



Australian Government

Department of Education, Employment and Workplace Relations

CUAPRF405A Rehearse technique for performance

Release: 1

CUAPRF405A Rehearse technique for performance

Modification History

Version	Comments
CUAPRF405A	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 participate in rehearsals for performances. Techniques employed include acting, singing, dancing, movement, mime, acrobatics and improvisation.

Application of the Unit

The skills and knowledge outlined in this unit apply to performers, such as singers, actors, dancers, circus performers and comedians.

Rehearsals could be for performances in commercial, competition or community settings and performers would usually be working in ensembles, partnerships or solo.

In a rehearsal context performers are collaborating with each other and working under the direction of an artistic director or producer. An ability to take direction and refine technique is vital to success in rehearsals.

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 rehearsal process</p>	<p>1.1. Clarify the <i>purpose and parameters</i> of different <i>types of rehearsals</i></p> <p>1.2. Consult with <i>members of the rehearsal team</i> to identify specific issues requiring attention</p> <p>1.3. Clarify <i>protocols and behaviour</i> expected at rehearsals</p> <p>1.4. Determine the level of skills progression expected over the rehearsal period</p>
<p>2. Prepare for rehearsals</p>	<p>2.1. Ensure a complete understanding of <i>rehearsal requirements</i></p> <p>2.2. Demonstrate physical preparedness for rehearsals</p> <p>2.3. Ensure that <i>aspects of own part</i> in performances are understood</p> <p>2.4. Refine own performance <i>techniques</i> for rehearsals in association with other performers as required</p>
<p>3. Apply rehearsal skills</p>	<p>3.1. Maintain empathy and rapport with members of the rehearsal team to advance performance outcomes</p> <p>3.2. Work on improving own part in line with performance expectations</p> <p>3.3. Adapt aspects of individual performance as directed</p> <p>3.4. Pace energy during rehearsals to maintain focus and consistency of performance</p> <p>3.5. Contribute to a shared approach to performance to achieve the overall desired outcomes</p>
<p>4. Contribute to debriefs after rehearsals</p>	<p>4.1. Review progress in association with other performers and identify factors to improve performance</p> <p>4.2. Respond positively to analyses of own performance and adjust as required</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 performance
 - respond appropriately to directions during rehearsals
 - present confidently in rehearsal
 - deal constructively with conflict that arises during rehearsals
- initiative and enterprise skills to:
 - adapt own performance in response to direction
 - respond appropriately to the unexpected during rehearsals
- learning skills to improve live performance skills and expression through practice
- listening skills to monitor and adjust performance as required
- self-management and planning skills to:
 - plan practice time
 - identify areas of weakness and plan practice accordingly
 - maintain an appropriate standard of personal presentation for rehearsals
 - technical skills to use a range of techniques in area of specialisation.

Required knowledge

- OHS principles and legislation relevant to particular performance contexts, such as:
 - hearing protection
 - performance anxiety
 - protection of body against overuse injury
 - safe lifting procedures
- issues and challenges that arise in the context of rehearsing performances
- performance and rehearsal protocols
- relationship between rehearsal and performance
- repertoire relevant to the performance or production
- performance vocabulary and terminology
- principles and techniques in area of specialisation.

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 performance skills • demonstrate progression of performance skills over the rehearsal period • provide critical analyses of own and others' performances • work collaboratively with the production team.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • opportunities for full rehearsal practice • well-equipped stage or performance area in which to conduct rehearsals.
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 • observation of candidate contributing to discussions about own performance and that of others • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • discussion of issues and challenges that arise in the context of rehearsing performances • review of participant's work performance during rehearsal • direct observation or video recording of candidate during rehearsals. <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">• CUAPRF402A Develop conceptual and expressive skills as a performer• 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>Purpose and parameters</i> may include:</p>	<ul style="list-style-type: none"> • practice of individual performance • progression of skills • rehearsal of key scenes before filming • rehearsal to establish moves and staging requirements • rehearsal to refine staging requirements • rehearsal to refine delivery of lines.
<p><i>Types of rehearsals</i> may include:</p>	<ul style="list-style-type: none"> • ensemble rehearsal • first reading of script • full dress rehearsal • rehearsal before filming • rehearsal of key scenes or parts • rehearsal for publicity purposes • technical run-through.
<p><i>Members of the rehearsal team</i> may include:</p>	<ul style="list-style-type: none"> • artistic director • audiovisual artist • choreographer • costume designer • designer • lighting designer or operator • make-up artist • performers • production manager • props master • set designer and builder • sound designer and operator • stage director • stage manager.
<p><i>Protocols and behaviour</i> may include:</p>	<ul style="list-style-type: none"> • attendance at rehearsals • awareness of rehearsal team hierarchy • bans on visitors • constructive approach to skills development • constructive response to direction • demeanour • positive approach to performances by others

	<ul style="list-style-type: none"> • positive attitude • presentation • privacy considerations • publicity considerations • punctuality • set lock-down.
<i>Rehearsal requirements</i> may include:	<ul style="list-style-type: none"> • attendance times • costume fitting • equipment preparation • liaison with ensemble or other performers.
<i>Aspects of own part</i> may include:	<ul style="list-style-type: none"> • awareness of sight lines and marks • interaction with other performers • lines • moves • routines.
<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.

Unit Sector(s)

Performing arts - performance

Custom Content Section

Not applicable.