



Australian Government

CUAVOS312 Develop vocal techniques for use in performance

Release: 1

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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 by singers and actors to control their voice and maintain vocal clarity, articulation and expression in performances.

The unit applies to those who are performers and who require the skills to maintain vocal strength and expression in different settings. The process includes supervision by required personnel, with autonomy required for live solo or ensemble performances.

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. Safely prepare voice	1.1 Apply understanding of basic anatomy and physiology to breath control, voice production and articulation for speech and singing 1.2 Demonstrate required physical posture and stance for efficient breathing and voice production 1.3 Discuss with required personnel factors that inhibit or damage voice, voice projection and singing 1.4 Perform warm-up routine suitable for voice in performance

ELEMENTS	PERFORMANCE CRITERIA
2. Practise technical control, vocal range and expression for different text styles	2.1 Apply vocal techniques demonstrating breath control, flexibility and control of articulation, good posture and vocal range 2.2 Execute different sounds through speech and voice exercises 2.3 Identify methods for maintaining and developing vocal register and resonance 2.4 Identify vocal expressions used in different text styles and performance circumstances 2.5 Demonstrate control of vocal expressions for both dramatic and comedic texts 2.6 Practise diction, timing, voice adaptation, dialects and accents in different performance texts 2.7 Comply with protocols and cultural maintenance where text with cultural content are used in performances
3. Demonstrate vocal techniques in performances	3.1 Perform using the non-verbal techniques of tone change, timbre of voice and projection 3.2 Apply dramatic or emotive nuances when performing vocal expression of characters from texts 3.3 Adapt use of voice, speech, body, emotions and dramatic licence to context of texts in solo and ensemble performances, as required 3.4 Convey meaning using vocal range, inflection, tone, pitch, pace and pause techniques 3.5 Produce improvised responses during performances 3.6 Identify and develop ways to improve own vocal performance techniques using feedback from required personnel

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
Oral communication	Obtains information by listening and questioning
Reading	Analyses texts or scripts for performance
Self-management	- Follows accepted industry practices in relation to safe vocal practices - Follows protocols when using texts for performance - Adopts a logical and methodical approach to the process of

SKILL	DESCRIPTION
	developing vocal techniques
Teamwork	• Works collaboratively with others involved in classes and performances

Unit Mapping Information

Supersedes and is equivalent to CUAVOS302 Develop vocal techniques for use in performance.

Links

Companion Volume implementation guides is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAVOS312 Develop vocal techniques for use in performance

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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 vocal techniques in at least three different performances.

In the course of the above, the candidate must:

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

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:

- work health and safety (WHS) standards as they apply to performing in a range of environments including safe vocal practices
- vocal expressions used in different text styles and performance circumstances
- cultural maintenance protocols for text with cultural content
- relationship between body movement and voice
- tools and techniques used to analyse performances, respond to feedback and improve own technique
- non-verbal communication and body language concepts
- issues and challenges that arise when preparing for performances and solutions to address them
- components of human physiology and anatomy functions when producing sound, in relation to:

- articulators
- chest, mouth and face muscles
- heart
- lips
- lungs
- larynx
- tongue
- trachea
- windpipe
- impact of gender issues on voice and speech, including:
 - body shape
 - size
 - muscular construction
- vocal and speech exercise methodologies.

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:

- performance texts and opportunities
- a venue with space, acoustic qualities and safe flooring required for performances.

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

Links

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