



Australian Government

Department of Education, Employment and Workplace Relations

CUAPRF601A Extend musical theatre performance skills to a professional level

Release: 1

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Modification History

Version	Comments
CUAPRF601A	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 extend vocal, movement and acting skills to a professional level in the context of musical theatre.

Application of the Unit

This unit applies to performers who are moving towards professional careers in musical theatre where the combined skills of dance, drama, singing, acting and movement are required. Performances could be in commercial, cabaret or competition settings and performers would usually be performing as members of an ensemble or in some solo routines. At this level, performers are constantly refining their technique and expression to produce performances that convey the mood and style of music through complex dance and vocal sequences. While some supervision and guidance are provided in practice sessions and rehearsals, performers are expected to display a high level of motivation and sense of responsibility for themselves and others during live performances.

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. Clarify artistic and creative goals for musical theatre performance</p>	<p>1.1. Consider the background and context of performance pieces and clarify the intent of the performance in relation to intended audience</p> <p>1.2. Discuss with <i>relevant personnel, aspects of own character role</i> and interrelationships with other characters</p> <p>1.3. Discuss with relevant personnel the <i>elements</i> of pieces and how they relate to own character role</p> <p>1.4. Apply <i>principles of characterisation</i> to own character role in practice sessions</p>
<p>2. Rehearse musical theatre performances</p>	<p>2.1. Communicate in a way that contributes to a constructive rehearsal atmosphere</p> <p>2.2. Respond promptly to <i>direction</i> as required</p> <p>2.3. Practise and rehearse songs, dances and scenes until an optimum performance standard is reached</p> <p>2.4. Refine own character interpretation in conjunction with other performers</p> <p>2.5. Improve own performance by incorporating relevant advice and feedback</p> <p>2.6. Identify <i>dynamics of the human voice</i> and apply to develop own unique voice as well as the character role</p> <p>2.7. Engage fully in the artistic process to optimise the overall performance effect</p> <p>2.8. Fully integrate required <i>materials</i> into performances</p> <p>2.9. Analyse and synthesise own performance within the overall work to the required standard</p>
<p>3. Perform musical theatre</p>	<p>3.1. Perform <i>warm-up and cool-down procedures</i> in conjunction with performance activities</p> <p>3.2. Apply a range of <i>strategies to overcome performance anxiety</i></p> <p>3.3. Integrate elements effectively to create a believable character and a strong story-telling performance</p> <p>3.4. Adapt performances to the scale and nature of the <i>venue</i> and audience requirements</p> <p>3.5. Maintain concentration, stamina and focus for the duration of performances</p> <p>3.6. Perform in ways that add light and shade to characterisation and mood in line with creative objectives</p> <p>3.7. Implement principles and characteristics of various <i>performance techniques</i></p> <p>3.8. Respond promptly and creatively to <i>contingencies</i> where required to maintain the integrity of performances</p>

4. Evaluate musical theatre performances	4.1. Analyse musical theatre performances against previous work and creative goals to assess own technical and artistic development 4.2. Identify and observe weaknesses and errors in performances and develop strategies to improve performance 4.3. Analyse and evaluate <i>feedback</i> and criticism and develop strategies for possible adjustments to future work
5. Develop professional practice	5.1. Develop and refine <i>professional work ethic</i> 5.2. Develop realistic parameters as a basis for <i>extending scope of performance practice</i> 5.3. Identify <i>regimes and artistic strategies</i> that will refine own performance technique

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss interpretive requirements with other performers
 - discuss ideas with others to inform own performance
 - respond appropriately to feedback on own skill development and performance
 - work creatively with individual differences
- initiative and enterprise skills to:
 - apply imagination, spontaneity and confidence appropriate to the performance
 - develop own critical analysis skills
 - perform with precision, style and strong stage presence
 - communicate the mood or style of performance pieces to audiences
 - use props confidently and effectively
 - respond to other performers and adjust own performance accordingly
- learning skills to:
 - develop and refine professional work ethic
 - integrate knowledge, technique and creativity in singing, acting and dance at an advanced level, either in group or solo work
 - receive and integrate constructive criticism of performance from peers or coaches
 - create own individual style, attitude and stage presence
- literacy skills to analyse source materials, such as scores, scripts or texts
- planning and organising skills to:
 - effectively prepare for rehearsals and performances
 - plan practice time
 - design and implement appropriate warm-up techniques for voice and body
- problem-solving skills to respond flexibly and effectively to contingencies
- self-management skills to:
 - arrive punctually at rehearsals and performances
 - dress appropriately
 - follow direction
 - address own professional development needs
 - teamwork skills to work collaboratively with others involved in rehearsals and performances.

Required knowledge

- well-developed knowledge of:
 - the history of musical theatre
 - distinguishing characteristics of musical theatre
 - influential performance theorists, choreographers and musical theatre directors
 - OHS standards associated with performance
- comprehensive knowledge of:

- characterisation, including moral, social, physical and psychological
- performance styles appropriate to the performance, such as naturalistic and non-naturalistic
- effect of voice and vocal processes on audiences
- alignment, breath and techniques for the release of tension
- kinaesthetic awareness
- effective acting, singing and dancing techniques
- acting, singing and movement terminology
- relationship between acting, singing, dancing and movement
- stylistic nuances and dramatic elements associated with various performance styles
- performance environment.

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"> • clarify creative and artistic goals for characterisation and performance • explore and experiment with advanced musical theatre performance techniques • rehearse musical theatre performance effectively to achieve required performance standard • integrate knowledge, technique and creativity in singing, acting and dance at an advanced level in the performance of musical theatre on at least two occasions • seek and use constructive criticism to improve own musical theatre performance.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • rehearsal and performance opportunities with appropriate flooring • relevant resources and equipment.
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 extending musical theatre performance skills to a professional level • direct observation of candidate rehearsing and performing complex musical theatre scenes and

	<p>routines.</p> <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 those with interrupted schooling).</p>
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">• CUAOHS602A Develop techniques for maintaining resilience in a competitive environment.

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>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • agents • directors • producers • fellow performers • mentors • teachers • coaches • choreographers • musical directors • conductors.
<p><i>Aspects of character role</i> may include:</p>	<ul style="list-style-type: none"> • what other characters say about your character • what the writer details in stage directions • clues to the character from the dialogue, punctuation and rhythm of the text of the character • references and resonances to other stories, archetypes, symbols and metaphors.
<p><i>Elements</i> may include:</p>	<ul style="list-style-type: none"> • movement • music • songs • dance • acting • dramatic elements, such as: <ul style="list-style-type: none"> • climax • contrast • mood • rhythm • sound • space • symbol • timing • tension • focus.
<p><i>Principles of</i></p>	<ul style="list-style-type: none"> • voice, such as:

<i>characterisation</i> may include:	<ul style="list-style-type: none">• accent• timbre• pitch• physicality• non-verbal communication and body language• style, such as:<ul style="list-style-type: none">• naturalistic• melodramatic.
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<i>Direction</i> refers to:	<ul style="list-style-type: none"> • advice and instruction from: <ul style="list-style-type: none"> • directors • musical directors • choreographers • stage managers.
<i>Dynamics of the human voice</i> may include:	<ul style="list-style-type: none"> • range • sound • tone • accent • release of the jaw • floor of the breath • floor of the sound.
<i>Materials</i> may include:	<ul style="list-style-type: none"> • accessories • audiovisual equipment • costumes, including footwear • hairstyle requirements • make-up requirements • props.
<i>Warm-up and cool-down procedures</i> may include:	<ul style="list-style-type: none"> • aerobic activities • anaerobic exercises • coordinated breathing activities • exercises to loosen mouth, such as: <ul style="list-style-type: none"> • tongue • lips • soft palate • exercises to loosen face muscles, such as: <ul style="list-style-type: none"> • cheek • eye • jaw • flexibility exercises • floor work • gentle open vowel singing • joint-mobility exercises • stretching • vocalising exercises beginning in mid-range, before extending to upper and lower registers.
<i>Strategies to overcome performance anxiety</i> may include:	<ul style="list-style-type: none"> • adequate rehearsal • focusing on a single element or action at a time • relaxation techniques, such as: <ul style="list-style-type: none"> • meditation

	<ul style="list-style-type: none">• imagery and conscious visualisation• affirmations• stretching• deep breathing• light aerobic exercises• maintaining a work-life balance• mental rehearsal• warm-up routines.
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Venues may include:	<ul style="list-style-type: none"> • small and large theatres • stadiums and arenas • community halls • urban and rural outdoor performance spaces.
Performance techniques may refer to:	<ul style="list-style-type: none"> • control of stage • energy and attack • improvisation • movement.
Contingencies may include:	<ul style="list-style-type: none"> • forgetting lines or routines • failure of technical equipment • provocation from the audience • sudden injury of self or fellow performers.
Feedback may include:	<ul style="list-style-type: none"> • director's notes • audience feedback • discussion with other performers • observations from peers.
Professional work ethic may refer to:	<ul style="list-style-type: none"> • attentive behaviour in creative practice • awareness of: <ul style="list-style-type: none"> • substance abuse • addictive behaviours • expectations of others • eating disorders • effective management of personal finances • balanced diet • energy levels and personal limitations • stage and theatre etiquette • developing strategies to: <ul style="list-style-type: none"> • cope with performance anxiety • maintain motivation • effective personal hygiene habits, such as: <ul style="list-style-type: none"> • clean and short nails • clean and tied-up hair • clean hands • ongoing dedication to a physical conditioning exercise program • maintaining concentration, focus and physical alertness in performance activities • maintaining costumes and other apparel • maintaining a work-life balance • punctuality and reliability

	<ul style="list-style-type: none"> • working creatively with individual differences.
<p><i>Extending scope of performance practice</i> may include:</p>	<ul style="list-style-type: none"> • working effectively with tutor or coach • participating in professional development and other learning opportunities • undertaking training courses • practising systemically • participating in relevant groups or associations • experimenting with own performance • communicating with peers • being involved in a range of relevant performance activities • viewing and reviewing relevant performance events and activities.
<p><i>Regimes and artistic strategies</i> may include:</p>	<ul style="list-style-type: none"> • lectures • seminars • conferences • symposiums • master classes • professional organisations • practical workshops • performance rehearsals • individual training.

Unit Sector(s)

Performing arts - performance

Custom Content Section

Not applicable.