



**Australian Government**

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

# **CUAPRF303A Perform basic on-ground acrobatic skills**

**Release: 1**

## CUAPRF303A Perform basic on-ground acrobatic skills

### Modification History

Version	Comments
CUAPRF303A	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 perform basic on-ground acrobatic skills, such as rolls and cartwheels.

### Application of the Unit

Circus and other performers who incorporate basic acrobatic skills into their performances, apply the skills and knowledge outlined in this unit.

Circus performers entertain audiences as soloists, with a partner, or as members of a group. Performances may take place within a range of settings, including community circus, physical theatre, traditional circus, new-wave circus and street theatre.

At this level, work is normally supervised, though some autonomy and judgement can be expected in live performance situations.

### 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. Prepare for basic acrobatic sessions</p>	<p>1.1. Ensure appropriate clothing and footwear are worn</p> <p>1.2. Select, inspect and test <i>equipment</i> for safety and relevance</p> <p>1.3. Ensure that performance spaces are checked for safety</p> <p>1.4. Report <i>safety issues</i> to <i>relevant personnel</i></p> <p>1.5. Correctly perform safe <i>warm-up exercises</i> and <i>mental preparation techniques</i> so body and mind are ready for <i>routines</i></p>
<p>2. Participate in basic acrobatic skills routines</p>	<p>2.1. Correctly apply <i>technical skills</i> to <i>basic acrobatic movements</i></p> <p>2.2. Perform sequences of routines to ensure a smooth presentation</p> <p>2.3. Safely perform <i>landings</i></p>
<p>3. Conclude basic acrobatics sessions</p>	<p>3.1. Perform safe <i>cool-down exercises</i></p> <p>3.2. Clean or clear performance area to ensure safety of performers</p> <p>3.3. Store equipment to maintain quality and reliability</p>
<p>4. Review basic acrobatic skills performance</p>	<p>4.1. Undertake self-evaluation to assess level of performance and skills development</p> <p>4.2. Use feedback from teachers and mentors to identify and develop ways to improve own basic on-ground acrobatic skills</p> <p>4.3. Set realistic goals for improvement and develop strategies to achieve those goals</p>

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - discuss performance of basic acrobatic skills with relevant personnel
  - respond appropriately to feedback on own skill development and performance
- learning skills to:
  - combine basic on-ground acrobatic and gymnastic skills for performance
  - perform basic on-ground acrobatic acts and routines
  - develop muscle memory and repetition
  - perform fluid and controlled body movements, including balancing
- planning and organising skills to:
  - prepare for classes
  - plan practice time
- problem-solving skills to develop and use mental focus strategies
- self-management skills to:
  - arrive punctually at classes, rehearsals and performances
  - dress appropriately
  - observe acrobatic discipline and follow direction
  - apply safe work practices
  - teamwork skills to work collaboratively with others involved in acrobatic classes and performances.

### Required knowledge

- basic understanding of OHS in the context of performing basic on-ground acrobatic skills
- well-developed knowledge of:
  - warm-up and cool-down techniques
  - mental focus strategies
  - principles underlying acrobatic movements and techniques, such as:
    - relationship with gravity
    - spatial awareness
    - successional movement
    - use of breath
    - body positioning
    - folding
    - extending
    - rotating
    - shifting weight.

## 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>• perform a handstand holding form and shape, held for a beat</li> <li>• perform a sequence of 6 to 8 forward or backward rolls and 6 to 8 cartwheels with both static and running start-up</li> <li>• perform safe, stable landings</li> <li>• effectively support team members</li> <li>• follow safe work practices.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• venue with adequate space and safe level floor or surface</li> <li>• scatter mats</li> <li>• spotters (depending on the skill performed).</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 live or recorded performances</li> <li>• verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit</li> <li>• case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of performing basic on-ground acrobatic skills</li> <li>• direct observation of candidate in classes and performances.</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</p>

	languages other than English, remote communities and those with interrupted schooling).
<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>• CUSOHS301A Follow occupational health and safety procedures.</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.*

<b><i>Equipment</i></b> may include:	<ul style="list-style-type: none"> <li>• foam blocks</li> <li>• scatter mats.</li> </ul>
<b><i>Safety issues</i></b> may include:	<ul style="list-style-type: none"> <li>• faulty equipment</li> <li>• inadequate numbers of spotters</li> <li>• inadequate supervision by support team</li> <li>• safety of audience</li> <li>• trip hazards in the venue or facility, for example power cords</li> <li>• unsafe flooring.</li> </ul>
<b><i>Relevant personnel</i></b> may include:	<ul style="list-style-type: none"> <li>• coaches</li> <li>• colleagues</li> <li>• family members</li> <li>• medical practitioners</li> <li>• mentors</li> <li>• nutrition experts</li> <li>• performers</li> <li>• teachers.</li> </ul>
<b><i>Warm-up exercises</i></b> may include:	<ul style="list-style-type: none"> <li>• aerobic activities</li> <li>• anaerobic exercises</li> <li>• body conditioning and strength development</li> <li>• breathing techniques</li> <li>• coordinated breathing activities</li> <li>• flexibility exercises</li> <li>• floor work</li> <li>• games</li> <li>• group work</li> <li>• isolation and mobility of body parts</li> <li>• joint-mobility exercises</li> <li>• stretching.</li> </ul>
<b><i>Mental preparation techniques</i></b> may include:	<ul style="list-style-type: none"> <li>• affirmations</li> <li>• focusing activities</li> <li>• imagery or conscious visualisation</li> <li>• meditation.</li> </ul>



<b><i>Routines</i></b> include:	<ul style="list-style-type: none"> <li>• solo, pair and group performances.</li> </ul>
<b><i>Technical skills</i></b> must include:	<ul style="list-style-type: none"> <li>• balance or stability</li> <li>• body awareness and control</li> <li>• controlled and fluid movements</li> <li>• coordination</li> <li>• flexibility</li> <li>• hand and body positioning</li> <li>• maintaining focus.</li> </ul>
<b><i>Basic acrobatic movements</i></b> must include:	<ul style="list-style-type: none"> <li>• basic tumble run</li> <li>• cartwheels</li> <li>• handstands</li> <li>• forward and backward rolls</li> <li>• static and running start-up.</li> </ul>
<b><i>Landings</i></b> include:	<ul style="list-style-type: none"> <li>• on feet</li> <li>• strong, stable landing position.</li> </ul>
<b><i>Cool-down exercises</i></b> may include:	<ul style="list-style-type: none"> <li>• aerobic activities</li> <li>• anaerobic exercises</li> <li>• body conditioning and strength development</li> <li>• breathing techniques</li> <li>• coordinated breathing activities</li> <li>• flexibility exercises</li> <li>• floor work</li> <li>• games</li> <li>• group work</li> <li>• isolation and mobility of body parts</li> <li>• joint-mobility exercises</li> <li>• stretching.</li> </ul>

## Unit Sector(s)

Performing arts - performance

## Custom Content Section

Not applicable.