



Australian Government

CUAPRF412 Develop conceptual and expressive skills as a performer

Release: 1

CUAPRF412 Develop conceptual and expressive skills as a performer

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the 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 a commercial, competitive or community setting and performers would be working in ensembles, partnerships or solo performances.

The unit applies to those who are performers, who refine their techniques through practice, and while some supervision and guidance may be present in practice, a high level of 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	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Practise artistic, conceptual and expressive skills	1.1 Discuss required personal development of conceptual and expressive skills 1.2 Undertake personal practice for performance as required 1.3 Identify and use different opportunities to explore, develop and express artistic and creative ideas 1.4 Apply kinaesthetic awareness to practice and performances 1.5 Develop artistic practice by participating in performance events or master classes

ELEMENTS	PERFORMANCE CRITERIA
2. Develop own creative voice	2.1 Develop own expressive skills as a performer by experimenting with new ideas 2.2 Experiment with developing new interpretations of performance where appropriate 2.3 Identify and use technology for expressing originality and expanding own creative practice where required
3. Evaluate own conceptual and expressive skills	3.1 Evaluate performance elements, styles and techniques 3.2 Document methods of recording own evaluations 3.3 Identify ways to improve conceptual and expressive performance skills using constructive feedback

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Learning	- Critically analyses own performance - Seeks feedback and accepts guidance from others
Oral communication	- Seeks views and opinions of others - Obtains information by listening and questioning
Writing	Documents own progress with skills development
Initiative and enterprise	- 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
Self-management	Follows theatre protocols and meets expectations associated with own role
Teamwork	Works collaboratively with others involved in practice and performances
Technology	Identifies and uses audio and screen technology to expand own creative practice

Unit Mapping Information

Supersedes and is equivalent to CUAPRF402 Develop conceptual and expressive skills as a performer.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>