



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUAPRF501A Refine performance skills**

**Release: 1**

## CUAPRF501A Refine performance skills

### Modification History

| Version    | Comments                                                                                    |
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| CUAPRF501A | 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 refine performance and interpretive skills to perform complex roles, sequences and routines before audiences.

### Application of the Unit

The skills and knowledge outlined in this unit apply to performers, such as singers, actors, dancers, circus performers and comedians.

Performances may be in commercial, competition or community settings and performers could be working in ensembles, partnerships or solo. Irrespective of the performance context, they are expected to display a high level of motivation and sense of responsibility for self and others involved in live performances.

### 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

Not applicable.

## Elements and Performance Criteria Pre-Content

| Element                                                                  | Performance Criteria                                                                                                                                                                                                                                                                                                    |
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| <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

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 1. Display professionalism in performance practice   | <p>1.1. Anticipate and prepare in advance for <b>production requirements</b></p> <p>1.2. Demonstrate increasing responsibility in working on solo or extra group sections</p> <p>1.3. Devote extra time and show initiative in working towards cohesive group performances</p> <p>1.4. Contribute to the advancement of creative and artistic goals with increasing confidence and skill</p> <p>1.5. Develop a <b>professional work ethic</b></p>                                                                                                                                                      |
| 2. Explore and conceptualise performance skills      | <p>2.1. Discuss with <b>relevant personnel</b> complex understanding of the <b>principles and characteristics</b> of <b>technique</b></p> <p>2.2. Explore and evaluate a range of <b>advanced approaches</b> to technique</p> <p>2.3. Explore ways to extend improvisations into a number of situations as required</p> <p>2.4. Evaluate a range of ways in which technique can be used to create <b>complex sequences</b></p> <p>2.5. Apply <b>advanced critical skills</b> to inform own technique</p> <p>2.6. Receive and integrate <b>constructive criticism</b> into performance of technique</p> |
| 3. Prepare to perform complex roles before audiences | <p>3.1. Ensure that performance is well-rehearsed to ensure clarity and confidence</p> <p>3.2. Design and conduct relevant <b>warm-up techniques</b> in an appropriate space without causing undue distraction to self and others</p> <p>3.3. Ensure relevant <b>materials</b> are available and in good working order according to performance requirements</p> <p>3.4. Identify and implement a range of <b>strategies</b> to overcome performance anxiety and to relax self and other performers</p>                                                                                                |
| 4. Perform complex roles for audiences               | <p>4.1. Adapt performances to the scale and nature of venues and audience requirements</p> <p>4.2. Control concentration and focus throughout performances</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                      | <p>4.3. Implement principles and characteristics of various performance techniques</p> <p>4.4. Maintain optimum performance standards for the duration of performances</p> <p>4.5. Effectively communicate the interpretive requirements of other performers as required</p> <p>4.6. Perform in a style appropriate to the context of performances</p> <p>4.7. Respond promptly, flexibly and effectively to <b>contingencies</b> as required to maintain the integrity of performances</p> |
| 5. Analyse and evaluate performances | <p>5.1. Analyse and assess performances against previous work to assess own technical and artistic development</p> <p>5.2. Identify and observe weaknesses and errors in performances and develop strategies to improve performance</p> <p>5.3. Analyse and evaluate feedback and criticism and develop strategies for possible adjustments to future work</p>                                                                                                                              |

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - discuss interpretive requirements with other performers
  - discuss ideas with others to inform own performance
  - respond appropriately to feedback on own skill development and performance
  - work creatively with individual differences
- initiative and enterprise skills to:
  - apply imagination, spontaneity and confidence to performances
  - use improvisation appropriate to chosen technique
  - develop own critical analysis skills
  - perform with precision, style and strong stage presence
  - communicate the mood or style of performance pieces to audiences
  - use props confidently and effectively
  - respond to other performers and adjust own performance accordingly
- learning skills to:

refine performance skills by exploring and evaluating a range of advanced approaches to performance techniques

- integrate technical skills learned in the classroom into rehearsal and performance situations
- receive and integrate constructive criticism of performance from peers or coaches
- literacy skills to analyse source materials, such as scripts or texts
- planning and organising skills to:
  - effectively prepare for rehearsals and performances
  - plan practice time
  - design and implement appropriate warm-up techniques
- problem-solving skills to:
  - make complex judgements to advance own technique
  - respond flexibly and effectively to contingencies
- self-management skills to:
  - arrive punctually at classes, rehearsals and performances
  - dress appropriately
  - observe performance discipline and follow direction
  - develop a professional work ethic
  - teamwork skills to work collaboratively with others involved in rehearsals and performances.

### Required knowledge

- broad knowledge of:
  - performance theorists, choreographers, theatre directors and movement styles and forms relevant to chosen performance technique

- historical and theoretical contexts for performance and how this may be used to inform own artistic practice
- application of physical properties and capabilities of materials, tools and equipment to chosen performance technique
- copyright, moral rights and intellectual property issues and legislation associated with performance
- OHS standards associated with performance
- comprehensive knowledge of:
  - moral, social, physical and psychological elements appropriate to chosen performance technique
  - performance styles appropriate to technique, such as naturalistic and non-naturalistic
  - effect of voice and vocal processes on audiences
  - alignment, breath and techniques for the release of tension
  - kinaesthetic awareness
  - body alignment and use of body parts
  - performance terminology
  - relationship between performers and audiences
  - stylistic nuances and dramatic elements associated with various performance styles
  - performance environment
  - issues associated with characterisation, such as:
    - moral
    - social
    - physical
    - psychological
    - cultural perspectives related to performance.

## 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.*

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| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>display professionalism in performance practice</li> <li>explore and refine advanced performance skills</li> <li>effectively prepare for performances</li> <li>perform complex roles for audiences with confidence and precision</li> <li>critically analyse own performance.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>rehearsal and performance opportunities</li> <li>relevant source materials and texts.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>direct questioning combined with review of portfolios of evidence</li> <li>third-party workplace reports of on-the-job performance</li> <li>evaluation of live or recorded performances</li> <li>verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit</li> <li>case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of refining performance skills</li> <li>direct observation of candidate rehearsing and performing complex sequences.</li> </ul> <p>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).</p> |
| <b>Guidance information</b>                                                                         | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <b>for assessment</b> | <p>for example:</p> <ul style="list-style-type: none"><li>• CUADAN503A Perform repertoire for corps de ballet</li><li>• CUADAN504A Perform solo variations</li><li>• CUADAN505A Refine contemporary dance technique</li><li>• CUADAN507A Refine dance partnering techniques.</li></ul> |
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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.*

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| <b><i>Production requirements</i></b> may include:  | <ul style="list-style-type: none"> <li>• wardrobe fittings</li> <li>• technical rehearsals</li> <li>• meetings</li> <li>• spacing</li> <li>• plotting</li> <li>• previews.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b><i>Professional work ethic</i></b> may refer to: | <ul style="list-style-type: none"> <li>• attentive behaviour in creative practice</li> <li>• awareness of:               <ul style="list-style-type: none"> <li>• substance abuse</li> <li>• addictive behaviours</li> <li>• expectations of others</li> <li>• eating disorders</li> <li>• effective management of personal finances</li> <li>• balanced diet</li> <li>• energy levels and personal limitations</li> <li>• stage and theatre etiquette</li> </ul> </li> <li>• developing strategies to:               <ul style="list-style-type: none"> <li>• cope with performance anxiety</li> <li>• maintain motivation</li> </ul> </li> <li>• effective personal hygiene habits, such as:               <ul style="list-style-type: none"> <li>• clean and short nails</li> <li>• clean and tied-up hair</li> <li>• clean hands</li> </ul> </li> <li>• ongoing dedication to a physical conditioning exercise program</li> <li>• maintaining concentration, focus and physical alertness in performance activities</li> <li>• maintaining costumes and other apparel</li> <li>• maintaining a work-life balance</li> <li>• punctuality and reliability</li> <li>• working creatively with individual differences.</li> </ul> |
| <b><i>Relevant personnel</i></b> may include:       | <ul style="list-style-type: none"> <li>• agents</li> <li>• choreographers</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                                                                  | <ul style="list-style-type: none"> <li>• directors</li> <li>• producers</li> <li>• fellow performers</li> <li>• mentors</li> <li>• production managers</li> <li>• stage managers</li> <li>• teachers</li> <li>• coaches</li> <li>• musical directors</li> <li>• conductors.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b><i>Principles and characteristics</i></b> may include:</p> | <ul style="list-style-type: none"> <li>• dramatic elements:             <ul style="list-style-type: none"> <li>• climax</li> <li>• contrast</li> <li>• mood</li> <li>• rhythm</li> <li>• sound</li> <li>• space</li> <li>• symbol</li> <li>• timing</li> <li>• tension</li> <li>• focus</li> </ul> </li> <li>• characterisation:             <ul style="list-style-type: none"> <li>• moral</li> <li>• social</li> <li>• physical</li> <li>• psychological</li> <li>• movement</li> <li>• space</li> <li>• timing</li> <li>• rhythm</li> <li>• focus</li> <li>• flexibility</li> <li>• coordination</li> <li>• shape</li> <li>• locomotion</li> </ul> </li> <li>• improvisation:             <ul style="list-style-type: none"> <li>• structure</li> <li>• plot</li> <li>• character</li> <li>• dramatic tension</li> </ul> </li> </ul> |

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|                                              | <ul style="list-style-type: none"> <li>• climax</li> <li>• techniques</li> <li>• grafting</li> <li>• blocking</li> <li>• yielding</li> <li>• endowing</li> <li>• status.</li> </ul>                                                                                                                                                                      |
| <b>Technique</b> may include:                | <ul style="list-style-type: none"> <li>• acting</li> <li>• dance</li> <li>• singing</li> <li>• voice</li> <li>• improvisation</li> <li>• mask</li> <li>• clown</li> <li>• puppetry and object manipulation</li> <li>• physical theatre</li> <li>• movement</li> <li>• mime</li> <li>• circus</li> <li>• acrobatics.</li> </ul>                           |
| <b>Advanced approaches</b> may include:      | <ul style="list-style-type: none"> <li>• translating theory into practice</li> <li>• demonstrating advanced skills: <ul style="list-style-type: none"> <li>• vocabulary</li> <li>• acting</li> <li>• vocal</li> <li>• physical manipulations</li> </ul> </li> <li>• using private practice involving character, vocal or manipulation skills.</li> </ul> |
| <b>Complex sequences</b> may include:        | <ul style="list-style-type: none"> <li>• entire character journey for a major production, which may be scripted or self-devised</li> <li>• original work for non-narrative or verbal theatre.</li> </ul>                                                                                                                                                 |
| <b>Advanced critical skills</b> may include: | <ul style="list-style-type: none"> <li>• problem solving</li> <li>• reflecting</li> <li>• synthesising.</li> </ul>                                                                                                                                                                                                                                       |
| <b>Constructive criticism</b> may include:   | <ul style="list-style-type: none"> <li>• feedback from tutors, mentors and coaches</li> <li>• feedback from peers</li> <li>• self-evaluation</li> <li>• video documentary.</li> </ul>                                                                                                                                                                    |
| <b>Warm-up techniques</b> may include:       | <ul style="list-style-type: none"> <li>• aerobic activities</li> <li>• anaerobic exercises</li> </ul>                                                                                                                                                                                                                                                    |

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|                                                                | <ul style="list-style-type: none"> <li>• body conditioning and strength development</li> <li>• breathing techniques</li> <li>• coordinated breathing activities</li> <li>• exercises to loosen mouth, such as:             <ul style="list-style-type: none"> <li>• tongue</li> <li>• lips</li> <li>• soft palate</li> </ul> </li> <li>• exercises to loosen face muscles, such as:             <ul style="list-style-type: none"> <li>• cheek</li> <li>• eye</li> <li>• jaw</li> </ul> </li> <li>• flexibility exercises</li> <li>• floor work</li> <li>• gentle open vowel singing</li> <li>• isolation and mobility of body parts</li> <li>• joint-mobility exercises</li> <li>• stretching</li> <li>• whole body relaxation exercises, such as:             <ul style="list-style-type: none"> <li>• tai chi</li> <li>• yoga</li> </ul> </li> <li>• vocalising exercises beginning in mid-range, before extending to upper and lower registers.</li> </ul> |
| <b>Materials</b> may include:                                  | <ul style="list-style-type: none"> <li>• accessories</li> <li>• audiovisual equipment</li> <li>• costumes, including footwear</li> <li>• hairstyle requirements</li> <li>• make-up requirements</li> <li>• props.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Strategies</b> to overcome performance anxiety may include: | <ul style="list-style-type: none"> <li>• adequate rehearsal</li> <li>• focusing on a single element or action at a time</li> <li>• relaxation techniques, such as:             <ul style="list-style-type: none"> <li>• meditation</li> <li>• imagery or conscious visualisation</li> <li>• affirmations</li> <li>• stretching</li> <li>• deep breathing</li> <li>• light aerobic exercises</li> </ul> </li> <li>• maintaining a work-life balance</li> <li>• mental rehearsal</li> <li>• warm-up routines.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <b>Contingencies</b> may include: | <ul style="list-style-type: none"><li>• forgetting lines and routines</li><li>• failure of technical equipment</li><li>• provocation from the audience</li><li>• sudden injury of self or fellow performers.</li></ul> |
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## Unit Sector(s)

Performing arts - performance

## Custom Content Section

Not applicable.