowledge of:
 - range of genres and their musical forms and conventions in performance in selected area of specialisation
 - solo or group performance protocols and customs in selected area of specialisation
 - technical requirements of relevant instruments for accurate and appropriate performance in selected area of specialisation
- issues and challenges that arise in the context of applying stagecraft skills to

performances

- OHS practices, procedures and standards as they apply to using musical instruments and performing in a range of environments

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"> develop and apply a range of stagecraft skills appropriate to the style of performance on at least three occasions communicate effectively with audiences.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to relevant instruments and equipment opportunities to perform before an audience use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> observation or video recording of candidate during performances written or oral questioning to test knowledge as listed in the required knowledge section of this unit evaluation of documented or recorded discussion with candidate about personal career goals and the role stagecraft skills play in those case studies as a basis for discussion of issues, methods and strategies associated with developing and maintaining stagecraft skills.
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"> CUSMPF401A Rehearse music for group performances CUSMPF404A Perform music as part of a group CUSMPF406A Perform music as a soloist CUSMPF505A Perform improvisation for audiences.

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.

<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> performers ensemble members presenters musical directors stage directors peers conductors tutors mentors technical crew.
<i>Learning</i> may take place through:	<ul style="list-style-type: none"> tutoring mentoring coaching work experience shadowing structured or formal training evaluating the work of others continuing evaluation of own work peer and audience feedback.
<i>Stagecraft skills</i> may include:	<ul style="list-style-type: none"> interaction with audiences make-up and hair posture dress movement interaction with other performers facial expressions way of holding instruments or equipment, such as microphones effective use of performance space and props.
<i>Strategies</i> for developing stagecraft skills may include:	<ul style="list-style-type: none"> working with a class or individual tutor participating in professional development and other learning opportunities participating in relevant groups or associations studying the performance of others

	<ul style="list-style-type: none">• communicating with peers• participating in professional forums• contributing to, and participating in, paid or amateur stage movement opportunities• being involved in a range of stagecraft activities.
Technology may include:	<ul style="list-style-type: none">• special-effects devices• lighting and lighting equipment• sound equipment• staging equipment• props.

Unit Sector(s)

Performing arts - music performance