



Australian Government

Department of Education, Employment and Workplace Relations

CUAPPM401A Contribute to the organisation of productions

Release: 1

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Modification History

Version	Comments
CUAPPM401A	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 assist with planning, organising and rehearsing productions.

Application of the Unit

Individuals responsible for assisting with planning and staging productions apply the skills and knowledge outlined in this unit. At this level, productions would usually be those staged by performing arts schools in community venues.

People in production assistant roles work with limited supervision and are responsible for the output of others. They work to instructions or plans developed by production personnel, such as directors, stage managers, lighting designers, costume managers and producers.

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

Elements	Performance Criteria
<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. Contribute to the planning of productions</p>	<p>1.1. Discuss and confirm own <i>roles and responsibilities</i> related to <i>production planning</i> with <i>relevant personnel</i></p> <p>1.2. Discuss and confirm own <i>creative planning</i> roles and responsibilities with relevant personnel</p> <p>1.3. Follow performance-planning instructions and preparations as advised by relevant personnel</p> <p>1.4. Ensure responsibilities are completed within required timeframes</p>
<p>2. Assist with running technical and creative dress rehearsals</p>	<p>2.1. Coordinate performers effectively according to requirements</p> <p>2.2. Ensure instructions given to performers are clear, audible and correctly sequenced</p> <p>2.3. Work effectively with members of production teams</p> <p>2.4. Follow <i>OHS policy and procedures</i></p> <p>2.5. Ensure performers follow OHS policy and procedures</p>
<p>3. Assist with productions</p>	<p>3.1. Ensure performers arrive at venues on time to meet performance requirements</p> <p>3.2. Ensure own roles and responsibilities are carried out as advised by stage manager or relevant personnel</p> <p>3.3. Carry out <i>post-production or bump-out responsibilities</i> according to instructions from relevant personnel</p> <p>3.4. Use feedback from relevant personnel to identify areas of own organisational practice that could be improved</p>

Required Skills and Knowledge

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

Required skills

- communication, teamwork and organisational skills to:
 - respond appropriately to constructive feedback on own ability to contribute to the organisation of productions
 - seek assistance from others as required
 - share ideas in group discussions
 - work collaboratively with others involved in rehearsals and performances
- learning skills to:
 - effectively assist with the planning, rehearsing and performance of productions
 - evaluate venue or performance space as required
- literacy skills to:
 - read production schedules and plans
 - read and interpret ground and lighting plans
- problem-solving skills to respond appropriately to the unexpected in a performance situation
- self-management and planning skills to:
 - assist in the creation of production plans
 - meet deadlines and prioritise tasks
 - demonstrate reliability in agreed work commitments
 - follow OHS policy and procedures
- technical skills to assist with the:
 - installation of basic lighting equipment
 - set up basic sound equipment.

Required knowledge

- well-developed knowledge of:
 - key aspects of the creative and technical production process for different types of live performance productions
 - production and staging terminology
 - role of make-up, hairstyling and costumes in performance
 - theatre conventions
 - issues and challenges that arise in the context of preparing for rehearsals and performances
- overview knowledge of:
 - relevant commonwealth, state or territory requirements, such as:
 - security of information
 - duty of care under common law
 - anti-discrimination, including equal opportunity, racial vilification and disability discrimination

- industrial awards or enterprise agreements as they relate to in-house or venue-paid staff roles
- OHS principles and legislation relevant to particular performance contexts, such as:
 - hearing protection
 - dealing with performance anxiety
 - policy and best practice
 - protection of body against overuse injury
 - safe lifting practices.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • contribute to the artistic and technical planning of a production, including attending production and creative planning meetings • effectively assist with the running of technical and creative dress rehearsals and performances • follow safety policy and procedures • work collaboratively with others • contribute to post-production or bump-out procedures.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • relevant resources and equipment • opportunities for rehearsals and performances in either a real or simulated situation.
Method of assessment	<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"> • direct questioning combined with review of portfolios of evidence • third-party workplace reports of on-the-job performance • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • direct observation of candidate contributing to the organisation of productions • case studies and scenarios as a basis for discussion of methods, strategies and other issues involved in contributing to the organisation of productions. <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>
Guidance information	Holistic assessment with other units relevant to the industry

for assessment	sector, workplace and job role is recommended, for example: <ul style="list-style-type: none">• CUA301A Assist with production operations for live performances• CUSOHS301A Follow occupational health and safety procedures.
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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><i>Roles and responsibilities</i> may include:</p>	<ul style="list-style-type: none"> • contributing to the organisation or creation of: <ul style="list-style-type: none"> • call book • costume volunteers • costume creation according to agreed timeframes • labelling and transporting costumes • dresser volunteers • liaising with parents or carers regarding performance information and time commitments • sound and vision equipment as required • production and distribution of programs and promotional flyers as required • call cue sheets • lighting plots • stage markings • props and sets • costume change preparation and organisation • discussion and research into historical and cultural factors that may influence costume styles.
<p><i>Production planning</i> may involve consideration of:</p>	<ul style="list-style-type: none"> • available resources, including volunteers • pre-production: <ul style="list-style-type: none"> • role descriptions and task details • appointment of specialist personnel • confirmation of venue requirements • staging and costuming requirements • ticketing • marketing • front of house management • bump-in: <ul style="list-style-type: none"> • organisation of sound and set equipment installation • light equipment installation • plotting and focusing lights • props disbursement

	<ul style="list-style-type: none"> • costumes • production run: <ul style="list-style-type: none"> • technical run • dress rehearsal • performances • bump-out: <ul style="list-style-type: none"> • gathering and packing props and costumes • deconstructing stage sets • dismantling sound and lighting equipment • timeframes • evaluation of venue or performance space.
<i>Relevant personnel</i> may refer to:	<ul style="list-style-type: none"> • manager • supervisor • production manager • director • stage manager • performers • costume designer • conductor • musical director • set designer • lighting designer • producer • technical director • technical crew.
<i>Creative planning</i> may involve consideration of:	<ul style="list-style-type: none"> • choreography • costume design • lighting plans • props • set designs • make-up and hairstyles.
<i>OHS policy and procedures</i> may relate to:	<ul style="list-style-type: none"> • requirements for reporting hazards and incidents (dance school or studio and venue) • emergency procedures and exits • safe use and maintenance of relevant equipment • safe lifting practices • sources of OHS information • effective warm-up and cool-down processes for students or performers • appropriate dancewear and footwear for students or performers.

<p><i>Post-production or bump-out responsibilities</i> may include:</p>	<ul style="list-style-type: none">• post-production:<ul style="list-style-type: none">• payment of copyright licensing fees• preparation of final expenditure report• return of hired equipment• dismantling:<ul style="list-style-type: none">• sets• audio equipment• lighting equipment• audiovisual equipment• loading items for transport• packing or storing items, such as:<ul style="list-style-type: none">• props• costumes• make-up• wigs• set elements• completing inventories of production resources.
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Unit Sector(s)

Performing arts - production management

Custom Content Section

Not applicable.