



Australian Government

CUAPRF402 Develop conceptual and expressive skills as a performer

Release: 2

CUAPRF402 Develop conceptual and expressive skills as a performer

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 develop the conceptual and expressive skills that enable performers such as singers, actors, dancers, circus performers and comedians to create their own distinctive style. Performances could be in commercial, competition or community settings and performers would be working in ensembles, partnerships or performing solo.

At this level performers are refining their techniques through practice, and while some supervision and guidance may be present in practice, a high level of motivation and responsibility for themselves and others are expected in live 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. Practise artistic, conceptual and expressive skills	1.1 Develop performance technique and apply knowledge gained to inform own artistic, conceptual and expressive skills 1.2 Identify and use a range of opportunities to explore, develop

	and express artistic and creative ideas 1.3 Apply kinaesthetic awareness to practice and performances 1.4 Participate in performance events or master classes to stimulate and develop artistic practice
2. Develop own creative voice	2.1 Experiment with new ideas to develop own expressive skills as a performer 2.2 Experiment with developing new interpretations of performance where appropriate 2.3 Identify and use technology where appropriate to express originality and expand own creative practice
3. Evaluate own conceptual and expressive skills	3.1 Analyse and evaluate performance elements, styles and techniques 3.2 Continuously evaluate own work to expand technical, creative and expressive range 3.3 Develop appropriate methods of recording own evaluations 3.4 Use feedback to identify and develop ways to improve conceptual and expressive performance skills

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	3.1, 3.2, 3.3, 3.4	- Critically analyses own performance - Seeks feedback and accepts guidance from others
Writing	3.3	Documents own progress with skills development
Oral communication	1.4, 3.4	- Seeks the views and opinions of others - Obtains information by listening and questioning
Navigate the world of work	1.4, 3.3	Follows theatre protocols and meets expectations associated with own role
Interact with others	1.4, 3.4	Works collaboratively with others involved in practice and performances

Get the work done	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4	• Adopts a logical and methodical approach to the process of refining and expanding own range of conceptual and expressive skills as a performer • Acts in an imaginative, spontaneous and confident way in performances • Identifies and uses audio and screen technology to expand own creative practice
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAPRF402 Develop conceptual and expressive skills as a performer (Release 2)	CUAPRF402 Develop conceptual and expressive skills as a performer (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 CUAPRF402 Develop conceptual and expressive skills as a performer

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Performance Evidence

Evidence of the ability to:

- discuss and evaluate opportunities to inform and develop technical, conceptual and expressive skills
- develop own voice through exploring and experimenting with new ideas in making or interpreting performances
- demonstrate proficiency in performance work in selected area of specialisation
- apply accurate and innovative interpretation and expression to 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 relation to chosen performance genre, demonstrate knowledge of:
 - major theorists or exponents of the genre
 - key historical, theoretical and cultural perspectives and conventions
 - features of naturalistic and non-naturalistic performance styles
- describe how the following apply to performers:
 - copyright, moral rights and intellectual property issues
 - breath and techniques for the release of tension
 - body alignment
 - kinaesthetic awareness

- the effect vocal techniques and characteristics have on audiences.

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:

- materials, resources and equipment relevant to selected performance genre
- performance opportunities and venues, such as studios, theatre spaces and outdoor settings.

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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