



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUAPPM301A Assist with designing performance spaces**

**Release: 1**

## CUAPPM301A Assist with designing performance spaces

### Modification History

Version	Comments
CUAPPM301A	This version first released with <i>CUA11 Live Performance Training Package version 1.0</i>

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to contribute to the design and set-up of spaces used for live performances.

### Application of the Unit

Individuals responsible for contributing to the lighting and spatial design of performance spaces apply the skills and knowledge outlined in this unit. At this level, performances would usually be those staged by performing arts schools in community venues.

People in design assistant roles work under the direct supervision of experienced personnel, such as directors, choreographers and designers responsible for different aspects of productions, like lighting, sets and sound.

### Licensing/Regulatory Information

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

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

## Elements and Performance Criteria

<p>1. Develop an understanding of the dynamics of performance spaces</p>	<p>1.1. Clarify the <i>essential geography and terminology</i> of performance spaces</p> <p>1.2. Discuss the dynamics of space and direction with <i>relevant personnel</i></p> <p>1.3. Consider the differing dynamics of space for a single performer and a group in relating to an audience</p> <p>1.4. Clarify specific work practices and OHS relevant to preparing performance spaces</p> <p>1.5. Determine the range of possibilities for arranging performances in open spaces</p>
<p>2. Develop skills for applying lighting and design aesthetics to performance spaces</p>	<p>2.1. Determine how the space can be manipulated using <i>simple set elements</i></p> <p>2.2. Clarify the <i>way</i> in which <i>performance lighting systems function</i></p> <p>2.3. Discuss design aesthetics which may be applied to lighting performances with relevant personnel</p> <p>2.4. Consider <i>ways in which lighting design concepts contribute to a performance</i></p>
<p>3. Prepare performance spaces</p>	<p>3.1. Determine the <i>design elements</i> that best apply to specific performances</p> <p>3.2. Determine the range of choices for adequately lighting performances with relevant personnel</p> <p>3.3. Collaborate with relevant personnel to develop <i>design briefs</i> for specific performances, taking into account <i>event or production requirements</i></p> <p>3.4. View space and lighting design in rehearsal and contribute to critical analyses and revision of designs</p>

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- communication skills to:
  - discuss performance space issues with others
  - communicate performance design requirements to designers and technicians
- initiative and enterprise skills to:
  - approach the designing of performance spaces with confidence and focus
  - contribute to innovative approaches to designing performance spaces
- learning skills to:
  - make connections between technical and artistic elements of productions
  - adjust performance space designs in response to peer analysis
- planning and organising skills to prepare performance space designs that take into account a range of variables
- teamwork skills to:
  - work collaboratively with others involved in planning performances
  - work in an artistic team making positive contributions to analyses of performances.

### Required knowledge

- well-developed knowledge of:
  - stage geography terminology
  - staging elements
  - differing potentials of a range of indoor and outdoor performance spaces
  - issues and challenges that can arise in the context of designing performance spaces
- overview knowledge of:
  - design aesthetics associated with lighting performances and manipulating performance spaces
  - OHS principles and procedures related to designing performance spaces.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• contribute to developing at least one brief for designing a performance space</li> <li>• incorporate into briefs an understanding of:             <ul style="list-style-type: none"> <li>• interaction between the technical and artistic elements of productions</li> <li>• range of different possibilities for designing performance spaces</li> </ul> </li> <li>• use terminology associated with stage and production design.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to a flexible performance space or range of alternative spaces with equipment that can be used to reshape the space and manipulate lighting</li> <li>• such spaces should include:             <ul style="list-style-type: none"> <li>• basic rig and control system allowing for lighting from a range of different angles, intensities and colours</li> <li>• performance studio that can be blacked out</li> <li>• range of materials for transforming a space, such as rostra, flats, curtains and treads</li> <li>• performers</li> <li>• working stage and lighting equipment</li> </ul> </li> <li>• opportunities to work as a group on collaborative projects.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence</li> <li>• third-party workplace reports of on-the-job performance</li> <li>• evaluation of performance space design briefs to which the candidate has contributed</li> </ul>

	<ul style="list-style-type: none"> <li>• verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit</li> <li>• review of documents or models prepared to support design briefs</li> <li>• analysis of contribution to discussions</li> <li>• direct observation of interaction with performers and relevant personnel.</li> </ul> <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• CUA301A Assist with production operations for live performances.</li> </ul>

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

<p><b><i>Essential geography and terminology</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• existing architectural elements of the performance location</li> <li>• stage geography terminology, such as:             <ul style="list-style-type: none"> <li>• centre stage</li> <li>• off stage</li> <li>• back stage</li> <li>• up stage right and left</li> <li>• downstage right and left</li> <li>• opposite prompt</li> <li>• prompt</li> </ul> </li> <li>• stage types, such as:             <ul style="list-style-type: none"> <li>• proscenium arch</li> <li>• in the round</li> <li>• traverse</li> <li>• end on</li> <li>• thrust</li> <li>• arena</li> </ul> </li> <li>• staging elements:             <ul style="list-style-type: none"> <li>• drapes or borders</li> <li>• flats</li> <li>• ramps</li> <li>• risers</li> <li>• rostra</li> <li>• structural objects capable of being moved about the space and creating changes in dimension and height</li> <li>• treads</li> </ul> </li> <li>• fly tower.</li> </ul>
<p><b><i>Performance spaces</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• outdoor stadium or suitable site</li> <li>• stage</li> <li>• studio</li> <li>• theatre</li> <li>• community or school hall.</li> </ul>
<p><b><i>Relevant personnel</i></b></p>	<ul style="list-style-type: none"> <li>• actor</li> </ul>



may include:	<ul style="list-style-type: none"> <li>• camera operator</li> <li>• choreographer</li> <li>• comedian</li> <li>• community member</li> <li>• dancer</li> <li>• designer</li> <li>• director</li> <li>• manager</li> <li>• musician</li> <li>• OHS representative</li> <li>• producer</li> <li>• production manager</li> <li>• sound director</li> <li>• supervisor</li> <li>• teacher</li> <li>• technician</li> <li>• venue proprietor or manager.</li> </ul>
<b>Simple set elements</b> may include:	<ul style="list-style-type: none"> <li>• basic lighting</li> <li>• drapes or borders</li> <li>• flats</li> <li>• elevation</li> <li>• props.</li> </ul>
<b>Way</b> performance lighting systems function may relate to:	<ul style="list-style-type: none"> <li>• electrical issues</li> <li>• equipment operations</li> <li>• licensing requirements</li> <li>• performer and audience safety issues.</li> </ul>
<b>Performance lighting systems</b> may include:	<ul style="list-style-type: none"> <li>• animation disks</li> <li>• bars or truss above the performance space</li> <li>• booms</li> <li>• dimmer racks</li> <li>• domestic lighting</li> <li>• floods</li> <li>• floor stands</li> <li>• foggers</li> <li>• fresnels</li> <li>• hazers</li> <li>• lighting control boards</li> <li>• looms</li> <li>• pebbled convex (PC) lamps</li> <li>• peripherals: <ul style="list-style-type: none"> <li>• barn doors</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• gobos</li> <li>• shutters</li> <li>• profiles</li> <li>• range of gel colours.</li> </ul>
<b><i>Ways in which lighting design concepts contribute to a performance</i></b> may relate to:	<ul style="list-style-type: none"> <li>• abstract elements</li> <li>• environment</li> <li>• focus</li> <li>• mood.</li> </ul>
<b><i>Design elements</i></b> may include:	<ul style="list-style-type: none"> <li>• shape</li> <li>• direction</li> <li>• form</li> <li>• texture</li> <li>• brightness</li> <li>• dark</li> <li>• shadow</li> <li>• colour</li> <li>• size</li> <li>• perspective</li> <li>• illusion</li> <li>• dimension</li> <li>• height</li> <li>• angle</li> <li>• line.</li> </ul>
<b><i>Design briefs</i></b> may be presented by:	<ul style="list-style-type: none"> <li>• drawings</li> <li>• illustrations</li> <li>• plans</li> <li>• model box</li> <li>• photographs.</li> </ul>
<b><i>Event or production requirements</i></b> may include:	<ul style="list-style-type: none"> <li>• director's specifications</li> <li>• length of the run of the show</li> <li>• organisation standards</li> <li>• performers' requirements</li> <li>• production schedule</li> <li>• relevant organisational and legislative OHS requirements</li> <li>• resource constraints</li> <li>• venue requirements.</li> </ul>

## **Unit Sector(s)**

Performing arts - production management

## **Custom Content Section**

Not applicable.