



Australian Government

CUAPRF311 Create and perform stories for theatre

Release: 1

CUAPRF311 Create and perform stories for theatre

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to create and perform stories based on story-telling styles and the use of narrative in a theatre context. Performances could be ensembles or solo performances, and be performed in commercial, competition or community settings.

The unit applies to those who are performers including singers, actors, dancers and comedians, who wish to develop techniques associated with story creation for theatrical performances

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 styles and narrative forms	1.1 Identify structural characteristics and formats of major story-telling styles 1.2 Compare key 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, characterisation and stories from different cultures 1.4 Research use and application of narrative in contemporary theatrical texts
2. Create scripts for solo	2.1 Identify and follow stages of the story writing process

ELEMENTS	PERFORMANCE CRITERIA
and ensemble performances	2.2 Create stories from different story-telling styles for solo performances 2.3 Create stories from different story-telling styles for ensemble performances
3. Perform solo and ensemble scripts	3.1 Observe protocols and maintain cultural integrity where text and stories containing cultural content are used in performances 3.2 Present scripts according to performance requirements 3.3 Apply performance techniques when communicating stories 3.4 Develop strategies for improving performance and story creating techniques using feedback from required personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Learning	Seeks feedback and accepts guidance from others
Oral communication	- Obtains information by listening and questioning - Uses clear language to express story elements
Reading	- Conducts research and interprets information from written sources for story-telling processes, and the history of narration - Analyses texts and scripts
Writing	Demonstrates creative writing skills
Self-management	- Adopts a methodical and logical approach to the process of creating and telling stories before an audience - Demonstrates emotion, non-verbal communication and dramatic nuance suitable to the spoken text
Teamwork	Works collaboratively with others involved in creating stories or performances
Technology	Uses the internet as a research tool

Unit Mapping Information

Supersedes and is equivalent to CUAPRF301 Create and tell stories.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for CUAPRF311 Create and perform stories for theatre

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- create and perform at least two original stories for performances, at least one of which must be a solo and at least one of which must be in an ensemble.

In the course of the above the candidate must:

- distinguish major story-telling styles according to their purposes, cultural and dramatic features and relationship with audiences
- tell stories in major stylistic and cultural categories
- seek and apply feedback on effectiveness of own story creation and performance
- apply performance techniques when communicating stories to audiences.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- in the context of creating and telling stories:
 - relationship between contemporary theatrical use of the narrative form and older traditions
 - procedures for using staging to create dramatic effects
 - impact of voice and the vocal process on audiences
 - common theatre conventions followed by performers
- relationship between storytelling and semantics, syntax and pragmatics
- history of narration and story-telling in cultural, religious, educational and entertainment contexts
- strategies to respond to feedback and good practice to improve own story creation and performance
- processes for maintaining cultural integrity for text and stories containing cultural content

- structural characteristics and formats of major story-telling styles
- processes and methodologies for creating texts and stories
- performance techniques
- principles and characteristics of non-verbal communication and body language.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- venue with performance space and acoustic qualities
- performance opportunities with an ensemble and solo
- scripts or story resources 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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