



Australian Government

CUAVOS302 Develop vocal techniques for use in performance

Release: 2

CUAVOS302 Develop vocal techniques for use in performance

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 singers and actors to control their voice and maintain vocal clarity, articulation and expression in performances, which could be in commercial, community or open space settings. Performers could be performing solo or as members of an ensemble.

At this level work is normally supervised, though some autonomy and judgement can be expected in live performance situations.

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

Unit Sector

Performing arts – voice and singing

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. Follow safe voice practices	1.1 Apply understanding of basic anatomy and physiology to breath control, voice production and articulation for speech and singing 1.2 Demonstrate correct physical posture and stance to enhance efficient breathing and voice production 1.3 Discuss with relevant personnel activities and factors that

	inhibit or damage voice, voice projection and singing 1.4 Perform relaxation and warm-up routines suitable for the voice in performance
2. Practise technical control and vocal range	2.1 Apply vocal techniques to show freeing and breathing exercises, and flexibility and control of articulation 2.2 Reinforce strengths of voice and throat by undertaking ongoing exercises to maintain and develop posture, breathing control and vocal range 2.3 Extend personal potential by practising intricate arrays of sound through speech and voice exercises 2.4 Express different sounds using a range of the body's resonators in voice and speech exercises 2.5 Implement methods for maintaining and developing vocal register and resonance
3. Practise vocal expression required for a range of text types	3.1 Interpret a variety of meanings and vocal expressions in a range of dramatic text styles and performance circumstances 3.2 Locate vocal characterisations and dramatic or emotive nuances in texts 3.3 Apply appropriate control of vocal techniques in a range of vocal expressions from a variety of dramatic texts 3.4 Extend comic and dramatic qualities in a range of texts 3.5 Practise diction, timing, voice adaptation, dialects and accents through a variety of performance texts 3.6 Observe correct protocols and cultural maintenance where text or stories with cultural content are to be used in performances
4. Apply dramatic vocal techniques in a range of performance circumstances	4.1 Apply understanding of the principles of non-verbal communication to changes of tone, timbre of voice and projection of vocal sound 4.2 Apply dramatic or emotive nuances when performing vocal expression of characters from texts 4.3 Adapt use of voice, speech, body, emotions and dramatic licence appropriate to context of texts in solo and ensemble performances 4.4 Use pitch, pace and pause skilfully and imaginatively 4.5 Apply range, inflection and tone to convey meaning 4.6 Produce improvisation responses during performances 4.7 Discuss performance with relevant personnel and use feedback to identify and develop ways to improve own vocal performance

	techniques
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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	4.7	Seeks feedback and accepts guidance from others to improve own technique
Reading	1.1, 3.1, 3.2, 3.4, 3.5	Analyses texts or scripts for performance
Oral communication	1.3, 4.6	Obtains information by listening and questioning
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.6	- Follows accepted industry practices in relation to safe vocal practices - Follows protocols when using texts for performance - Develops relevant skills and knowledge
Interact with others	1.3, 4.3, 4.6	Works collaboratively with others involved in classes and performances
Get the work done	1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6	- Adopts a logical and methodical approach to the process of developing vocal techniques - Applies a range of vocal and speech exercise methodologies - Expresses diction, poise and vocal registration in rehearsals and performances - Uses imagery, visualisation and physical posture techniques to enhance the outcomes of practice sessions

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAVOS302 Develop vocal	CUAVOS302 Develop vocal techniques for	Updated assessment conditions section.	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
techniques for use in performance (Release 2)	use in performance (Release 1)	Updated modification history section to reflect changed name of training package.	

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 CUAVOS302 Develop vocal techniques for use in performance

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Performance Evidence

Evidence of the ability to:

- incorporate anatomy and physiology into vocal exercise routines
- demonstrate non-verbal communication techniques in relation to written or spoken text
- correctly perform vocal exercises using appropriate posture and breathing techniques
- improvise performance in an appropriate manner
- follow safe vocal practices
- respond appropriately to feedback and evaluation.

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:

- demonstrate knowledge of:
 - work health and safety (WHS) standards as they apply to performing in a range of environments
 - relationship between body movement and voice
 - non-verbal communication and body language concepts
 - training techniques for resistance, strength, resonance, diction and articulation
- describe issues and challenges that arise when preparing for performances and suggest solutions to address them
- explain how the following components of human physiology and anatomy function in relation to producing sound:

- articulators
- chest, mouth and face muscles
- heart
- lips
- lungs
- larynx
- tongue
- trachea
- windpipe
- describe how the following gender issues affect voice and speech:
 - body shape
 - size
 - muscular construction
- describe how food choices affect the wellbeing of performers.

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:

- performance texts and opportunities
- a venue with adequate space, acoustic qualities and safe flooring.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

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