



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF602A Manage stagecraft aspects of performances

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 plan and manage stagecraft aspects of performances. At this level, performers need to demonstrate leadership qualities before, during and after performances. Typically they are responsible for contributing ideas to the design of the overall look, feel and sound of performances in collaboration with other creative and production personnel, such as designers, directors, stage managers and musical directors. They are also responsible for ensuring that all aspects of stagecraft go according to plan during performances.

Application of the Unit

Experienced musicians and performers in all genres apply the skills and knowledge outlined 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.

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

<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>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan stagecraft aspects of performances	<p>1.1 Collaborate with <i>appropriate personnel</i> on the design of performances and order of <i>repertoire</i></p> <p>1.2 Generate a range of preliminary ideas about aspects of <i>stagecraft</i> that could be used to enhance performances from an audience perspective</p> <p>1.3 Discuss and refine ideas with appropriate personnel until an agreed approach emerges</p> <p>1.4 Agree on how each person involved in performances will contribute to stagecraft aspects of performances</p> <p>1.5 Ensure that equipment being used during performances supports stagecraft aspects of performances</p> <p>1.6 Anticipate problems that may arise and plan accordingly</p> <p>1.7 If possible, organise performances to be recorded for later evaluation</p>
2. Lead a group during performances	<p>2.1 Collaborate with appropriate personnel during performance set-up to ensure that stagecraft aspects of performances will run as planned</p> <p>2.2 Run through planned stagecraft aspects of performances in rehearsals as required</p> <p>2.3 Conduct a pre-performance check with group members to ensure that they are ready to perform as planned</p> <p>2.4 Organise any last-minute changes to stagecraft aspects of the performance in a way that causes least disruption to the performance</p> <p>2.5 Perform own role confidently, including introductions, segues and concluding remarks as required</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 ensure that their work is appropriately acknowledged</p> <p>2.8 Communicate effectively with audiences before, between and after performances</p>
3. Evaluate stagecraft aspects of performances	<p>3.1 View or listen to recordings of performances to assess strengths and weaknesses in relation to stagecraft</p> <p>3.2 Seek feedback from appropriate personnel and incorporate their feedback into continuous improvement strategies</p>

Required Skills and Knowledge

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

Required skills

- communication and teamwork skills sufficient to:
 - provide leadership to performers in relation to stagecraft aspects of performances
 - work creatively with individual differences
 - work constructively with group dynamics
 - identify and deal positively and constructively with conflict
- initiative, enterprise and creativity in the context of:
 - contributing innovative and creative ideas to the design of stagecraft aspects of performances
 - responding effectively to the unexpected during live performances
 - taking venue and style of show into account when performing
 - engaging with audiences in ways that entertain and enhance people's overall experience
- planning and organisational skills sufficient to:
 - plan stagecraft aspects of performances
 - plan for contingencies
 - ensure that all stagecraft requirements are in place in a timely fashion
- self-management skills in the context of:
 - observing protocols appropriate to the genre, style and context of performance
 - maintaining an appropriate standard of stage presentation relevant to the area of specialisation
 - applying relevant OHS principles to work practice

Required knowledge

- sound knowledge of:
 - range of genres and their musical forms and conventions in performance
 - solo or group performance protocols and customs
 - how aspects of stagecraft can be used to enhance performances
 - roles and responsibilities of creative and technical personnel involved in stage performances
 - capabilities of sound, lighting and staging equipment in relation to stagecraft aspects of performances
- principles of team leadership
- issues and challenges that arise in the context of providing leadership in relation to stagecraft aspects of performances
- OHS practices, procedures and standards as they apply to 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"> • work collaboratively on the planning of stagecraft aspects of performances • confidently perform own role in relation to stagecraft aspects of performances • implement stagecraft aspects of performances as planned • 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 of rehearsals or performances where the candidate is responsible for stagecraft aspects • video and/or audio recordings of performances or practice sessions where the candidate is responsible for stagecraft aspects • self-evaluation sheets • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • samples of plans prepared by the candidate to document stagecraft aspects of performances • case studies, scenarios and interviews as a basis to discuss issues and challenges that arise in the context of planning stagecraft aspects of performances and providing leadership to others in relation to stagecraft.
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"> • CUSMPF501A Prepare a program for performance

	<ul style="list-style-type: none">• CUSMPF502A Incorporate interactive technology into performance• CUSMPF601A Present a music performance.
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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>Appropriate personnel</i> may include:</p>	<ul style="list-style-type: none"> • performer • ensemble member • presenter • musical director • stage director • stage manager • production manager • production supervisor • sound engineer • technical crew • designer: <ul style="list-style-type: none"> • sound • lighting • costume • make-up and hair • special effects • client • marketing and promotions personnel • artist's agent • conductor • tutor • mentor.
<p><i>Repertoire</i> may include:</p>	<ul style="list-style-type: none"> • musical works from a range of genres and styles, including: <ul style="list-style-type: none"> • cover songs • original compositions • electronic dance music • solo and ensemble pieces • improvised pieces • commentary by: <ul style="list-style-type: none"> • performer • master of ceremonies (MC) • media presenter.

Aspects of <i>stagecraft</i> may include:	<ul style="list-style-type: none">• interaction with audiences• positioning of performers on stage• make-up and hair• posture• dress• movement• interaction with other performers• interaction with presenters• facial expressions• acting• dancing• way of holding instruments or equipment, such as microphones• effective use of performance space and props• lighting• sound• special effects.
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Unit Sector(s)

Performing arts - music performance