



**Australian Government**

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

# **CUAPRF406A Use technique in performance**

**Release: 1**

## CUAPRF406A Use technique in performance

### Modification History

Version	Comments
CUAPRF406A	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 a simple sequence or piece for an audience. 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.

Performances could be in commercial, competition or community settings and performers would usually 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

<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 to perform for audiences</p>	<p>1.1. Ensure that <i>performance techniques</i> are sufficiently well-rehearsed to project clarity and confidence</p> <p>1.2. Consult with <i>members of the performance team</i> to identify specific issues requiring attention</p> <p>1.3. Conduct <i>warm-up</i> with ensemble</p> <p>1.4. Confirm that necessary <i>equipment and materials</i> required for the performance are available and functioning reliably</p> <p>1.5. Use <i>techniques</i> for overcoming performance anxiety to ensure effective performance</p>
<p>2. Perform for audiences</p>	<p>2.1. Adjust performance to the scale and nature of venue</p> <p>2.2. Maintain concentration and focus throughout performance</p> <p>2.3. Communicate the interpretive requirements of other performers as required</p> <p>2.4. Perform in a style appropriate to the <i>context of the performance</i></p> <p>2.5. Respond flexibly and effectively to contingencies as required to maintain integrity of performances</p>
<p>3. Evaluate performances</p>	<p>3.1. Review performance in association with other performers and identify factors for future improvement</p> <p>3.2. Measure performance against previous work to assess own technical and artistic development</p> <p>3.3. 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:
  - analyse plays and scripts or other source materials
  - present confidently in performance
  - respond appropriately to constructive feedback on own performance
  - respond appropriately to directions during performances
  - work constructively with a diverse range of people
- initiative and enterprise skills to:
  - adapt own performance in response to direction
  - respond appropriately to an audience
  - respond appropriately to the unexpected during performances
  - work effectively under pressure in front of an audience
- 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:
  - identify areas of weakness and plan practice accordingly
  - maintain an appropriate standard of personal presentation for performances
  - plan practice and warm-up time
  - technical skills to use a range of techniques in area of specialisation.

### Required knowledge

- broad knowledge of:
  - OHS issues relevant to performance contexts, such as:
    - emergency procedures
    - hearing protection
    - strategies to overcome performance anxiety
    - protection of body against overuse injury
    - safe lifting procedures
  - copyright, moral rights and intellectual property issues
- well-developed knowledge of:
  - audience and performer relationship
  - issues and challenges that arise in the context of performing
  - performance vocabulary and terminology
  - principles and techniques in area of specialisation
  - repertoire relevant to the performance or production
  - role of experimentation in developing performance techniques
  - performance environment
  - physical properties and capabilities of materials and equipment used in performance
  - role of an adequate rehearsal process leading to production.

## 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>• respond appropriately to contingencies and performance context</li> <li>• demonstrate appropriate performance skills</li> <li>• demonstrate refinement of technique during performances</li> <li>• provide critical analyses of own and others' performances</li> <li>• work collaboratively with production teams and other performers.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• opportunities for full performance with production team and other performers</li> <li>• well-equipped stage or performance area for adequate rehearsals.</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>• observation of candidate contributing to discussions about own performance and that of others</li> <li>• verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit</li> <li>• discussion of issues and challenges that arise in the context of performing</li> <li>• review of participant's work performance during performance</li> <li>• direct observation or video recording of candidate during performance.</li> </ul> <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups</p>

	(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).
<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>• CUAPRF402A Develop conceptual and expressive skills as a performer</li><li>• CUAPRF405A Rehearse technique for performance.</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.*

<p><b><i>Performance techniques</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• acrobatics</li> <li>• acting</li> <li>• circus skills</li> <li>• clowning</li> <li>• dance</li> <li>• improvisation</li> <li>• mask</li> <li>• mime</li> <li>• movement</li> <li>• physical theatre</li> <li>• puppetry and object manipulation</li> <li>• voice.</li> </ul>
<p><b><i>Members of the performance team</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• artistic director</li> <li>• choreographer</li> <li>• costume designer</li> <li>• designer</li> <li>• lighting designer or operator</li> <li>• make-up artist</li> <li>• performer</li> <li>• production manager</li> <li>• props master</li> <li>• set designer and builder</li> <li>• sound designer and operator</li> <li>• stage manager</li> <li>• staging personnel.</li> </ul>
<p><b><i>Warm-up</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• body conditioning and strength development</li> <li>• breathing techniques</li> <li>• contraction and release</li> <li>• coordination improvement and enhancement</li> <li>• musculoskeletal exercises</li> <li>• psycho-emotional exercises</li> <li>• slow and relevant stretching</li> <li>• strength development, flexibility and isometric control</li> <li>• vocal exercises.</li> </ul>

<b><i>Equipment and materials</i></b> may include:	<ul style="list-style-type: none"> <li>• costumes</li> <li>• furniture</li> <li>• mirrors</li> <li>• musical instruments</li> <li>• props</li> <li>• safety equipment</li> <li>• scenery</li> <li>• springboards</li> <li>• trapezes.</li> </ul>
<b><i>Techniques</i></b> may include:	<ul style="list-style-type: none"> <li>• adequate rehearsal time</li> <li>• focusing exercises</li> <li>• meditation techniques</li> <li>• relaxation techniques</li> <li>• warm-up routines.</li> </ul>
<b><i>Context of the performance</i></b> may relate to:	<ul style="list-style-type: none"> <li>• accidents</li> <li>• disruption to performance</li> <li>• illness</li> <li>• injury</li> <li>• nature of the audience</li> <li>• nature of the venue</li> <li>• noise</li> <li>• other performers</li> <li>• unforeseen contingencies</li> <li>• weather.</li> </ul>

## Unit Sector(s)

Performing arts - performance

## Custom Content Section

Not applicable.