



Australian Government

CUAPRF601 Extend musical theatre performance techniques to a professional level

Release: 2

CUAPRF601 Extend musical theatre performance techniques to a professional level

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 by performers to extend the combined skills of dance, drama, singing, acting and movement to a professional level in musical theatre. Performances could be in commercial, cabaret or competition settings and performers would usually be performing as members of an ensemble or in some solo routines.

At this level, performers are constantly refining their technique and expression to produce performances that convey the mood and style of music through complex dance and vocal sequences. While some supervision and guidance are provided in practice sessions and rehearsals, performers are expected to display a high level of motivation and responsibility for themselves and others during 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. Clarify artistic and creative goals for	1.1 Take account of the background and context of performance pieces and clarify intent of performance for intended audience

musical theatre performance	1.2 Discuss aspects of own character role and relationships with other characters with relevant personnel 1.3 Discuss the elements of pieces and how they relate to own character role with relevant personnel 1.4 Apply principles of characterisation to own character role in practice sessions
2. Rehearse musical theatre performances	2.1 Communicate in a way that contributes to a constructive rehearsal atmosphere 2.2 Respond promptly to direction 2.3 Practise and rehearse songs, dances and scenes until performance standard is reached 2.4 Refine own character interpretation in conjunction with other performers 2.5 Improve own performance by incorporating relevant advice and feedback 2.6 Apply the dynamics of the human voice to develop own unique voice, as well as the character role 2.7 Engage fully in the artistic process to optimise the overall performance effect 2.8 Fully integrate required materials into performances 2.9 Analyse own performance in the overall work to ensure that required standard is met
3. Perform musical theatre	3.1 Perform warm-up and warm-down procedures in conjunction with performance activities 3.2 Apply a range of strategies to overcome performance anxiety 3.3 Integrate elements effectively to create a convincing character and a strong story-telling performance 3.4 Adapt performances to the scale and nature of the venue and audience requirements 3.5 Maintain concentration, stamina and focus for the duration of performances 3.6 Perform in ways that add light and shade to characterisation and mood in line with creative objectives 3.7 Respond flexibly and effectively to contingencies as required to maintain integrity of performances
4. Evaluate musical theatre performances	4.1 Analyse musical theatre performances against previous work and creative goals to assess own technical and artistic development 4.2 Identify and observe weaknesses and errors in performances

	and develop strategies to improve performance 4.3 Analyse and evaluate feedback and develop strategies for possible adjustments to future work
5. Develop professional practice	5.1 Refine professional work ethic 5.2 In consultation with teachers and mentors, develop realistic parameters for extending scope of performance practice 5.3 Identify regimes and artistic strategies to refine own performance technique

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	2.5, 4.1, 4.2, 4.3, 5.2, 5.3	- Critically analyses own performance in order to develop strategies for improvement - Seeks feedback and accepts guidance from others to refine own techniques
Reading	1.1, 1.4	Obtains information from written sources
Oral communication	1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 4.3, 5.2	- Obtains information by listening and questioning - Participates in a verbal exchange of ideas
Navigate the world of work	2.7, 2.9, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3	- Follows accepted industry practices in relation to safe dance practices and general work ethic - Works independently and collectively within broad parameters, with a strong sense of responsibility for goals, decisions and outcomes - Recognises and responds to protocols for rehearsals and performances - Takes responsibility for own professional development
Interact with others	1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 3.4, 3.6, 4.3, 5.2	- Collaborates with other performers to ensure that performances meet creative goals - Communicates mood and style of performance pieces to audiences

Get the work done	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1	• Adopts a logical and methodical approach to the process of attaining a professional level of expertise in performing musical theatre • Prepares effectively for rehearsals and performances • Exhibits imagination, spontaneity and confidence in performances • Performs with precision, style and strong stage presence • Integrates knowledge, technique and creativity in singing, acting and dance at an advanced level in both group and solo work • Demonstrates initiative in dealing with the unexpected during performances
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAPRF601 Extend musical theatre performance techniques to a professional level (Release 2)	CUAPRF601 Extend musical theatre performance techniques to a professional level (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 CUAPRF601 Extend musical theatre performance techniques to a professional level

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Performance Evidence

Evidence of the ability to:

- clarify creative and artistic goals for characterisation and performance
- explore and experiment with advanced musical theatre performance techniques
- rehearse musical theatre performance effectively to achieve required performance standard
- integrate knowledge, technique and creativity in singing, acting and dance at an advanced level in the performance of musical theatre on at least two occasions
- seek and use constructive feedback to improve own musical theatre performance.

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:

- explain the relationship between acting, singing, dancing and movement in a musical theatre performance context
- demonstrate knowledge of:
 - influential theorists, choreographers and directors in musical theatre
 - distinguishing characteristics and main historical aspects of musical theatre
 - health and safety requirements relevant to performing live before audiences
- in relation to musical theatre, describe key aspects of the following:
 - moral, social, physical and psychological issues associated with characterisation
 - alignment, breath and techniques for the release of tension

- naturalistic and non-naturalistic performance styles
- effect of voice and vocal processes on audiences
- acting, singing and dancing techniques and terminology
- kinaesthetic awareness.

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:

- rehearsal and performance spaces with appropriate flooring
- relevant resources and equipment.

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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