



Australian Government

CUAWHS404 Apply the Alexander technique in performance

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 improve postural support, movement and breathing in live performance.

At this level, supervision and guidance are provided during classes and practice sessions but individuals are expected to work independently on experimenting with ways to eliminate inefficient habits of movement and inappropriate patterns of tension that diminish competent performance.

Only teachers who comply with the teaching standards of the Australian Society of Teachers of the Alexander Technique are qualified to teach and assess this unit.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, licensing and risk - work health and safety

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. Refine understanding of tension patterns	1.1 Discuss with relevant personnel the principles and application of the Alexander technique in a performance context 1.2 Develop observational skills to describe movement patterns in self and others and to identify inappropriate patterns of tension during simple movements 1.3 Use knowledge gained from discussion and critical analysis to make an inventory of own inappropriate patterns of tension during simple movements and while performing
2. Elicit constructive change in postural support	2.1 Under guidance, develop techniques for preventing harmful patterns of tension while standing, making simple movements and performing 2.2 Initiate and maintain prevention of previously recognised habitual responses during simple and skilled activities 2.3 Apply an understanding of dynamic relationship of head and spine to elicit positive change in postural support during simple and skilled activities 2.4 Apply an understanding of how to organise human mind-body response to simple and skilled activities with respect to coordination of head, neck and back 2.5 Extend the effect of thinking on performance and experiment with conscious thinking techniques as a way of influencing physiology and coordination 2.6 Document own process of change and discuss with relevant personnel ways of overcoming issues
3. Minimise physiological distress during performance	3.1 Analyse the symptoms of physiological distress and ways of minimising the risk of experiencing it 3.2 Make an inventory of own indicators of physiological distress 3.3 Use techniques based on an understanding of dynamic relationship of head to spine to intervene during simple and skilled activities to prevent physiological distress 3.4 Monitor own ability to consciously organise movement and posture efficiently during practice and performance, and work on aspects that need improvement

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	3.4	<ul style="list-style-type: none"> Uses self-evaluation as a strategy to improve posture and coordination of movement during performance
Reading	1.3, 2.3, 2.4, 2.5, 3.3	<ul style="list-style-type: none"> Analyses concepts underlying the Alexander technique
Writing	1.3, 2.6, 3.2	<ul style="list-style-type: none"> Maintains a journal of experiences related to changing habitual responses
Oral Communication	1.1, 1.2, 2.1, 2.5, 2.6	<ul style="list-style-type: none"> Obtains information by listening and questioning Discusses ideas and solutions Uses clear language to contribute information and explain own process of change
Navigate the world of work	1.3, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2	<ul style="list-style-type: none"> Develops an awareness of own movement patterns and works towards achieving personal goals in relation to using the body efficiently
Interact with others	1.1, 2.1, 2.6	<ul style="list-style-type: none"> Works collaboratively
Get the work done	1.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> Plans and implements strategies to improve performance technique Is proactive in finding the most effective approach to making constructive changes to own movement patterns Uses standard word processing and spreadsheet applications to document own process of change

Unit Mapping Information

No equivalent unit.

Links

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