



**Australian Government**

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

# **CUESMT09B Plot and rehearse cues**

**Revision Number: 1**

## CUESMT09B Plot and rehearse cues

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the skills and knowledge required to interpret the creative and technical aspects of a live production/event and to plot and rehearse cues for any type of technical element.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>The role outlined in this unit applies to a broad range of technical production personnel and to stage managers. Training should be tailored to the specific context.</p> <p>This unit has linkages to a range of other technical units and stage management units and combined training and/or assessment may be appropriate with those units, e.g.:</p> <ul style="list-style-type: none"> <li>• CUESMT08B Call the production/event</li> <li>• CUESMT05C Stage manage the production/event.</li> </ul>
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### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret production documentation	1.1. Read and correctly interpret <i>production documentation</i> to identify <i>technical requirements</i> 1.2. Confirm interpretation through liaison with <i>relevant colleagues</i> 1.3. Make accurate notations on production documentation according to all information received and area of responsibility
2. Develop and maintain the cue reference material	2.1. Clearly and accurately plot all required technical <i>cues</i> , including appropriate technical notations 2.2. Make clear <i>notations</i> for all <i>artistic elements</i> of the production 2.3. Identify and accurately calculate any necessary measurements which need to be incorporated into the reference 2.4. Identify and document the most appropriate method for cueing based on production and technical requirements 2.5. Finalise the <i>cue reference material</i> and incorporate with other relevant production documentation 2.6. Make necessary changes as required to ensure currency of documentation
3. Rehearse cues	3.1. Prepare materials for <i>technical rehearsals</i> in advance and in consultation with relevant colleagues 3.2. Rehearse cues based on agreed process and the type of rehearsal 3.3. Make accurate notations and adjustments to production documentation based on rehearsal outcomes 3.4. Ensure all relevant safety procedures are followed, with particular reference to requirements for potentially hazardous sequences 3.5. Liaise and communicate with other production personnel in a manner which fosters co-operation within the team

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- literacy skills sufficient to interpret production documentation
- numeracy skills sufficient to calculate measurements
- health and safety requirements for technical rehearsals

#### Required knowledge

- typical format and content of scripts, production schedules or other production documentation relevant to the technical area
- notations used to map technical elements to create accurate cue reference materials
- broad understanding of artistic and technical elements of the production/event such as staging, lighting and sound elements
- particular knowledge of the technical area of responsibility, e.g. staging, stage management, lighting, sound, audiovisual
- nature of technical rehearsals, including different rehearsal types, ways they are run and the role of different production personnel at each stage

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>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.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• correct interpretation of artistic and technical requirements of the production/event</li> <li>• ability to create and update accurate and clear cue reference material from a source document, and to rehearse/action cues to meet production requirements.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>The assessment context must provide for:</p> <ul style="list-style-type: none"> <li>• practical demonstration of skills through the plotting and rehearsal of cues for at least two different productions</li> <li>• development of cue reference material within commercially realistic time constraints</li> <li>• actioning of cues during an actual performance.</li> </ul> <p>Because this unit can cover a broad range of industry contexts, assessment should be tailored to address the particular technical area or job role.</p>
<b>Method of assessment</b>	<p>Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include:</p> <ul style="list-style-type: none"> <li>• review of cue reference materials prepared by the candidate</li> <li>• project activity to allow the candidate to create and update cue reference materials for different performance contexts</li> <li>• written or oral questioning to test knowledge of production elements, document formats</li> <li>• review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate.</li> </ul> <p>Assessment methods should closely reflect workplace</p>

<b>EVIDENCE GUIDE</b>	
	demands 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).
<b>Guidance information for assessment</b>	Assessment of this unit requires access to: <ul style="list-style-type: none"><li>• source material such as a script or event running sheet from which the candidate can plot cues.</li></ul>

## Range Statement

### 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.

<b><i>Production documentation</i></b> to be interpreted may include:	<ul style="list-style-type: none"> <li>• artistic plan</li> <li>• cue synopsis/list</li> <li>• daily production schedule/running sheet</li> <li>• event running sheet</li> <li>• script</li> <li>• text</li> </ul>
<b><i>Technical requirements</i></b> /cues may be for:	<ul style="list-style-type: none"> <li>• lighting</li> <li>• music</li> <li>• performers</li> <li>• sound</li> <li>• stage management</li> <li>• staging</li> <li>• visual display</li> </ul>
<b><i>Relevant colleagues</i></b> may include:	<ul style="list-style-type: none"> <li>• all technicians, e.g. sound, lighting</li> <li>• choreographer</li> <li>• designers</li> <li>• director</li> <li>• performers</li> <li>• production manager</li> <li>• stage management staff</li> <li>• venue management staff</li> </ul>
<b><i>Cues</i></b> may be:	<ul style="list-style-type: none"> <li>• audiovisual cues</li> <li>• lighting cues</li> <li>• signals</li> <li>• sound cues</li> <li>• stage management cues</li> <li>• staging element cues</li> <li>• verbal cues</li> </ul>
<b><i>Notations</i></b> may include:	<ul style="list-style-type: none"> <li>• graphic notation</li> <li>• notations for blocking movement of any technical or set elements</li> <li>• plans for improvisation</li> </ul>



<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• traditional notation</li> </ul>
<i>Artistic elements</i> of the production may include:	<ul style="list-style-type: none"> <li>• costume changes</li> <li>• performer or presenter movements</li> <li>• scene changes</li> <li>• timing of cues</li> </ul>
<i>Cue reference material</i> may be:	<ul style="list-style-type: none"> <li>• incorporated with prompt reference material, running sheet, script or score</li> <li>• music</li> <li>• notated production running list/sheet</li> <li>• scripted</li> <li>• unscripted</li> </ul>
<i>Cue reference material</i> may contain:	<ul style="list-style-type: none"> <li>• map of major musical, dramatic and technical elements</li> <li>• notations for blocking of movement of performers and set elements</li> </ul>
<i>Technical rehearsals</i> may be:	<ul style="list-style-type: none"> <li>• cue-to-cue</li> <li>• dress rehearsal</li> <li>• stop/start</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	
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## Competency field

<b>Competency field</b>	Media and entertainment production - stage management
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## Co-requisite units

<b>Co-requisite units</b>	

