



**Australian Government**

# **CUARES601 Research and apply concepts of live performance practice**

**Release: 2**

# CUARES601 Research and apply concepts of live performance practice

## 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 undertake research into, and present a range of perspectives on, current and emerging live performance concepts and practice. The emphasis is on informed experimentation to refine an individual's personal philosophy and to challenge the boundaries of current practice.

Performers, choreographers, composers, producers, directors, writers and researchers interested in cutting edge live performance practice apply the skills and knowledge in this unit. They may need to refine their understanding of a specific discipline to inform the development of creative works, to plan productions, deepen their knowledge of a particular topic, or to develop an independent piece of research.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Knowledge management – research

## 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. Research current concepts and theories of live performance | 1.1 Use a range of research techniques to source information about current performers and performance companies<br>1.2 Identify and explore new and emerging sources of ideas and |

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | <p>thinking about performance</p> <p>1.3 Expand own understanding of the potential of performance through critical analysis of research findings</p> <p>1.4 Analyse, compare and contrast a range of theoretical approaches to performance</p> <p>1.5 Evaluate ways in which companies and artists operate in a global marketplace</p> <p>1.6 Take account of issues of sustainability for cultural practices in the 21<sup>st</sup> century</p> <p>1.7 Evaluate new and emerging possibilities for live performance in the digital age</p>                  |
| 2. Apply theories of performance to one's own practice | <p>2.1 Evaluate the relevance of different theories and practice of performance through an evaluation of own performance and life experience</p> <p>2.2 Analyse the ways in which different aspects of history, theory and other influences are applied, adapted or challenged in practice</p> <p>2.3 Assess ways in which changes to performance might have broader benefits to individuals or communities</p>                                                                                                                                              |
| 3. Develop and explain own perspectives of performance | <p>3.1 Take a critical approach to different theories and reflect on own ideas and responses</p> <p>3.2 Develop own substantiated positions in response to research and analysis</p> <p>3.3 Put forward own positions in manner that demonstrates clarity of thought and understanding of different theories and thinking</p> <p>3.4 Debate own positions on performance ideas with colleagues with a view to developing new directions</p> <p>3.5 Present findings to colleagues in a format appropriate to research undertaken within agreed timeframe</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                                                                                                                   |
|---------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Reading | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, | <ul style="list-style-type: none"> <li>Organises and evaluates ideas and information from a range of complex texts</li> </ul> |

|                            |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | 1.7, 2.2                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Writing                    | 3.2, 3.5                                                                  | <ul style="list-style-type: none"> <li>Documents complex relationships between ideas and information</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Oral communication         | 3.3, 3.4, 3.5                                                             | <ul style="list-style-type: none"> <li>Seeks the views and opinions of others</li> <li>Obtains information by listening and questioning</li> <li>Discusses ideas and solutions</li> <li>Uses clear language to contribute information and express requirements</li> </ul>                                                                                                                                                                                                                                                                                                                       |
| Navigate the world of work | 1.6                                                                       | <ul style="list-style-type: none"> <li>Understands impact of external factors on own role</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Interact with others       | 3.3, 3.4, 3.5                                                             | <ul style="list-style-type: none"> <li>Works collaboratively with others with an interest in research topics</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Get the work done          | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5 | <ul style="list-style-type: none"> <li>Adopts a logical and methodical approach to the process of undertaking research and presenting findings</li> <li>Recognises the critical importance of new ideas to the viability of the live performance industry</li> <li>Evaluates and nurtures ideas that have the potential to lead to new developments or ways of thinking</li> <li>Keeps up-to-date with innovations and good practice</li> <li>Uses the internet as a research tool</li> <li>Uses standard word processing and spreadsheet applications to document research findings</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version                                                          | Code and title<br>previous version                                                         | Comments                                                                                                                                | Equivalence status |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| CUARES601<br>Research and apply<br>concepts of live<br>performance practice<br>(Release 2) | CUARES601<br>Research and apply<br>concepts of live<br>performance practice<br>(Release 1) | Updated assessment<br>conditions section.<br>Updated modification<br>history section to<br>reflect changed name<br>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>