



**Australian Government**

# **CUAPRF503 Prepare for performances in a competitive environment**

**Release: 2**

## CUAPRF503 Prepare for performances in a competitive environment

### 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 prepare for and perform in competitive environments, such as auditions and competitions that showcase performers' skills and improve their employment prospects.

At this level, performers such as actors, dancers, musicians and vocalists are expected to use initiative and sound judgement and to apply theoretical concepts and creative skills when responding to the unpredictable in a range of live performance situations.

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. Plan program to be presented	1.1 Confirm audition or competition requirements in consultation with relevant personnel 1.2 Undertake background research to determine the best way to approach audition or competition 1.3 Prepare a varied program that demonstrates own strengths in

	<p>performance and that is well within the technical and stylistic ability of other performers required for performances</p> <p>1.4 Observe protocols associated with the audition or competition context</p> <p>1.5 Confirm arrangements with others as required to allow maximum rehearsal time</p> <p>1.6 Where possible test venues and facilities in advance or inspect to assess warm-up possibilities</p> <p>1.7 Organise promotional materials for presentation as required</p>
2. Prepare for performances	<p>2.1 Cost purchase or hire of resources and acquire as required</p> <p>2.2 Comply with statutory requirements for music to be performed or used</p> <p>2.3 Ensure that resources are available and functioning</p>
3. Present performances	<p>3.1 Arrive at venue punctually to allow for warm-up time and registration procedures</p> <p>3.2 Use relaxation techniques to overcome performance anxiety as required</p> <p>3.3 Ensure that dress and manner are appropriate to the performance context</p> <p>3.4 Present promotional materials as required</p> <p>3.5 Apply live performance knowledge and appropriate techniques to perform pieces demonstrating appropriate technical ability</p> <p>3.6 Listen carefully and respond to instructions given during audition or competition</p> <p>3.7 Maintain a positive manner with others involved in audition or competition</p> <p>3.8 If possible, organise for performance to be recorded</p>
4. Review performances	<p>4.1 Undertake follow-up after audition or competition as required</p> <p>4.2 Review any recording of own performance to determine areas for future improvement</p> <p>4.3 Seek feedback from others and incorporate suggestions into future preparation for auditions and competitions</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	4.2, 4.3	<ul style="list-style-type: none"> <li>Critically analyses own performance</li> <li>Seeks feedback and accepts guidance from others</li> </ul>
Reading	1.1, 1.2, 1.7, 2.2	<ul style="list-style-type: none"> <li>Obtains information from written sources</li> </ul>
Oral communication	1.1, 1.3, 1.5, 3.6, 3.7, 4.1, 4.3	<ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> </ul>
Navigate the world of work	1.1, 1.2, 1.4, 2.2, 3.1, 3.2, 3.3, 4.1	<ul style="list-style-type: none"> <li>Follows protocols for auditions and competitions</li> <li>Follows industry practices in relation to safe preparation for performances</li> <li>Takes responsibility for ensuring that copyright and other regulatory requirements are met within scope of own role</li> </ul>
Interact with others	1.1, 1.5, 3.6, 3.7, 4.1, 4.3	<ul style="list-style-type: none"> <li>Works collaboratively with others involved in competitive performance environments</li> <li>Responds appropriately to direction during performances</li> </ul>
Get the work done	1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1	<ul style="list-style-type: none"> <li>Adopts a logical and methodical approach to preparing for audition and competition performances</li> <li>Demonstrates initiative by adapting performance to suit the audition or competition environment</li> <li>Presents confidently in a competitive environment</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
CUAPRF503 Prepare for performances in a	CUAPRF503 Prepare for performances in a	Updated assessment conditions section.	Equivalent unit

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
competitive environment (Release 2)	competitive environment (Release 1)	Updated modification history section to reflect changed name of training package.	

## Links

Companion Volume implementation guides are found in VETNet -

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