



Australian Government

CUAPRF201 Prepare for performances

Release: 2

CUAPRF201 Prepare for performances

Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package.
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 1.0.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare to perform at a basic level before audiences in contexts as varied as small and large entertainment venues, street festivals, corporate functions and community events.

People who want to pursue a career as performers in the entertainment, theatre and events industries apply the skills and knowledge outlined in this unit. They could be training to be actors, dancers, circus performers, musicians or vocalists. The development of these skills is usually carried out in private practice, rehearsal and performance settings and under supervision and guidance.

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

Unit Sector

Performing arts – cross-sector performance

Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify live performance requirements	1.1 Discuss issues related to performing with relevant personnel 1.2 In consultation with relevant personnel, identify the characteristics and likely causes of performance anxiety 1.3 Identify and implement a range of strategies to overcome

	performance anxiety to suit own needs and circumstances
2. Rehearse for performances	2.1 Maintain personal practice to achieve the required standard for rehearsals and performances 2.2 Participate in rehearsals as required and adjust performance techniques in response to feedback from others 2.3 Critically analyse own performance and the performance of others to inform own work 2.4 Respond to other performers and adjust own performance in an ensemble as required
3. Use body effectively and safely	3.1 Observe health and safety principles in private practice and in performances 3.2 Assess and monitor body to realise its own potential and limitations and maximise performance 3.3 Control use of body to maximise performance and avoid risk of injury to self and others 3.4 Note possible stresses and strains of activity on specific parts of the body and take suitable preventative measures to minimise them 3.5 Where damage is done or suspected, seek advice promptly from appropriate sources and take recommended remedial action
4. Prepare to perform	4.1 Use appropriate methods to maintain physical and psychological condition for performances 4.2 Undertake appropriate mental preparation and physical warm-up exercises to ensure readiness for performance 4.3 Ensure that personal presentation is appropriate to performance contexts

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	2.3	Analyses own and others' performances to improve own skills
Oral communication	1.1, 1.2, 2.2, 3.5	Obtains information by listening and questioning

		• Discusses ideas and solutions
Navigate the world of work	1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3	• Takes responsibility for following health and safety procedures within scope of own role when practising and performing • Maintains an appropriate standard of personal presentation in a performance context • Meets expectations associated with own role when performing
Interact with others	1.1, 1.2, 2.2, 2.4, 3.5	• Seeks guidance from others on performance requirements • Works collaboratively
Get the work done	2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3	• Adopts a methodical and logical approach to the process of preparing physically and psychologically for live performances

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAPRF201 Prepare for performances (Release 2)	CUAPRF201 Prepare for performances (Release 1)	Updated assessment conditions section. Updated modification history section to reflect changed name of training package.	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 CUAPRF201 Prepare for performances

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Performance Evidence

Evidence of the ability to:

- apply basic strategies to overcome the effects of performance anxiety
- use personal practice time and rehearsals to reach the standard required for performances
- respond to constructive feedback on own performance
- demonstrate personal health and safety considerations during practice sessions
- communicate effectively with others involved in practice sessions or rehearsals
- prepare personal presentation for performances.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

Knowledge Evidence

To complete the unit requirements the individual must:

- in the context of performing live, demonstrate basic knowledge of:
 - strategies and psychological tools to overcome performance anxiety
 - role of make-up and hairstyling
 - common theatre conventions
 - hearing protection
 - techniques for protecting body against injury from overuse
 - safe lifting practices
- describe issues and challenges that arise when preparing for performances and suggest solutions to address them

- describe key principles, techniques and repertoire in own performance specialisation.

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:

- rehearsal opportunities in either real or simulated situations
- relevant resources and equipment.

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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