



Australian Government

CUAPRF412 Develop conceptual and expressive skills as a performer

Release: 1

CUAPRF412 Develop conceptual and expressive skills as a performer

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 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 a commercial, competitive or community setting and performers would be working in ensembles, partnerships or solo performances.

The unit applies to those who are performers, who refine their techniques through practice, and while some supervision and guidance may be present in practice, a high level of 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 Discuss required personal development of conceptual and expressive skills 1.2 Undertake personal practice for performance as required 1.3 Identify and use different opportunities to explore, develop and express artistic and creative ideas 1.4 Apply kinaesthetic awareness to practice and performances 1.5 Develop artistic practice by participating in performance events or master classes

ELEMENTS	PERFORMANCE CRITERIA
2. Develop own creative voice	2.1 Develop own expressive skills as a performer by experimenting with new ideas 2.2 Experiment with developing new interpretations of performance where appropriate 2.3 Identify and use technology for expressing originality and expanding own creative practice where required
3. Evaluate own conceptual and expressive skills	3.1 Evaluate performance elements, styles and techniques 3.2 Document methods of recording own evaluations 3.3 Identify ways to improve conceptual and expressive performance skills using constructive feedback

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	- Critically analyses own performance - Seeks feedback and accepts guidance from others
Oral communication	- Seeks views and opinions of others - Obtains information by listening and questioning
Writing	Documents own progress with skills development
Initiative and enterprise	- 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
Self-management	Follows theatre protocols and meets expectations associated with own role
Teamwork	Works collaboratively with others involved in practice and performances
Technology	Identifies and uses audio and screen technology to expand own creative practice

Unit Mapping Information

Supersedes and is equivalent to CUAPRF402 Develop conceptual and expressive skills as a performer.

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 CUAPRF412 Develop conceptual and expressive skills as a performer

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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:

- demonstrate proficiency in performance work in selected area of specialisation, showing artistic, expressive and conceptual skills as a performer on at least two occasions.

In the course of the above, the candidate must:

- develop own voice and performance technique through exploring and experimenting with new ideas in making or interpreting performances on at least three occasions
- discuss and evaluate opportunities to inform and develop technical, conceptual and expressive skills
- apply accurate and innovative interpretation and expression to performances
- incorporate constructive feedback from others and own observations on own performance into development of conceptual and expressive skills.

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:

- concepts in relation to chosen performance genre, including:
 - major theorists or exponents of the genre
 - key historical, theoretical and cultural perspectives and conventions
 - features of naturalistic and non-naturalistic performance styles
 - originality of creative practice
 - interpretation of performances
- impact of the following on performers and performances:
 - copyright, moral rights and intellectual property issues
 - theories relating to giving and receiving constructive feedback
 - breath and techniques for releasing tension

- body alignment
- expressive skills as a performer
- kinaesthetic awareness
- understanding and applying performance feedback
- effect of a range of techniques associated with selected performance type on audience.

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:

- materials, resources and equipment required for 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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