



Australian Government

Department of Education, Employment and Workplace Relations

CUAPRF403A Employ a range of performance techniques

Release: 1

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Modification History

Version	Comments
CUAPRF403A	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 use a range of performance techniques, such as acting, dancing, singing and acrobatics.

Application of the Unit

Performers such as singers, actors, dancers and comedians, who require a range of performance techniques, apply the skills and knowledge outlined in this unit. Performances may be in commercial, competition or community settings and performers would be working in ensembles, partnerships or solo.

At this level performers are refining their techniques through practice, and while some supervision and guidance may be present in practice, a high level of motivation and sense of responsibility for self and others are 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

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. Maintain and care for self as a performer</p>	<p>1.1. Use appropriate methods of <i>physical and psychological care</i></p> <p>1.2. Identify <i>risk factors</i> that may inhibit the achievement of goals and seek professional advice as required</p> <p>1.3. Take fatigue, personal limitations and boundaries into account when undertaking physical exercise and performances</p> <p>1.4. Always perform <i>warm-up and cool-down procedures</i> in conjunction with performance activities</p> <p>1.5. Ensure that clothing and footwear are appropriate for undertaking exercise regime and practising performance technique</p>
<p>2. Develop an understanding of performance techniques</p>	<p>2.1. Discuss with <i>relevant personnel</i> the <i>principles and characteristics of techniques</i></p> <p>2.2. Explore a range of <i>basic approaches</i> to techniques</p> <p>2.3. Apply <i>kinaesthetic awareness</i> to techniques</p> <p>2.4. Consider a range of ways in which techniques can be used to create <i>simple sequences</i></p>
<p>3. Analyse techniques</p>	<p>3.1. Develop <i>critical skills</i> to inform own technique</p> <p>3.2. Compare own work to <i>other performances</i></p> <p>3.3. Make judgements to inform own technique</p>
<p>4. Perform simple sequences or pieces</p>	<p>4.1. Use principles and characteristics of chosen technique to perform simple sequences or pieces</p> <p>4.2. Use a range of physical and vocal approaches in the performance of simple sequences or pieces</p> <p>4.3. Use <i>feedback</i> from teachers and mentors to identify and develop ways to improve own performance</p>

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss a range of performance techniques with relevant personnel
 - respond appropriately to feedback and advice regarding own skill development and performance
- initiative and enterprise skills to:
 - apply imagination, spontaneity and confidence appropriate to chosen technique
 - use improvisation appropriate to chosen technique
 - develop own critical analysis skills
- learning skills to:
 - improve own performance techniques through practising the use of dramatic elements
 - use vocal range and articulation in a range of performance spaces
 - use story-telling appropriate to the chosen technique
- planning and organising skills to plan practice and performance time
- self-management skills to:
 - dress appropriately for practice and performance
 - follow direction as required
 - apply safe performance practices
 - teamwork skills to work collaboratively with others involved in practice and performances.

Required knowledge

- overview knowledge of:
 - major theorists or exponents appropriate to chosen technique
 - historical, theoretical and cultural perspectives and conventions appropriate to chosen technique
 - physical properties and capabilities of materials, tools and equipment and their applications appropriate to chosen technique
 - copyright, moral rights and intellectual property issues and legislation associated with performance
 - OHS standards associated with performance
- well-developed knowledge of:
 - moral, social, physical and psychological elements appropriate to chosen technique
 - performance styles appropriate to chosen technique, such as naturalistic and non-naturalistic
 - key components of voice, its effect on the audience and vocal process
 - alignment, breath and techniques for the release of tension
 - kinaesthetic awareness
 - body alignment and use of body parts
 - relationship between performer and audience.

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"> • demonstrate appropriate skills in performance practice and chosen technique • discuss and evaluate opportunities to inform and develop technical skills • explore and experiment with new ideas in making and interpreting performance work • critically analyse own performance.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • a range of materials, resources and equipment used to develop conceptual and technical skills relevant to performance practice and chosen technique • performance venues, such as studios, theatre spaces and outdoor settings • information about relevant artists, their work, ideas and techniques.
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 • evaluation of live or recorded performances • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of employing a range of performance techniques • direct observation or video recording of candidate performing simple sequences or pieces. <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</p>

	literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and 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">• CUAPRF404A Refine movement skills for performance• CUAPRF405A Rehearse technique for performance• CUAPRF406A Use technique in performance.

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>Physical and psychological care</i> may refer to:</p>	<ul style="list-style-type: none"> • exercise • meditation • mentoring • nutrition • Pilates • psycho-emotional exercises • self-reflection, such as: <ul style="list-style-type: none"> • keeping a journal • small group discussions • support mechanisms, such as counselling • yoga.
<p><i>Risk factors</i> may relate to:</p>	<ul style="list-style-type: none"> • body image and eating disorders • consistency of a physical fitness regime • expectations of others • gender-appropriate performance techniques • gender issues • insufficient hydration • incorrectly fitting footwear and clothing • insufficient injury-prevention strategies • own ambition.
<p><i>Warm-up and cool-down procedures</i> may include:</p>	<ul style="list-style-type: none"> • aerobic activities • anaerobic exercises • coordinated breathing activities • flexibility exercises • floor work • joint-mobility exercises • stretching • vocal exercises.
<p><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • agents • coaches • colleagues • directors • family members

	<ul style="list-style-type: none"> • medical practitioners • mentors • nutrition experts • performers • teachers.
<p><i>Principles and characteristics</i> may include:</p>	<ul style="list-style-type: none"> • dramatic elements: <ul style="list-style-type: none"> • climax • contrast • focus • mood • rhythm • sound • space • symbol • timing • tension • characterisation: <ul style="list-style-type: none"> • moral • social • physical • psychological • movement • space • timing • rhythm • focus • flexibility • coordination • shape • locomotion • improvisation: <ul style="list-style-type: none"> • structure • plot • character • dramatic tension • climax • techniques • grafting • blocking • yielding

	<ul style="list-style-type: none"> • endowing • status.
<i>Techniques</i> may include:	<ul style="list-style-type: none"> • acrobatics • acting • circus • clown • dance • improvisation • mask • mime • movement • physical theatre • puppetry and object manipulation • voice.
<i>Basic approaches</i> may include:	<ul style="list-style-type: none"> • demonstrating simple vocabulary • reading from source materials to inform practice • using private practice • working with peers.
<i>Kinaesthetic awareness</i> may relate to awareness of:	<ul style="list-style-type: none"> • balance • body movements derived from: <ul style="list-style-type: none"> • muscle, tendon and articular sensitivity • outside the body, such as the eyes, ears, mouth and skin • stimulus within the body, such as blood pressure and body position • breathing • centring • coordination • dynamics • flexibility • focus • gestures • gravity • location in space • locomotion • muscular tensions of the body and its parts • orientation • position • posture • rhythm • shape

	<ul style="list-style-type: none"> • time.
<i>Simple sequences</i> may include:	<ul style="list-style-type: none"> • beats or scenes from scripted works • character-based scenes or scenarios • improvisations based on stimulus, such as: <ul style="list-style-type: none"> • images • emotions • stories • characters • scenarios • theatre sport formats • objects • group devised scenes or scenarios • routines or lazzi.
<i>Critical skills</i> may refer to:	<ul style="list-style-type: none"> • analytic • discussion and evaluation • investigative • journal recording • questioning.
<i>Other performances</i> may include:	<ul style="list-style-type: none"> • amateur productions • community productions • documented performances, such as: <ul style="list-style-type: none"> • video or audio recordings • detailed written descriptions of performances • installation • peer performances • processional works • professional productions • street theatre.
<i>Feedback</i> may include:	<ul style="list-style-type: none"> • feedback from tutors, mentors and coaches • feedback from peers • self-evaluation • video documentary.

Unit Sector(s)

Performing arts - performance

Custom Content Section

Not applicable.