



Australian Government

CUAPRF402 Develop conceptual and expressive skills as a performer

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with <i>CUA Live Performance and Entertainment Training Package Version 1.0</i> .

Application

This unit describes the performance outcomes, skills and knowledge required to develop the conceptual and expressive skills that enable performers such as singers, actors, dancers, circus performers and comedians to create their own distinctive style. Performances could be in commercial, competition or community settings and performers would be working in ensembles, partnerships or performing solo.

At this level performers are refining their techniques through practice, and while some supervision and guidance may be present in practice, a high level of motivation and responsibility for themselves and others are expected in live performances.

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 <i>Elements describe the essential outcomes.</i>	Performance Criteria <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Practise artistic, conceptual and expressive skills	1.1 Develop performance technique and apply knowledge gained to inform own artistic, conceptual and expressive skills 1.2 Identify and use a range of opportunities to explore, develop and express artistic and creative ideas 1.3 Apply kinaesthetic awareness to practice and performances 1.4 Participate in performance events or master classes to stimulate and develop artistic practice
2. Develop own creative voice	2.1 Experiment with new ideas to develop own expressive skills as a performer 2.2 Experiment with developing new interpretations of performance where appropriate 2.3 Identify and use technology where appropriate to express originality and expand own creative practice
3. Evaluate own conceptual and expressive skills	3.1 Analyse and evaluate performance elements, styles and techniques 3.2 Continuously evaluate own work to expand technical, creative and expressive range 3.3 Develop appropriate methods of recording own evaluations 3.4 Use feedback to identify and develop ways to improve conceptual and expressive performance skills

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	3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> Critically analyses own performance Seeks feedback and accepts guidance from others
Writing	3.3	<ul style="list-style-type: none"> Documents own progress with skills development
Oral communication	1.4, 3.4	<ul style="list-style-type: none"> Seeks the views and opinions of others Obtains information by listening and questioning
Navigate the world of work	1.4, 3.3	<ul style="list-style-type: none"> Follows theatre protocols and meets expectations associated with own role
Interact with others	1.4, 3.4	<ul style="list-style-type: none"> Works collaboratively with others involved in practice and performances
Get the work done	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> Adopts a logical and methodical approach to the process of refining and expanding own range of conceptual and expressive skills as a performer Acts in an imaginative, spontaneous and confident way in performances Identifies and uses audio and screen technology to expand own creative practice

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments	E/N
CUAPRF402 Develop conceptual and expressive skills as a performer	CUAPRF402A Develop conceptual and expressive skills as a performer	Updated to meet Standards for Training Packages	E

Links

Companion volumes are available at: - <http://www.ibsa.org.au>