



Australian Government

Department of Education, Employment and Workplace Relations

CUAPRF304A Develop audition techniques

Release: 1

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Modification History

Version	Comments
CUAPRF304A	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 develop and apply an understanding of the audition process in the live performance industry.

Application of the Unit

Persons with basic performing skills who are pursuing a career in the entertainment, theatre and events industry apply the skills and knowledge outlined in this unit. Their skills could lie in fields such as music, dancing, acting, cabaret or street performance.

In a highly competitive market place it is essential that performers develop audition skills so that they can showcase their performance skills to prospective employers.

At this level performers would be applying their skills within a limited repertoire and often in ensemble performance.

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

Element	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. Develop an understanding of the audition process</p>	<p>1.1. Discuss <i>audition requirements</i> with <i>relevant personnel</i></p> <p>1.2. Become familiar with audition judging processes and <i>criteria used by auditioning bodies</i></p> <p>1.3. Clarify audition notification processes and <i>suitable responses</i></p> <p>1.4. Determine if audition requirements are within one's range of abilities and seek advice from others as required</p>
<p>2. Prepare for auditions</p>	<p>2.1. Develop performance to suit auditioning body's requirements</p> <p>2.2. Ensure that necessary <i>resources</i> for own performance are available for audition</p> <p>2.3. Rehearse audition performance and obtain feedback from relevant personnel</p> <p>2.4. Meet <i>statutory requirements</i></p>
<p>3. Present auditions</p>	<p>3.1. Arrive at venue punctually to allow for warm-up time and registration procedures</p> <p>3.2. Use <i>relaxation techniques</i> to overcome performance anxiety</p> <p>3.3. Ensure that dress and manner are appropriate to the audition context</p> <p>3.4. Present <i>supporting material</i> to auditioning personnel</p> <p>3.5. Present performance using knowledge of <i>performance techniques</i>, taking due care to synchronise with ensemble members as required</p> <p>3.6. Listen carefully and respond to instructions given during audition</p> <p>3.7. Maintain a positive and courteous manner with auditioning personnel and fellow performers</p>
<p>4. Follow up auditions</p>	<p>4.1. At the completion of audition confirm an expected time for hearing the outcome and ensure that <i>appropriate contact details</i> have been given</p> <p>4.2. Where result is successful, obtain details of any follow-up which may be necessary</p> <p>4.3. In event of non-successful audition ensure that</p>

	follow-up letters are sent to auditioning body expressing appreciation of opportunity 4.4. Request feedback on performance from relevant personnel and note areas for future improvement
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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 performance
 - respond appropriately to directions during auditions
 - present confidently in an audition situation
- learning skills necessary for improving performance skills through practice
- listening skills to monitor and adjust performance as required
- literacy skills to interpret written instructions or pre-audition information provided by auditioning body
- self-management and planning skills to:
 - attend rehearsals punctually
 - maintain an appropriate standard of personal presentation in an audition context
 - support ensemble members where necessary
 - technical and problem-solving skills to use basic performance techniques and adjust them to a range of predictable situations.

Required knowledge

- broad understanding of OHS principles relevant to particular performance contexts, such as:
 - protection of body against overuse injury
 - safe lifting practices
 - audition protocols
- well-developed knowledge of:
 - repertoire being presented for audition
 - performance vocabulary and terminology
 - basic performance techniques.

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"> • rehearse a performance that meets the requirements of an auditioning body • perform proficiently for either a real or simulated audition • apply performance skills appropriate to audition • communicate effectively with others involved in the audition.
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 auditions in either a real or simulated situation • appropriate venue with adequate space for solo or ensemble performances.
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, or video recordings, of candidate presenting a live audition performance • case studies and scenarios as a basis for discussion of methods, strategies and other issues involved in preparing for and presenting a live audition performance <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</p>

	those with interrupted schooling).
Guidance information for assessment	<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">• CUAPRF201A Prepare self for performances.

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>Audition requirements</i> may include:</p>	<ul style="list-style-type: none"> • set pieces for audition, such as: <ul style="list-style-type: none"> • performance of specific type of dance • specific songs or pieces of music • supplying own recorded music • length of auditions • presentation and dress standards • purpose • time • venue.
<p><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • teacher • coach • ensemble • mentor • other performers • auditioning body representatives • tutor.
<p><i>Criteria used by auditioning bodies</i> may include:</p>	<ul style="list-style-type: none"> • ability to work with others • accuracy of rendition • clarity • communication skills • confidence • footwork • mastery of routine • musical ability • presentation • punctuality • readiness to accept direction • rhythmic ability.
<p><i>Suitable responses</i> may include:</p>	<ul style="list-style-type: none"> • acceptance of offer • enquiry about audition results • request for feedback • letter of thanks for opportunity to audition.
<p><i>Resources</i> may</p>	<ul style="list-style-type: none"> • appropriate footwear

include:	<ul style="list-style-type: none"> • costumes • sheet music • tapes or CDs • props.
<i>Statutory requirements</i> may relate to:	<ul style="list-style-type: none"> • copyright • duty of care • permission for minors • OHS.
<i>Relaxation techniques</i> may include:	<ul style="list-style-type: none"> • deep breathing • light aerobic exercises, such as: <ul style="list-style-type: none"> • meditation • imagery or conscious visualisation • affirmations • stretching.
<i>Supporting materials</i> may include:	<ul style="list-style-type: none"> • resumes • demonstration videos • photographs • references.
<i>Performance techniques</i> may include:	<ul style="list-style-type: none"> • audience engagement • comedy routines • contortions • falls and tumbles • juggling • magic routine • mime • musical performance • patter • patterns and sequences for ensemble performance • repertoire solo and ensemble protocols • songs • specific dance styles.
<i>Appropriate contact details</i> may include:	<ul style="list-style-type: none"> • alternative phone numbers • email address • fax number • mobile phone number • parent or guardian details • times when available.

Unit Sector(s)

Performing arts - performance

Custom Content Section

Not applicable.