



Australian Government

Department of Education, Employment and Workplace Relations

CUAPRF306A Develop musical theatre techniques

Release: 1

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Modification History

Version	Comments
CUAPRF306A	This version first released with <i>CUA11 Live Performance Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop basic dancing, acting and vocal techniques in the context of musical theatre.

Application of the Unit

This unit applies to performers who are pursuing a career in musical theatre and other contexts where musical theatre skills are required.

Musical theatre is inclusive of dancing, acting and singing. Performances could be in commercial settings, such as cruise ships, casinos and corporate events, or community settings. Dancers would usually be performing as members of an ensemble.

At this level, work is normally supervised, though some autonomy and judgement can be expected within established parameters.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Develop an understanding of musical theatre as an art form	1.1. Identify underlying characteristics of musical theatre 1.2. Gather information on the history of musical theatre 1.3. Clarify the styles and genres of musical theatre 1.4. Regularly view performances by industry practitioners as a way of sourcing new ideas and trends, and maintaining motivation 1.5. Maintain and update knowledge of musical theatre terminology
2. Maintain a physical conditioning program	2.1. In consultation with relevant personnel identify a range of techniques to improve stamina, strength and flexibility 2.2. Identify risk factors that may inhibit the achievement of goals and seek professional advice as required 2.3. Take fatigue, personal limitations and boundaries into account when undertaking physical conditioning program 2.4. Always perform warm-up and cool-down procedures in conjunction with dance or movement activities 2.5. Always perform vocal warm-up procedures in conjunction with singing and acting activities 2.6. Ensure that clothing and footwear are appropriate for undertaking exercise regime and practising dance technique 2.7. Apply safe dance practice to prevent injury to self and others
3. Practise basic dance techniques	3.1. Apply correct posture and body alignment appropriate to the dance technique and movement 3.2. Apply isolation and coordination of upper and lower body within simple movement sequences 3.3. Apply a range of simple dance techniques and physical conditioning characteristics appropriate to musical theatre style 3.4. Apply control and attention to detail when performing short simple phrases of dance movements

	3.5. Apply knowledge of connection of phrases, locomotor and non-locomotor movements in dance sequences 3.6. In a learning environment incorporate musicality, rhythm and correct timing into performances 3.7. Apply understanding of the relationship between musical theatre style and the accompanying music or other media 3.8. Incorporate spatial awareness, connectivity and interactive skills when performing with others
4. Practise basic musical theatre vocal techniques	4.1. Maintain correct posture 4.2. Apply basic breathing techniques 4.3. Apply appropriate dynamics 4.4. Ensure phrasing is appropriate to the music 4.5. Use feedback from teachers and mentors to identify and develop ways to improve own musical theatre technique
5. Explore characterisation techniques	5.1. Develop an understanding of character to be performed 5.2. Successfully build a character by using basic acting skills 5.3. Imaginatively explore given circumstances and how they affect a character's choices

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - discuss dance and physical conditioning issues with relevant personnel
 - read and correctly interpret a simple combination of musical theatre dance steps in written form
 - respond appropriately to feedback on own skill development
- initiative and enterprise skills to:
 - work creatively with music and dance
 - dance with strong stage presence, confidence and projection
 - communicate the mood or style of dances
 - identify and apply relevant aspects of the cultural and history of relevant dance styles
- learning skills to:
 - combine basic musical theatre movements in the form of simple phrases
 - improve own musical theatre dance and vocal techniques
 - develop a movement memory
- listening skills to:
 - maintain correct tempi in movement sequences
 - maintain musical sensitivity, awareness and phrasing in movement sequences
- planning and organising skills to plan practice time
- self-management skills to:
 - arrive punctually at classes
 - dress appropriately
 - observe dance discipline and follow direction
 - apply safe dance practice
 - teamwork skills to work collaboratively with others involved in classes.

Required knowledge

- basic understanding of OHS in the context of musical theatre classes and performances
- overview knowledge of:
 - different musical theatre styles and genres
 - stagecraft as it relates to dancers, such as:
 - costume
 - make-up
 - props
 - lighting
 - history of musical theatre, including prominent dancers, composers and choreographers
 - underlying principles and characteristics of musical theatre styles
 - ways of notating musical theatre
- well-developed knowledge of:

- principles underlying dance movements and techniques, such as:
 - relationship with gravity
 - spatial awareness
 - successional movement
 - use of breath
 - folding
 - extending
 - rotating
 - shifting weight
- principles underlying vocal techniques in a musical theatre performance context
- anatomical foundations, including:
 - articulation of the spine
 - engagement of the feet
 - bases of support, including feet, legs, hands, arms and torso
 - range of motion of the joints
 - differentiation of the legs and pelvis
- importance of healthy food choices in relation to wellbeing and injury prevention, including five food groups and recommended daily amounts
- musical theatre terminology
- rhythms, including:
 - time signatures
 - beat
 - tempo
 - syncopation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: - perform, in a learning environment, four basic movement sequences in any of the musical theatre styles that demonstrate: - confident performance skills - accuracy in basic singing, dancing and acting skills - respond appropriately to constructive feedback on own performance - follow safe dance practice.
Context of and specific resources for assessment	Assessment must ensure access to: - appropriate dance performance areas or spaces - appropriate footwear and clothing.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - direct questioning combined with review of portfolios of evidence - third-party workplace reports of on-the-job performance - evaluation of live or recorded performances - verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit - case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of developing musical theatre performance skills - direct observation of candidate in classes and performances. Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUADAN301A Explore rhythm in the context of dance or movement technique • CUADAN304A Develop dance improvisational skills • CUAPRF302A Develop basic acting skills • CUAMPF301A Employ music and singing in performance • CUAMPF302A Develop vocal techniques for use in performance.
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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics refer to:	• acting • dancing • singing.
History of musical theatre may include:	• past and present composers and choreographers, such as: • Agnes de Mille • Andrew Lloyd-Webber • Bob Fosse • Julie Andrews • Rodgers and Hammerstein • Stephen Sondheim • Tim Rice • progression of the style from, such as: • the formative period (1860s-1920s) • the Golden Age (1940s-1960s) • rock musicals of the 1960s, such as <i>Hair</i> • jukebox musicals of the 2000s, such as <i>Mama Mia!</i>.
Styles and genres may refer to:	• book musicals • burlesque • jukebox musicals • mega-musicals • musical comedy • rock operas • vaudeville.
Relevant personnel may include:	• coaches • colleagues • family members • medical practitioners • mentors • nutrition experts • performers • teachers.
Risk factors may relate	• body image and eating disorders

to:	• consistency of a physical fitness regime • expectations of others • gender-appropriate performance techniques • gender issues • poor nutrition • incorrectly fitting footwear • injury-prevention strategies • insufficient hydration • own ambition.
Warm-up and cool-down procedures may include:	• aerobic activities • anaerobic exercises • body conditioning and strength development • breathing techniques • coordinated breathing activities • flexibility exercises • floor work • isolation and mobility of body parts • joint-mobility exercises • stretching.
Vocal warm-up procedures may include:	• deep breathing exercises, especially for abdominal breathing • exercises to loosen mouth, such as: • tongue • lips • soft palate • exercises to loosen face muscles, such as: • cheek • eye • jaw • gentle open vowel singing • maintaining good throat hydration with gentle gargling • tongue twisters • whole body relaxation exercises, such as: • tai chi • yoga • vocalising exercises beginning in mid-range, before extending to upper and lower registers.
Safe dance practice may include:	• adjusting performance to venue • breathing exercises • correct execution of dance steps • appropriate clothing and footwear

	• doing exercises and performing routines on flooring appropriate to genre and style of dance, including: • sprung softwood • tarket • sprung parquet • tongue and groove hardwood • logical sequencing of dance movements • nutrition and diet • spatial awareness • understanding the body's capabilities and limitations, including: • alignment • flexibility (mobility) • strength (stability) • cardiorespiratory endurance • muscular endurance • warm-up and cool-down procedures, such as: • gentle stretch • aerobic exercises • anaerobic exercises.
Body alignment refers to:	• proper alignment of the torso, hips, limbs, spine and shoulders in poses and movements, such as: • ear over the shoulder over the hips • knee over the ankle • skeletal alignment throughout movements.
Simple dance techniques must include:	• alignment for contemporary and jazz dance • basic elevation techniques • basic falling techniques • basic turning techniques • basic weight transfer techniques • focusing eyes and mind while performing • isocentric and polycentric isolations • locomotor exercises and sequences, such as: • pirouettes • posés piqués • pencil turns • chaînés • kicks • jumps and leaps • maintaining rhythm and tempo

	• non-locomotor techniques, such as: • balance • stillness • using arm lines appropriately and extensively • working at differing tempos • working on centre and off centre.
Physical conditioning characteristics may refer to:	• balance • control and articulation of individual body parts in an integrated manner • coordination • flexibility • stamina • transfer of weight.
Simple phrases refer to:	• ‘chaining’ or joining and sequencing of steps and movements or combinations of steps and movements.
Movements may include:	• basic ballet • basic jazz • basic swing • correct posture and alignment when in motion • dancing in time with the music • demonstrating an awareness of personal and general space when travelling and stationary • demonstrating safe dance practice in jumping, falling and faster travelling steps • high kicks • neat placement of feet • non-locomotor techniques, such as: • balance • stillness • performing basic turns while maintaining good technique.
Accompanying music may include:	• a cappella • contemporary and soundscape • instrumental • live or recorded • traditional or folk • vocal.
Other media may include:	• design elements, such as performance lighting • projections • props.

Dynamics refers to:	• variations of the intensity of resonance (volume).
Ways to develop an understanding of character may involve:	• researching the historical and cultural context of the character • researching the history of the text's author • interpreting the stage directions in relation to character • identifying the climactic moments in a character's story arc.
Basic acting skills must include:	• empathy • observation and sensory awareness • personalisation • given circumstances • endowment • transaction: actions and objectives.
Given circumstances may include:	• who • what • where • when • how • obstacles in a character's path.

Unit Sector(s)

Performing arts - performance

Custom Content Section

Not applicable.