



**Australian Government**

# **CUAPRF307 Develop performance techniques**

**Release: 2**

# CUAPRF307 Develop performance techniques

## 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 physically and psychologically for live performances.

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. From an early stage in their careers, performers need to develop skills associated with preparing themselves to perform before audiences in contexts as varied as small and large entertainment venues, street festivals, corporate functions and community events.

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. Clarify performance requirements              | 1.1 Discuss performance requirements with relevant personnel<br>1.2 Confirm own role and level of responsibility in relation to |

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | <p>performances</p> <p>1.3 Obtain necessary resources in a timely fashion within own level of responsibility</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2. Rehearse for performances                | <p>2.1 Maintain personal practice to achieve the required standard for rehearsals and performances</p> <p>2.2 Develop technical skills and address performance issues and weaknesses during private practice sessions</p> <p>2.3 Participate in rehearsals as required and adjust performance techniques in response to feedback from others</p> <p>2.4 Consult with relevant personnel and develop an interpretation of performance pieces</p> <p>2.5 Critically analyse own performance and performance of others to inform own work</p> <p>2.6 Respond to other performers and adjust own performance in an ensemble as required</p> |
| 3. Use body effectively and safely          | <p>3.1 Observe health and safety principles in private practice and in performances</p> <p>3.2 Assess and monitor body to realise its own potential and limitations and maximise performance</p> <p>3.3 Avoid danger of injury both to self and others through controlled use of body</p> <p>3.4 Note possible stresses and strains of activity on specific parts of the body and take suitable preventative measures to minimise them</p> <p>3.5 Where damage is done or suspected, seek advice promptly from appropriate sources and take recommended remedial action</p>                                                             |
| 4. Prepare for performances                 | <p>4.1 Use appropriate methods to maintain physical and psychological condition for performances</p> <p>4.2 Undertake appropriate mental preparation and physical warm-up exercises to ensure readiness for performance</p> <p>4.3 Ensure that personal presentation is appropriate to performance contexts</p> <p>4.4 Respond effectively to theatre conventions</p>                                                                                                                                                                                                                                                                   |
| 5. Perform basic technique before audiences | <p>5.1 Implement a range of strategies to overcome performance anxiety</p> <p>5.2 Maintain concentration throughout performances</p> <p>5.3 Follow the lead of other performers as required</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|  |                                                                                                                                                                                                                                                                      |
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|  | <p>5.4 Respond flexibly and effectively to contingencies as required in order to maintain integrity of performances</p> <p>5.5 Seek feedback on own performance from relevant personnel and incorporate into strategies for continuously improving own technique</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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, 2.5, 5.5                                                                            | <ul style="list-style-type: none"> <li>Seeks the views and opinions of others to develop strategies to improve own technique</li> <li>Uses self-evaluation and analysis of others' performances to improve own technique</li> </ul>                |
| Oral communication         | 1.1, 1.2, 2.3, 2.4, 3.5, 5.5                                                             | <ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> </ul>                                                                                                                                                 |
| Navigate the world of work | 1.1, 1.2, 1.3, 2.1, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4                | <ul style="list-style-type: none"> <li>Follows accepted industry practices in relation to safe movement practices and injury-prevention strategies</li> <li>Identifies and follows procedures and expectations associated with own role</li> </ul> |
| Interact with others       | 1.1, 1.2, 2.3, 2.4, 2.6, 3.5, 5.3, 5.5                                                   | <ul style="list-style-type: none"> <li>Works collaboratively with others involved in rehearsals and performances</li> </ul>                                                                                                                        |
| Get the work done          | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4 | <ul style="list-style-type: none"> <li>Adopts a methodical, disciplined and positive approach to preparing for live performances through practice, preparation and rehearsals</li> <li>Develops a movement memory</li> </ul>                       |

## Unit Mapping Information

| Code and title<br>current version                             | Code and title<br>previous version                         | Comments                                                                                                                                   | Equivalence status |
|---------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| CUAPRF307<br>Develop performance<br>techniques (Release<br>2) | CUAPRF307 Develop<br>performance techniques<br>(Release 1) | Updated assessment<br>conditions section.<br>Updated<br>modification history<br>section to reflect<br>changed name of<br>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 CUAPRF307 Develop performance techniques

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## Performance Evidence

Evidence of the ability to:

- apply 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
- take account of 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 to overcome performance anxiety
  - how staging is used to create dramatic effect
  - role of make-up and hairstyling in performance
  - common theatre conventions
  - hearing protection
  - techniques for protecting body against injury from overuse
  - safe lifting practices

- explain issues and challenges that arise when preparing for performances and suggest solutions to address them
- describe key features of techniques and repertoire in area of 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:

- relevant resources and equipment
- opportunities for rehearsals and performances in either a real or simulated situation.

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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