



Australian Government

CUAPRF305 Perform in ways that respect customary law, ethics and traditions

Release: 2

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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 apply Aboriginal and Torres Strait Islander cultural protocols, values and principles to develop as an Indigenous Australian performing artist. It is intended that this unit be delivered by and to Aboriginal and Torres Strait Islander people.

Aboriginal and Torres Strait Islander dancers with some practical experience in traditional Indigenous Australian dance apply the skills and knowledge outlined in this unit. They could be developing their awareness of customary law and copyright issues in group performances at events in the local community or in public performances for visitors to their region or community.

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

The local or community cultural knowledge necessary to achieve competency in this unit may only be accessible to Aboriginal and Torres Strait Islander people; or persons recognised by specific Aboriginal and Torres Strait Islander Community Elders, or those persons who are local custodians of local cultural heritage.

Organisations delivering this unit must respect community protocols and heritage. Collaboration with Aboriginal and Torres Strait Islander people on the delivery and assessment of this unit is recommended.

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 <i>Elements describe the essential outcomes.</i>	Performance Criteria <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Liaise with Indigenous communities in ethical and culturally appropriate ways	1.1 Seek advice from relevant personnel to establish how principles of customary law affect own dance practice 1.2 Take guidance and direction from cultural mentors 1.3 Seek advice regarding reasons for liaison to be undertaken and protocols followed 1.4 Make ethical arrangements for contact that respect and support cultural needs 1.5 Determine own rights and responsibilities in specific situations
2. Behave ethically and with respect for tradition	2.1 Investigate reasons for and scope of code of ethics in own sector of the arts 2.2 Determine parameters of and content for a code of ethics, consulting with others as required 2.3 Apply code of ethics and test it in the community to determine its workability 2.4 Act according to personal, professional and cultural values and principles 2.5 Advocate for and support the maintenance and renewal of traditions in appropriate ways 2.6 Apply knowledge of copyright requirements to ensure protection of cultural heritage and seek advice where required
3. Follow cultural protocols when rehearsing and performing	3.1 Comply with customary law and cultural protocols as they relate to performance 3.2 Implement strategies to accommodate cultural differences during performances 3.3 Interact with and acknowledge directors, performers and audiences in appropriate ways 3.4 Seek feedback from relevant community members to identify ways in which own observation of cultural protocols could be improved

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
Reading	2.6	Obtains information from written sources
Writing	2.3	Writes material for consultation
Oral communication	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.6	- Seeks the views and opinions of others - Obtains information by listening and questioning - Discusses ideas and solutions
Navigate the world of work	1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	- Observes protocols appropriate to the Aboriginal and Torres Strait Islander community in a performance context - Accesses cultural material within legal rights and responsibilities
Interact with others	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3	Works collaboratively with members of the community and fellow performers
Get the work done	1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	- Adopts a logical and methodical approach to ensuring that own work practices and performance activities respect customary law, ethics and traditions - Accesses a range of information

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Code of ethics must include consideration of:	- protocols - permission for use of idea or material - ways in which ideas and material are used - social justice - equal opportunity - intellectual and cultural property rights - copyright
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	• feedback to cultural owners and communities.
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAPRF405 Rehearse technique for performance (Release 2)	CUAPRF405 Rehearse technique for performance (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.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>