



Australian Government

CUAPER401 Experiment with techniques to produce performance art

Release: 1

CUAPER401 Experiment with techniques to produce performance art

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Application

This unit describes the skills and knowledge required to proactively experiment and innovate with various performance art techniques to develop professional practice and an individual style.

It applies to individuals who have well-developed skills in creating performance art. They work independently with limited supervision and guidance as required.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Visual communication – performance art

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop proficiency with a range of performance art techniques and media	1.1 Evaluate potential for new approaches to performance art based on capabilities of known techniques 1.2 Adapt or introduce new equipment, tools and materials to achieve different effects 1.3 Extend own capability with performance art techniques through experimentation 1.4 Assess safety and sustainability issues for different techniques and media
2. Develop ideas for	2.1 Discuss creative and other goals for own performance art with

ELEMENT	PERFORMANCE CRITERIA
performance art	key people 2.2 Research, adapt and use relevant ideas and approaches from other practitioners and comply with intellectual property requirements 2.3 Use knowledge of different performance art techniques to inform ideas 2.4 Consider how different techniques and ideas can best work together 2.5 Assess the professional potential and presentation requirements of own work to inform ideas 2.6 Refine and confirm ideas based on research, experimentation and collaboration with others
3. Organise performance art resources	3.1 Identify specific resource requirements for the chosen work 3.2 Research potential sources of supply for performance art resources 3.3 Evaluate cost and other constraints that impact on development of the work 3.4 Evaluate and respond to presentation considerations for finished performance art 3.5 Coordinate required resources and set up according to safety requirements
4. Realise finished performance art	4.1 Create performance art using techniques and media selected from research and experimentation, considering and applying elements and principles of design 4.2 Review and refine ideas and approaches based on ongoing experience with production of own work 4.3 Handle equipment, tools and materials safely; minimise and safely dispose of waste throughout all processes 4.4 Document development of own work and the research and ideas that informed it
5. Evaluate own performance artwork	5.1 Reflect on own conceptual development and technical execution of the work 5.2 Identify areas for future skill development and options to learn 5.3 Discuss completed work with others and consider all feedback

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	5.2	Identifies own skills gaps and may initiate a learning plan to progress professional career
Reading	2.2, 3.2	Interprets and evaluates complex and unfamiliar information to support design ideas and to identify key information about resources
Writing	4.4	Uses clear, specific and industry related terminology to document a comprehensive record of research, conceptual idea development and production
Oral Communication	2.1, 5.3	- Clearly represents ideas for designs and techniques using relevant industry and conceptual language - Uses questioning and active listening techniques to elicit different perspectives about creative ideas and feedback, and to confirm understanding
Numeracy	2.5, 3.1-3.3	- Uses basic calculations to measure and record dimensions of performance areas - Uses basic calculations to determine and record quantities of equipment, tools and materials - Interprets budgetary constraints and supplier prices and calculates sometimes complex order costs
Navigate the world of work	1.4, 2.2, 3.5, 4.3	Takes responsibility for compliance with legal, safety and sustainability practices associated with creative work
Interact with others	2.1, 5.3	- Discusses design concepts and collaborates with other artists to generate new ideas and solutions to achieve best outcomes for own creative work - Engages in an open conversation to elicit and consider the merit of feedback from peers and others to enhance future performance
Get the work done	1.1-1.3, 2.2-2.6, 3.1, 3.5, 4.1, 4.2	- Takes responsibility for completing own creative works from design inception to realisation, efficiently and logically sequencing the stages of preparation and production - Manages own decisions about appropriate design ideas and techniques by experimentation with a range of explored options - Resolves problems with technique through experimentation and analysis

		• Reviews work in progress resolving problems through refinement of approach • Creates opportunities to use a more innovative approach and personal style.
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAPER401 Experiment with techniques to produce performance art	CUVPER401A Experiment with techniques to produce performance art	Updated to meet Standards for Training Packages and clarify intent. PCs reworded.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAPER401 Experiment with techniques to produce performance art

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Performance Evidence

Evidence of the ability to:

- use a process of thorough research and experimentation to confirm ideas for own work
- identify and acquire resources required to complete chosen work
- adapt and use a range of performance art techniques to create a single major work or multiple performance artworks that:
 - shows technical proficiency in chosen techniques
 - reflects understanding of elements and principles of design
 - demonstrates innovation and the emergence of an individual style
- review and document the research and development process.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe intellectual property requirements relevant to producing performance art
- summarise methods used to research creative and technical approaches to performance art
- explain how the works of other practitioners may be used to inform individual practice
- describe the role of experimentation in developing and refining ideas for performance art and how it relates to the development of an individual style
- explain ways to adapt, extend and combine the capabilities of a wide range of performance art techniques
- describe, for the elements and principles of design, the detailed characteristics, key interrelationships, use in performance art and how they may be challenged
- list suppliers of resources for professional performance art practice
- describe practices and procedures for working safely and sustainably with materials, tools and equipment for producing performance art.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- a space in which to stage or exhibit performance art
- equipment, tools and materials used to create performance art
- information sources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

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