



Australian Government

CUAPRF301 Create and tell stories

Release: 2

CUAPRF301 Create and tell stories

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 create and tell stories based on knowledge of traditions in story-telling and the use of the narrative form in theatre. Performances could be in commercial, competition or community settings.

Performers such as singers, actors, dancers and comedians, who wish to develop techniques associated with story creation and performance, apply the skills and knowledge outlined in this unit. Depending on the nature of the text, they could be working in ensembles, partnerships or performing solo.

Work at this level requires a range of well-developed skills where some discretion and judgment are required and individuals are expected to take responsibility for their own outputs.

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. Analyse major story-telling traditions	1.1 Identify structural characteristics and formats of major story-telling styles 1.2 Compare historical and cultural purposes of stories and the

	relationships between styles of story-telling, storyteller and audience 1.3 Research current methods of story-telling, including stories from different cultures
2. Analyse the narrative form in theatre	2.1 Analyse influences in the development of narrative form and process in story-telling as used in contemporary theatrical forms 2.2 Determine roles of meaning and symbols, characters and characterisation in narrative in a theatrical context 2.3 Determine the stages of the story writing process in designing stories 2.4 Determine the way that writing elements of a style or piece of text are combined and used
3. Use performance techniques to communicate story to audiences	3.1 Interpret meaning and symbols in a variety of dramatic texts, styles and performance circumstances 3.2 Create stories from different themes and develop a performance 3.3 Perform using improvisation abilities to apply vocal expression and performance techniques, both alone and in a group 3.4 Observe correct protocols and maintain cultural integrity where text and stories containing cultural content are used in performances 3.5 Use feedback from relevant personnel to review performance and develop strategies for improvement

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	3.5	Seeks feedback and accepts guidance from others
Reading	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1	- Conducts research and interprets information from written sources with regard to story-telling processes, and the history and methodology of narration - Analyses texts and scripts

Writing	3.2	Writes scripts and outlines for stories
Oral communication	3.3, 3.5	- Obtains information by listening and questioning - Seeks the views and opinions of others - Uses clear language to express story elements
Navigate the world of work	3.3, 3.4	Identifies and follows procedures and expectations associated with own role
Interact with others	3.3, 3.5	- Works collaboratively with others involved in creating stories or performances - Tells stories in ways that engage audiences
Get the work done	3.2, 3.3, 3.4	- Adopts a methodical and logical approach to the process of creating and telling stories before an audience - Demonstrates appropriate emotion, non-verbal communication and dramatic nuance suitable to the spoken text - Applies improvisation responses to performance texts - Uses the internet as a research tool

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAPRF301 Create and tell stories (Release 2)	CUAPRF301 Create and tell stories (Release 1)	Updated to meet Standards for Training Packages 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 CUAPRF301 Create and tell stories

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Performance Evidence

Evidence of the ability to:

- distinguish major story-telling traditions according to their purposes, cultural and dramatic features and relationship with audiences
- tell stories in major stylistic and cultural categories
- create and deliver stories to an audience
- seek and apply feedback on effectiveness of own story creation and performance.

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 creating and telling stories, explain how:
 - contemporary theatrical use of the narrative form is connected to older traditions
 - staging can be used to create dramatic effects
 - voice and the vocal process affect audiences
 - common theatre conventions are followed by performers
- describe the relationship between storytelling and semantics, syntax and pragmatics
- describe how the following apply in a live performance context:
 - identifying hazards and assessing risks
 - flooring for full body activity
 - regulations for lighting, heating and air-conditioning
- demonstrate well-developed knowledge of:

- history of narration and story-telling in cultural, religious, educational and entertainment contexts
- processes and methodologies for creating texts and stories
- principles and characteristics of non-verbal communication and body language.

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:

- venue with adequate space and acoustic qualities
- performance opportunities
- relevant instruments or equipment
- scripts or other materials for discussion.

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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