



**Australian Government**

# **CUAPRF301 Create and tell stories**

**Release: 2**

## CUAPRF301 Create and tell stories

### 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 to create and tell stories based on knowledge of traditions in story-telling and the use of the narrative form in theatre. Performances could be in commercial, competition or community settings.

Performers such as singers, actors, dancers and comedians, who wish to develop techniques associated with story creation and performance, apply the skills and knowledge outlined in this unit. Depending on the nature of the text, they could be working in ensembles, partnerships or performing solo.

Work at this level requires a range of well-developed skills where some discretion and judgment are required and individuals are expected to take responsibility for their own outputs.

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. Analyse major story-telling traditions	1.1 Identify structural characteristics and formats of major story-telling styles 1.2 Compare historical and cultural purposes of stories and the

	<p>relationships between styles of story-telling, storyteller and audience</p> <p>1.3 Research current methods of story-telling, including stories from different cultures</p>
2. Analyse the narrative form in theatre	<p>2.1 Analyse influences in the development of narrative form and process in story-telling as used in contemporary theatrical forms</p> <p>2.2 Determine roles of meaning and symbols, characters and characterisation in narrative in a theatrical context</p> <p>2.3 Determine the stages of the story writing process in designing stories</p> <p>2.4 Determine the way that writing elements of a style or piece of text are combined and used</p>
3. Use performance techniques to communicate story to audiences	<p>3.1 Interpret meaning and symbols in a variety of dramatic texts, styles and performance circumstances</p> <p>3.2 Create stories from different themes and develop a performance</p> <p>3.3 Perform using improvisation abilities to apply vocal expression and performance techniques, both alone and in a group</p> <p>3.4 Observe correct protocols and maintain cultural integrity where text and stories containing cultural content are used in performances</p> <p>3.5 Use feedback from relevant personnel to review performance and develop strategies for improvement</p>

## 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	3.5	<ul style="list-style-type: none"> <li>Seeks feedback and accepts guidance from others</li> </ul>
Reading	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1	<ul style="list-style-type: none"> <li>Conducts research and interprets information from written sources with regard to story-telling processes, and the history and methodology of narration</li> <li>Analyses texts and scripts</li> </ul>

Writing	3.2	<ul style="list-style-type: none"> <li>Writes scripts and outlines for stories</li> </ul>
Oral communication	3.3, 3.5	<ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> <li>Seeks the views and opinions of others</li> <li>Uses clear language to express story elements</li> </ul>
Navigate the world of work	3.3, 3.4	<ul style="list-style-type: none"> <li>Identifies and follows procedures and expectations associated with own role</li> </ul>
Interact with others	3.3, 3.5	<ul style="list-style-type: none"> <li>Works collaboratively with others involved in creating stories or performances</li> <li>Tells stories in ways that engage audiences</li> </ul>
Get the work done	3.2, 3.3, 3.4	<ul style="list-style-type: none"> <li>Adopts a methodical and logical approach to the process of creating and telling stories before an audience</li> <li>Demonstrates appropriate emotion, non-verbal communication and dramatic nuance suitable to the spoken text</li> <li>Applies improvisation responses to performance texts</li> <li>Uses the internet as a research tool</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAPRF301 Create and tell stories (Release 2)	CUAPRF301 Create and tell stories (Release 1)	<p>Updated to meet Standards for Training Packages</p> <p>Updated assessment conditions section.</p> <p>Updated modification history section to reflect changed name of training package.</p>	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>