

TRAINING REGULATIONS

PERFORMING ARTS

(MAGICIAN)

Training Regulations

Performing Arts (Magician)

Table of contents

Preface

Foreword

I. Introduction

II. General Principles

- Overview of the PTQF
- PTQF descriptors
- Definition of terms
- Delimitation of this competency standard

III. Occupational definition

IV. Qualifications and Certification

V. Training Guidelines

- Curriculum-development guidelines
- Training-delivery guidelines
- Training methodology
- Trainer qualifications
- Trainee entry requirements

VI. Competency Standards

- Units of competency

Acknowledgments

PREFACE

Quality training services and outputs are among the most critical elements in our drive towards a world-class Filipino middle-level work force..

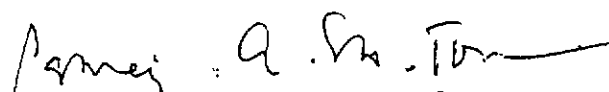
We cannot perhaps overestimate the importance of quality training and assessment standards in the conduct of technical education and training programs by our vocational schools and training centers.

Section 22 of Republic Act 7796 that established the Technical Education and Skills Development Authority (TESDA), calls for the implementation of national skills standards through industry bodies.

These training regulations, which contain competency standards, including qualification, certification and training guidelines, are meant to give flesh to this legal provision and at the same time serve as quality guideposts for the country's providers of technical and vocational education and training (TVET).

We are implementing a national skills development strategy that is competency-based and quality-assured, meant to provide and assure the public with quality training delivery and quality graduates from our TVET programs.

It is our earnest wish that these training regulations will go a long way towards realizing our goal of enhanced employability and quality of life for our TVET graduates and citizen-workers.


PATRICIA A. STO. TOMAS
Secretary of Labor and Employment
(Chair, TESDA Board)

FOREWORD

It is the avowed vision of the Technical Education and Skills Development Authority (TESDA) to be the leading partner in the development of a Filipino work force with world-class competence and positive work values.

Central to the achievement of this vision is the TESDA's mandated role along standards-setting for the country's technical and vocational education and training (TVET) sector.

Yes, the Filipino workers are world-class as shown by the high regard and high demand for their services in foreign lands. Our role in TESDA is to maintain the world-class character of our workers, keeping them abreast with the demands of industry and the increasingly competitive global economy.

It is through the possession of productive employable skills that we can better provide protection for our citizens and workers and at the same time assure them of a better quality of life through more rewarding and stable employment.

The TESDA is implementing, with foreign assistance, projects aimed at strengthening the TVET sector's capacity to deliver quality-assured training. Toward this end, we are providing considerable assistance and resources to schools identified as centers of TVET excellence and promoting dualized training as the preferred mode of training delivery.

In this light, these training regulations serve as our basic quality implementation document for TVET programs nationwide. These regulations point the way towards the minimum content and performance criteria for the development and delivery of programs and courses by the country's TVET providers.

As a matter of policy, all TVET programs must cover satisfactorily the competencies identified in the relevant training regulations.

This document is the product of many stakeholders' minds --- competent workers and industry experts, employers, trainers and school administrators, and government agencies. We take this occasion to acknowledge the active role our industry, government and TVET partners played in the development of these training regulations.


ALCESTIS M. GUIANG
Director General
TESDA

Novelty-Act Performer (Magician)

DEFINITION OF OCCUPATION

The Novelty-Act Performer (Magician) performs magic using their skills with the hands or with magic props to entertain audiences.

In particular, the Novelty-Act Performer (Magician) –

- 1) Obtains/Secures magicians' props, accessories, costumes and livestock
- 2) Maintains magicians' props, accessories, costumes and livestock
- 3) Performs magic acts/routines
- 4) Performs magic shows
- 5) Constructs/Innovates on magicians' props, accessories and costumes
- 6) Develops new magic routines/acts

May specialize on one or more types of magic acts

May combine other novelty acts (e. g., clowning, acrobatics) with magic acts during performance

SCOPE

These training regulations in Novelty Acts covers only magic acts performed at a level of competency corresponding to National Certificate Level II of the Philippine TVET Qualifications Framework (PTQF).

TRAINING REGULATIONS

PERFORMING ARTS (Magician)

I. INTRODUCTION

These Training Regulations define the competencies and program standard required in the Entertainment (Novelty Acts) Sector.

Purpose of Competency Standard

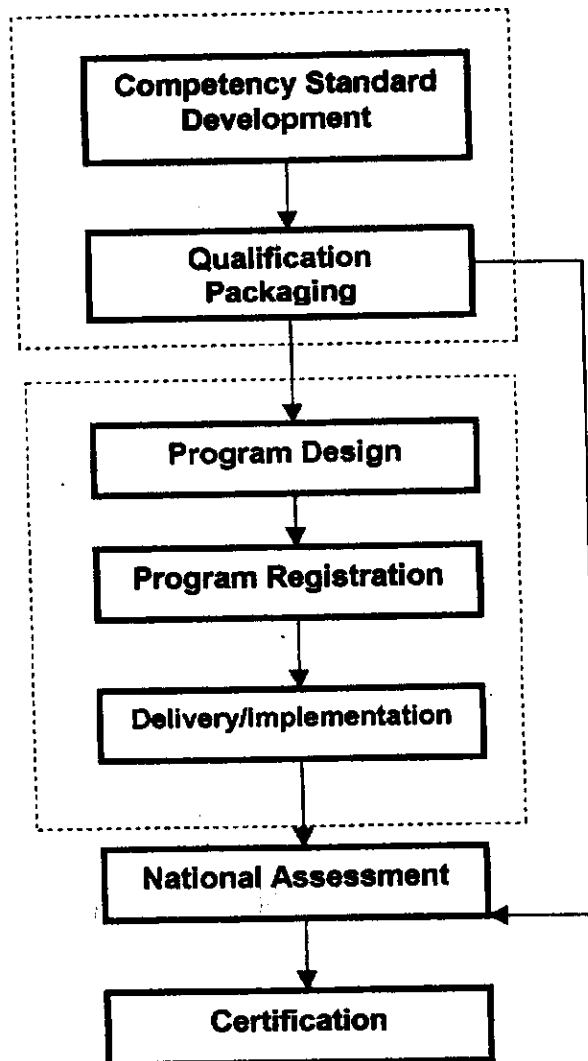
1. To define the level of competencies of performing artists in the Entertainment (Novelty Acts) Sector with the end view of coming up with quality shows/services, optimal use of magic props, paraphernalia and accessories, and increased productivity;
2. To provide employers with a structured basis in the preparation of job specifications necessary for salary/wage administration;
3. To enhance the development of human resources through a precise assessment of performing artist in the Entertainment (Novelty Acts) Sector at large;
4. To serve as a basis in the establishment of a competency assessment and certification system, which can be used for setting up a qualified/classified pool of **Performing Artists (Magicians)** ready to serve both domestic and overseas requirements;
5. To serve as a basis for the development of training programs over the full range of training modalities.
6. To facilitate the setting up of a machinery for the determination of appropriate and adequate remuneration and the implementation of the policy of **equal work, equal pay**; and
7. Finally, to reaffirm the government's goal of professionalizing the skilled workers for which role the Philippine TVET Qualifications Framework (PTQF) was established.

II. GENERAL PRINCIPLES

OVERVIEW OF THE PTQF

It is a quality-assured national framework for giving recognition to the attainment of knowledge, skills, attitudes and values along the middle level occupations. The PTQF is meant to serve as a comprehensive, nationally consistent yet flexible framework for all qualifications in the technical vocational education and training. It uses the paradigm as applied in the Philippine TVET Qualification and Certification System (PTQCS) in accumulation of units of competency towards a nationally recognized qualification with corresponding national certificate and level. Moreover, the PTQF defines the qualification levels for certification under the PTQCS.

PHILIPPINE TVET QUALIFICATION FRAMEWORK CHART



PTQF DESCRIPTORS

<p>National Certificate I</p>	<ul style="list-style-type: none"> • Workers in this level perform routine and predictable tasks involving little or no latitude for judgement • Usually involves adherence to appropriate standards or specifications • Assignments are usually made by a supervisor or a worker at a higher level who gives simple instructions and makes clarifications or suggestions when necessary
<p>National Certificate II</p>	<ul style="list-style-type: none"> • Worker in this level performs prescribed range of functions involving known routines and procedures, where clearly identified choices and limited complexity applies • Work involves some accountability for the quality of outputs • Applications at this level may involve individual responsibility or autonomy or working with others as part of a team or group
<p>National Certificate III</p>	<ul style="list-style-type: none"> • Worker in this level performs a wide range of skilled operations at a high level of competence involving known routines and procedures • The work context involves some complexity in the extent and choice of options available • Work involves understanding the work processes, equipment and materials to be used • Applications at this level may involve individual responsibility or autonomy and/or may involve some responsibility for others. Participation in teams including team or group coordination may be involved
<p>National Certificate IV</p>	<ul style="list-style-type: none"> • Workers in this level perform a wide range of applications in a variety of context most of which are complex and non-routine • Work involves some leadership and guidance when organizing activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature • Work at this level also requires evaluation and analysis of current practices and the development of new criteria and procedures. Applications involve responsibility for the organization and performance of others

The qualification levels and their descriptors are generic in the sense that they apply generally to various skills and job levels in the workplace including production, service and maintenance work in all sectors of industry. Terms such as skilled, or operator or technician are no longer used. The descriptors are equally applied in the packaging of units of competencies into qualifications.

Definition of Terms

For the purpose of this Competency Standard, the word/s --

- 1) **Novelty-Act Performer** – refers to a person who performs a unique feats / skills, routine for a show.
- 2) **Competency** - refers to relevant knowledge, skills and attitude applied to the standards of performance expected in the workplace.
- 3) **Certification** – refers to the process of verifying and validating the competencies of a person through performance assessment.
- 4) **Qualification** – refers to the National Certificate issued by the TESDA or its accredited industry organizations in recognition that a person has achieved competencies relevant to a trade or industry.
- 5) **Artist Record Book (A.R.B.)** – refers to a document to certify to the competency of an individual performing artist upon successful completion of the performance assessment, to be issued by TESDA.
- 6) **Performance Assessment** – refers to the skills/competency test of the performing artist to be assessed through TESDA-accredited N.A.P. (Magician) assessors and assessment venue.
- 7) **Magician** – refers to an entertainer who performs magic acts.
- 8) **Magic** – is an art of entertainment that amazes and fascinates audiences through unusual and seemingly improbable or supernatural acts.
- 9) **Gimmick** – a secret piece of equipment
- 10) **Effect** – the trick as it appears to spectators
- 11) **Accessories** – things or objects used while performing a magic act
- 12) **Misdirection** – the art of drawing the spectators attention away from a secret move
- 13) **Close-up magic** – tricks designed to be performed with the magician very near the audience
- 14) **Patter** – the storyline, jokes or other talk used by a magician
- 15) **Gag** – joke that is repeated several times during an act
- 16) **Silk** – a square of silk or silk handkerchief

- 17) **Props** – a short term for the materials, equipment and apparatus used in performing magic
- 18) **Production** – making things appear from thin air or from an apparently empty container
- 19) **Servante** – a concealed shelf at the rear of the chair or table
- 20) **Blendo** – a magic silk used to vanish different objects
- 21) **Sleight of hand** – a skillful movement of the fingers by which a magical effect is accomplished
- 22) **Illusion** – a stage trick using people or large animals
- 23) **Mentalism** – it is the art of mind reading
- 24) **Stage magic** – an act, which employs the use of special props for illusions
- 25) **Club Magic** – an act, which employs the use of live animals and props
- 26) **Escapism** – is the practice of escapology
- 27) **Livestock** – animals used in magical performance (e.g. rabbit, dove, snake)

Delimitation of this Competency Standard

In the context of this prepared competency standard, the **Novelty Act Performer's** (Magician) body of knowledge and skills covers only performance of acts such as close-up magic, parlor/club magic, stage magic, mentalism/escapes, illusions and does **NOT** include the acts of the following:

- 1.) Acrobats
- 2.) Balancers
- 3.) Jugglers
- 4.) Fakirs
- 5.) Puppeteers
- 6.) Stand-up Comedians
- 7.) Impersonators
- 8.) Clowns

III. QUALIFICATIONS AND CERTIFICATION

Six (6) units of competency are included in this standard

- 1) Obtain/Secure magicians' props, accessories, costumes and livestock
- 2) Maintain magicians' props, accessories, costumes and livestock
- 3) Perform Magic Acts/ Routines
- 4) Perform Magic Shows
- 5) Construct/ Innovate on Magicians' Props, Accessories and Livestock.
- 6) Develop New Magic Routines/ Acts

One (1) qualification is defined in this standard:

Performing Arts (Magician) - National Certificate II

To obtain this qualification, the following six (6) units of competency must be achieved:

- 1) Obtain/Secure Magicians' Props, Accessories, Costumes and Livestock
- 2) Maintain Magicians' Props, Accessories, Costumes and Livestock
- 3) Perform Magic Acts/ Routines
- 4) Perform Magic Show
- 5) Construct/ Innovate on Magicians' Props, Accessories and Costumes
- 6) Develop New Magic Acts/Routines

III. QUALIFICATIONS AND CERTIFICATION

Six (6) units of competency are included in this standard

- 1) Obtain/Secure magicians' props, accessories, costumes and livestock
- 2) Maintain magicians' props, accessories, costumes and livestock
- 3) Perform Magic Acts/ Routines
- 4) Perform Magic Shows
- 5) Construct/ Innovate on Magicians' Props, Accessories and Livestock.
- 6) Develop New Magic Routines/ Acts

One (1) qualification is defined in this standard:

Performing Arts (Novelty Acts - Magic) - National Certificate II

To obtain this qualification, the following six (6) units of competency must be achieved:

- 1) Obtain/Secure Magicians' Props, Accessories, Costumes and Livestock
- 2) Maintain Magicians' Props, Accessories, Costumes and Livestock
- 3) Perform Magic Acts/ Routines
- 4) Perform Magic Show
- 5) Construct/ Innovate on Magicians' Props, Accessories and Costumes
- 6) Develop New Magic Acts/Routines

CERTIFICATION AND ASSESSMENT ARRANGEMENTS

National qualifications in the form of national certificates with levels corresponding to the PTQF will be awarded upon accumulation and achievement of the required units of competency.

Candidates who pass the assessment for a single unit of competency will be given a certificate of competency for the specific unit they pass.

Further details of these and other assessment and certification arrangements, including the effectivity or expiration of competency certificates and national certificates shall be contained in ***Sectoral Assessment Guidelines*** to be issued as a companion to these Training Regulations (TR).

Following the promulgation of these TR by TESDA, competency assessment for the national qualification shall be organized and made available to the public.

Performers and trainee-graduates who wish to apply for assessment and certification of their competencies under these TR may inquire and get in touch with the nearest TESDA provincial or regional office.

IV. TRAINING GUIDELINES

CURRICULUM DEVELOPMENT GUIDELINES

The UTPRAS, a mechanism introduced by the TESDA to uplift the quality of training in terms of facilities and equipment, qualifications of instructors and delivery of instruction, prescribes the competency-based training for all TVET providers. This means that the curriculum to be offered by training providers must adhere to the recommended format for module descriptors and curriculum documents.

The competency-based curriculum (CBC) can be better prepared using the units of competency, inasmuch as the parts of the CBC can be pulled directly from the parts of the unit of competency, as shown in the figure. Details on the preparation of the CBC can be found in the *TESDA CBC User's Guide*.

Also, to serve as model curricula and syllabi for courses to be offered by TVET providers, the TESDA has developed curriculum exemplars for the units of competency and qualifications contained in these training regulations.

ARTICULATION GUIDELINES

The articulation of courses within TVET and from TVET to higher education can be better situated within the Philippine TVET qualifications framework (PTQF). The award of qualifications defined in these TR will be based on units of competency achieved by learners. Corresponding course credits can thus be based on the units of competency contained in the TR.

TRAINING DELIVERY GUIDELINES

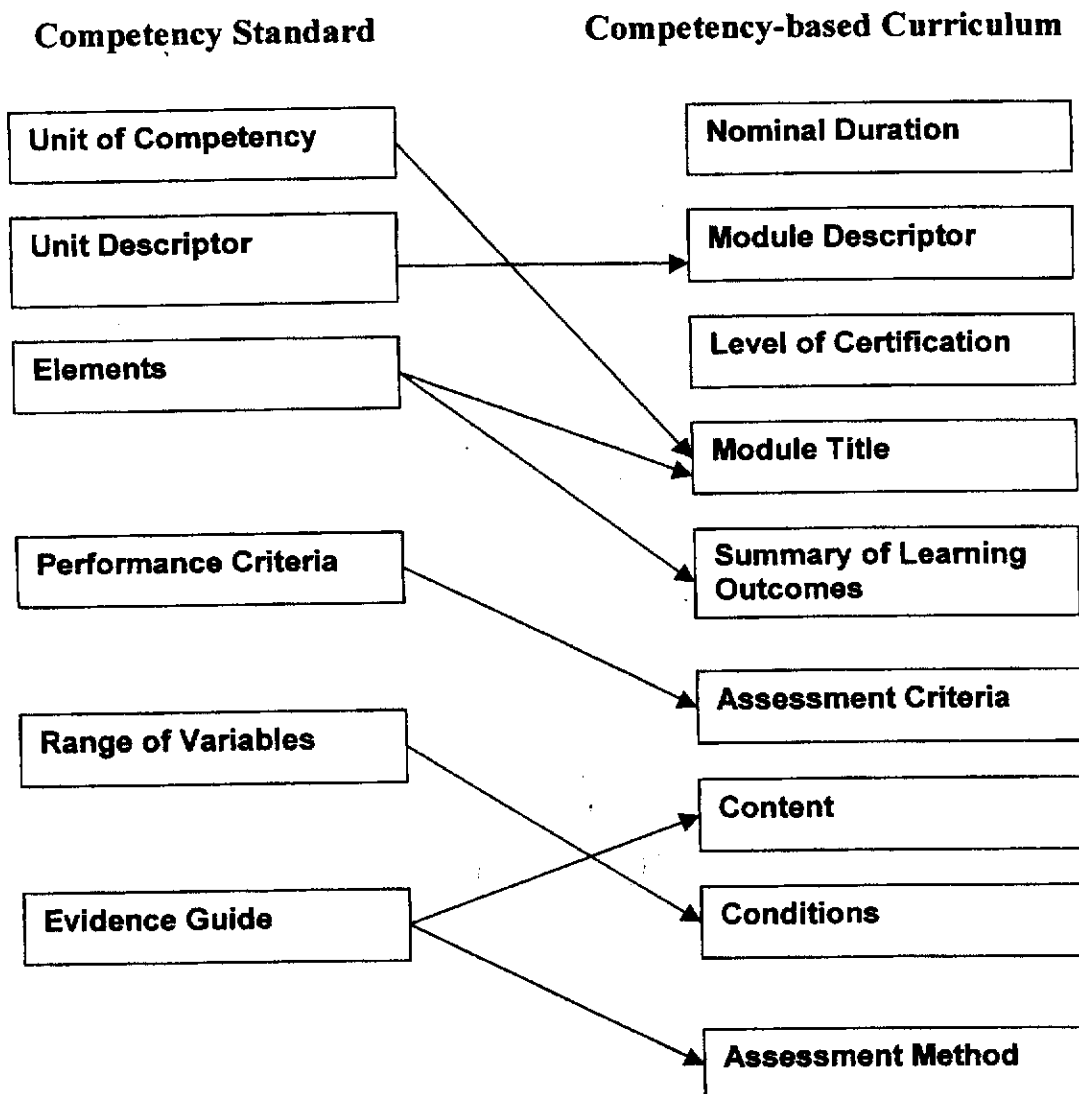
These Training Regulations (TR) are intended to serve as the benchmark for all relevant training programs to be delivered by technical and vocational education and training (TVET) providers nationwide. In this respect the relevant provisions of the latest guidelines for the Unified TVET Programs Registration and Accreditation System (UTPRAS) shall apply. In particular, all registered training programs covered by these regulations are required to be re-registered and aligned with these TR. Similarly, TVET providers planning to offer programs covered by these TR are recommended to have a lead time of six months within which to comply with these TR and other UTPRAS requirements, before formally opening such programs.

The dualized mode of training delivery is preferred and recommended for training programs covered by these TR. Thus programs would

contain both in-school and on-the-job or field- work components. For tool subjects including the underpinning knowledge areas a contextual-learning approach is recommended.

TRAINING METHODOLOGY

The methodology to be used in the delivery of training and instruction under these Training Regulations would depend on the choice of mode and venue of such delivery. Thus, in-center or school-based programs would be conducted with both theoretical instruction, classroom demonstration and magic practice for students. Inasmuch as magic is a discipline learned through painstaking practice, it is recommended that such training provide plenty of opportunity for guided practice for the students (a curriculum mix of 70 percent or more of practice), including the use of video facilities to enable the students to observe, critique and improve their own magic performance.



QUALIFICATIONS OF TRAINERS/ INSTRUCTORS

- Have acquired at least two (2) years experience as professional magician
- Must have been a practicing magician within a period of not more than five years from current date
- Have attended and successfully passed the Trainers Training Methodology Course or equivalent training. Holder of Performing Arts (Novelty Acts-Magic) – NC II or equivalent qualification or experienced.
- Physically and mentally healthy
- At least 18 years of age

TRAINEE ENTRY REQUIREMENTS

Candidate/trainee must possess the following qualifications:

- Ability to speak, read and understand Filipino or English
- 18 years old and above for those aspiring to be Overseas Performing Artists (OPAs)
- Physically and mentally healthy for the qualification
- Must pass the trainability/aptitude test

**PERFORMING ARTS
(Magician)**

UNIT TITLE : Obtain/Secure magicians' props, accessories, costumes and livestock

UNIT DESCRIPTOR: This unit covers the knowledge and skills required in the sourcing, selection and procurement of common magician's props, accessories, costumes and livestock.

ELEMENT	PERFORMANCE CRITERIA <i>(Italicized terms are defined in the Range of Variables)</i>
1. Identify needed props, accessories, costumes and livestock	<ul style="list-style-type: none"> • Quality of <i>magician's props, accessories, costumes and livestock</i> checked for conformance with <i>magic-show and quality requirements</i> and specifications • Props, accessories, costumes and livestock purchased/acquired based on requirements of magic act. • Required props and accessories identified and listed based on requirements of magic acts/show
2. Source/Search for new/additional props, accessories and costumes	<ul style="list-style-type: none"> • Quantity and quality of props, accessories and costumes checked according to specifications • Amount and cost of props, accessories and costume estimated and checked based on necessity and affordability. • Availability of props/ accessories and costume checked using magician product catalogue. • Source/supplier of magicians' props, accessories and costumes identified and selected based on accessibility, affordability and requirements of the show
3. Procure magician's props, accessories, costumes and livestock	<ul style="list-style-type: none"> • Props, accessories, costumes and livestock to be procured are listed based on priority and affordability. • Magician props, accessories, costumes and livestock procured according to priority and magic-show requirements. • Props, accessories, costumes and/or livestock procured conform with quality requirements

RANGE OF VARIABLES

The Range of Variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

VARIABLE	SCOPE
1. General Context	<ul style="list-style-type: none"> • Work involves acquisition or procurement of quality props, accessories and livestock. • Discretion, initiative, good taste, and sensitivity must be demonstrated in the acquisition and choice of props, accessories and livestock. • Work is assessed in accordance with the requirements of the magic show, the promoter and related organizational and safety requirements.
2. Magicians props may include:	<ul style="list-style-type: none"> • Change bag • Dove/duck pan • Genie tube • Rope • Cards • Chain • Straight-jacket • Hand cuff • Blendo • Botania ▪ Linking rings ▪ Changing color flume ▪ Zombie ▪ Crystal casket ▪ Candle ▪ Cane ▪ Silk ▪ Flowers ▪ Toocan ▪ Thumb cuff
3. Magic-show and quality requirements may include:	<ul style="list-style-type: none"> • Audience and employer preferences regarding props, accessories, costumes and livestock • Color, construction and finish of props, accessories and costumes • Cleanliness and tidiness of props, accessories and costumes • Attention to work finish • Dimensions and specifications for props, accessories and costumes • Care, grooming and feeding of livestock • General health and appearance of livestock
4. Magician's costumes /attire may include:	<ul style="list-style-type: none"> • Traditional magician's attire (top hat, tuxedo with frock tail coat) • Motif costumes <ul style="list-style-type: none"> - Arab - Indian • Special costumes <ul style="list-style-type: none"> - Witch - Other customized costumes
5. Livestock for magic acts may include:	<ul style="list-style-type: none"> • Dove • Rabbit • Dog • Cat • Snake • Peking Duck
6. Magician's accessories may include:	<ul style="list-style-type: none"> • Magicians' table • Music cassette tape/CD • Audio equipment, e.g. karaoke, tape player • Cervante

EVIDENCE GUIDE

Each unit of competency has an Evidence Guide that relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

1. Critical aspects of evidence to be considered	<p>The following are critical for the judgement of competence in this unit:</p> <ul style="list-style-type: none">• Demonstrated ability to choose and locate suppliers based on accessibility and affordability• Demonstrated ability to choose quality props, accessories, costume and livestock.• Demonstrated ability to determine quality and quantity of props, accessories, costumes and livestock needed.
2. Underpinning knowledge and attitude	<ul style="list-style-type: none">• Safe work practices and first aid• Care in handling of props, accessories, costumes and livestock.• Knowledge of supplies, sources and prevailing prices of magicians props, accessories, costumes and livestock.• Use of magician's and mail-order/online catalogs
3. Underpinning skills	<ul style="list-style-type: none">• Care in handling of props, accessories, costumes and livestock• Organization of resources• Cost- effective procurement of props, accessories, costume and livestock.
4. Resource implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none">• Appropriate place for assessment of props, accessories, costume and livestock acquisition.• Skilled assessors
5. Methods of assessment	<p>Competency should be assessed through:</p> <ul style="list-style-type: none">• Oral or written questioning on props, accessories, costumes and livestock procurement.• Presentation/ Discussion of specific cases/ experiences on procurement of magicians' props, accessories, costumes and livestock.
6. Context of assessment	<ul style="list-style-type: none">• Assessment is to be conducted in the workplace or a simulated workplace environment
7. Concurrent assessment and relationship with other units	<p>This unit has linkage with the following unit and combined training and assessment is recommended:</p> <ul style="list-style-type: none">• Maintain magicians' props, accessories, costumes and livestock

**PERFORMING ARTS
(Magician)**

UNIT TITLE : Maintain magician's props, accessories, costumes and livestock

UNIT DESCRIPTOR: This unit describes the competencies required for cleaning, repairing and safekeeping magician's props and accessories, caring for livestock and maintaining magician's costumes/attires.

ELEMENT	PERFORMANCE CRITERIA <i>(italicized terms are defined in the Range of Variables)</i>
1. Repair/Clean magician's props and accessories	<ul style="list-style-type: none"> • Alignment and position of props and accessories checked against specifications • Standard for particular magic props and accessories complied with • All props and accessories checked for correctness and accuracy • Determined the nature of broken parts (props and accessories) • Broken props and accessories repaired or referred for repair as soon as possible • Broken props and accessories restored in good condition before schedule of show • Magician's props and accessories maintained in clean/polished condition. • Props and accessories maintained based on quality requirements
2. Maintain inventory of magician's props, accessories and costumes	<ul style="list-style-type: none"> • Props, accessories and costumes segregated according to their kind • Props, accessories and costumes labeled before storage and safekeeping • Props, accessories and costumes stored in proper storage area • Ensured availability of props, accessories and costumes in correct quantity and condition • Complete and updated record of props, accessories and costumes maintained
3. Feed, groom and care for livestock used in magic acts	<ul style="list-style-type: none"> • Behavior of livestock observed for any abnormality • Ensured good condition of livestock based on quality requirements. • Livestock fed on time with right food in right quantity • Livestock feeder maintained clean before using • Livestock provided with clean drinking water regularly • Bathing and grooming provided on regular basis for livestock according to type of animal • Vet - med check-up for livestock provided on regular basis • Sick livestock isolated/segregated in different cage for special care/treatment • Inspection and cleaning of livestock cage area carried out daily • Safekeeping of livestock in cages ensured
4. Ensure clean and professional-looking costumes/attire	<ul style="list-style-type: none"> • Magician's own costumes and attire maintained clean and presentable before, during and after magic acts/shows:

RANGE OF VARIABLES

The Range of Variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

VARIABLE	SCOPE
1. General Context	<p>a) Work involves –</p> <ul style="list-style-type: none"> • Maintenance and safekeeping of props, accessories and costumes used in magic shows • Grooming and caring for livestock used in magic shows <p>b) Discretion, care and diligence must be demonstrated individually by the candidate</p> <p>c) Work is assessed as to whether candidate was able to care for livestock in accordance with animal-health regulations; and keep their props, accessories and costumes neat, clean and presentable</p>
2. Magician's props and accessories may include:	<ul style="list-style-type: none"> • Square circle • Livestock vanish • Pena-blocks • Drawer box • Silk cabin • Jap box • Sliding die • Change bag • Genie tube • Rope • Cards • Chain • Straight-jacket • Hand cuff • Thumb cuff • Blendo • Botania • Linking ring • Changing color flume • Zombie • Crystal casket • Candle • Cane • Silk • Flowers • Pookan
3. Magician's costumes may include:	<ul style="list-style-type: none"> • Traditional magician's attire (top hat, tuxedo with frock tail coat) • Motiff costumes <ul style="list-style-type: none"> - Arab - Indian • Special costumes <ul style="list-style-type: none"> - Witch - Other customized costumes
4. Livestock used in magic shows may include:	<ul style="list-style-type: none"> • Dove • Rabbit • Dog • Cat • Snake • Peking duck
5. Quality requirements for props, accessories and livestock may include:	<ul style="list-style-type: none"> • Color, construction and finish of props and accessories • Cleanliness and tidiness of props and accessories • Attention to work finish • Dimensions and specifications for props and accessories • Care-grooming and feeding of livestock
6. Bathing and grooming for livestock	<ul style="list-style-type: none"> • For doves – through use of sprinkler or water basin • For ducks – washing with soap or shampoo and rinsing with water • For rabbits – wiping with wet cloth
7. Maintaining clean and presentable costumes and attire	<ul style="list-style-type: none"> • Dry-cleaning costumes and attire when required • Washing costumes and attire promptly after use in accordance with washing instructions • Maintaining them free from stain • Maintaining them free from creases • Pressing them before use, if applicable • Hanging them after use

EVIDENCE GUIDE

Each unit of competency has an Evidence Guide that relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

1. Critical aspects of evidence to be considered	Assessment must confirm ability to: <ul style="list-style-type: none">• Repair or cause the repair of broken props and accessories• Check standard alignment and position of props and accessories• Ensure healthy conditions of livestock• Observe behavior of livestock• Maintain the clean and quality appearance of magicians' costume, attires
2. Underpinning knowledge and attitude	<ul style="list-style-type: none">• Care and Safety in handling of livestock• Safety procedures for handling sharp tools during repair of props and accessories• Specification, uses and design of props and accessories to be repaired• Care in handling costumes / attire
3. Underpinning skills	<ul style="list-style-type: none">• Careful handling of props and accessories• Caring for livestock• Appropriate use of tools for particular props and accessories to be repaired
4. Resource implications	<ul style="list-style-type: none">• Skilled assessors• Real / simulated work area, materials, equipment and information on work specifications relevant safety procedures and regulations.
5. Methods of assessment	Competency should be assessed through: <ul style="list-style-type: none">• Direct observation of repair and maintenance of a sampling of props and accessories• Oral questioning
6. Context of assessment	<ul style="list-style-type: none">• Assessment may occur off the job, during magic shows, or in a simulated environment
7. Concurrent assessment and relationship with other units	This unit has linkage with the following unit and combined training and assessment is recommended: <ul style="list-style-type: none">• Obtain/Secure magicians' props, accessories, costumes and livestock

**PERFORMING ARTS
(Magician)**

UNIT TITLE : Perform Magic Acts/ Routines

UNIT DESCRIPTOR: This unit covers the skills required to perform different magic acts/ routines involving sleight of hand props, accessories and/or livestock.

ELEMENT	PERFORMANCE CRITERIA <i>(italicized terms are defined in the Range of Variables)</i>
1. Maintain contact / rapport with audience	<ul style="list-style-type: none"> • Communicated with audience using appropriate gestures, body language, patter and music • Contact and rapport with audience maintained using appropriate patter and music • <i>Costumes or motifs</i> selected and worn in accordance with requirements of <i>magic act</i>
2. Perform magic act/s	<ul style="list-style-type: none"> • Patter and/or music employed synchronization with magic act. • Magic act executed without error. • Concentration and focus maintained throughout performance. • Employed performance style in accordance with requirements of magic act. • Responded flexibly and effectively to any problem / errors to maintain focus and integrity of the magic act. • Magic acts performed without exposing tricks. • Magic act performed in accordance with <i>safety standards and rules</i> • Ensured performance of magic acts to the required standard and <i>quality of performance</i>.

EVIDENCE GUIDE

Each unit of competency has an Evidence Guide that relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

<p>1. Critical aspects of evidence to be considered</p>	<p>Assessment must confirm demonstrated ability to –</p> <ul style="list-style-type: none"> • Consistently adhere to magician's code of ethics and professional practice • Perform magic acts without exposing tricks. • Maintain contact with audience using appropriate patter and music • Use proper costumes or motif appropriate with the magic act. • Execute magic acts without error. • Maintain concentration and focus throughout performance
<p>2. Underpinning knowledge and attitude</p>	<p>Safe work practices and first aid</p> <ul style="list-style-type: none"> • Prevention of accidents • What to do when accidents occur • Basic first aid treatments • Safe handling of livestock, props and accessories for magic show • Safety procedures for handling fire, sharp objects and other hazards during magic act <p>Magician's equipment, props and accessories</p> <ul style="list-style-type: none"> • Kinds, sizes and colors of props and accessories • Care in maintaining and using livestock for magic show • Specifications, uses and design of props and accessories <p>Magic routines and acts</p> <ul style="list-style-type: none"> • Magic routines for production acts • Techniques of misdirection • Use of patter, music and pantomime • Communicating with and impressing audience
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> • Care in handling magic props and accessories • Appropriate use of body language to enhance magic performance • Applying techniques of misdirection • Applying patter or music and/or pantomime in performance of magic act
<p>4. Resource implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> • Appropriate venue for magic act • Props and accessories for magic act • Skilled assessors • Audio equipment • Appropriate lighting
<p>5. Concurrent assessment</p>	<p>This unit has strong linkage to, and may be assessed with the following unit -</p> <ul style="list-style-type: none"> • Perform magic show
<p>6. Method of assessment</p>	<p>Competency should be assessed through:</p> <ul style="list-style-type: none"> • Direct observation of magic show • Oral questioning / interview • Portfolio or other documentation that demonstrate the competence.
<p>7. Context for assessment</p>	<ul style="list-style-type: none"> • Competency may be assessed during magic show or a simulated magic show • Assessment shall be while magic is being performed either individually or with the help of an assistant/s in TESDA-accredited venue. • Competency in this unit may need to be assessed over a period of time in a range of context and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

**PERFORMING ARTS
(Magician)**

UNIT TITLE : Perform Magic Show

UNIT DESCRIPTOR: This unit covers the skills required to perform magic shows consisting of a series of acts with opening, middle and finale.

ELEMENT	PERFORMANCE CRITERIA <i>(italicized terms are defined in the Range of Variables)</i>
1. Perform Intro/opening act	<ul style="list-style-type: none"> • Audience attention is captured with use of opening act • Patter or music is utilized in accordance with requirements of opening act • Performer is able to impress audience with his/her opening act • Ensured opening act is fully rehearsed to meet quality performance requirements • Checked props, accessories and other materials required for the magic show to ensure their reliability during performance • Maintained alertness during entire performance • Opening act performed in accordance with safety standards
2. Maintain contact / rapport with audience	<ul style="list-style-type: none"> • Gestures and body language applied in accordance with requirements of magic act • Patter or music utilized to maintain contact with audience • Costumes/motifs selected and used in accordance with requirements of magic act • Maintained audience attention and interest/amazement all throughout magic show
3. Perform middle act	<ul style="list-style-type: none"> • Magic act is selected and performed in accordance with scale and nature of venue and audience • Magic acts sequenced in accordance with club and audience requirements • Concentration/focus maintained throughout performance • Magic act performed without exposing tricks • Patter or music and body movements utilized in harmony with magic act • Responded flexibly and effectively to any problem/error to maintain focus and integrity • Middle act performed following safety standards • Ensured opening act is fully rehearsed to meet quality performance requirements
4. Perform final / closing act	<ul style="list-style-type: none"> • Closing act is selected and performed as logical finale/climax of magic show • Audience attention is captured with use of closing act • Performer is able to amaze/impress audience with closing act • Final act performed in accordance with safety standards • Ensured opening act is fully rehearsed to meet quality performance requirements

RANGE OF VARIABLES

The Range of Variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

VARIABLE	SCOPE
1. General Context	<ul style="list-style-type: none">• Show involves performing magic show in hotels, clubs, parties, theaters/auditorium, malls, companies/offices• Magic show is performed either individually or with assistant• Magic show is assessed in terms of mastery of the audience impact, artful use of props and accessories, stage presence, timing and delivery, routining and show structure
2. Magic show may include:	<ul style="list-style-type: none">• Use of sleight-of hand routines, props, accessories, costumes and/or livestock• Use of patter and/or music• Opening, middle and closing acts
3. Quality performance requirements may include:	<ul style="list-style-type: none">• Quality of props and accessories• Audience impact and satisfaction• Achievement of misdirection• Stage presence and delivery• Routining and show structure
4. Safety standards may include:	<ul style="list-style-type: none">• No damage to props• No injury and harm to livestock used• No injury to the performer• No injury and harm to audience
5. Magician's attire and costumes/motif may include	<ul style="list-style-type: none">• Traditional magician's attire (top hat, tuxedo with fruck/tail coat)• Clown costume• Motif costume<ul style="list-style-type: none">- Arab- Chinese- Indian• Special costumes<ul style="list-style-type: none">- Witch- Other/customized costumes

EVIDENCE GUIDE

Each unit of competency has an Evidence Guide that relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

<p>1. Critical aspects of evidence to be considered</p>	<p>Assessment must confirm -</p> <ul style="list-style-type: none"> • Proficiency on performance of specific types of magic show and routines • Demonstrated ability to perform to required magic show standard of audience and employer • Constant adherence to magician's code of ethics and professional practice • Original/innovative magic-show performance • Effective selection of material, routining/sequencing of magic acts during show • Demonstrated technical and artistic ability along <ul style="list-style-type: none"> - timing and misdirection - patter, music and choreography - sleight of hand - rapport with audience - use of props, accessories, costumes and/or livestock
<p>2. Underpinning knowledge and attitude</p>	<ul style="list-style-type: none"> • Safe work practices and first aid • Magic-show elements <ul style="list-style-type: none"> - Magic acts -- types and target audience - Stagecraft - Choreography - Props management - Projection - Variety - Routining - Entrances and exits - Timing
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> • Care in handling magic props and accessories • Appropriate use of body language to enhance magic performance • Applying techniques of misdirection • Applying patter or music and/or pantomime in performance of magic act • Magic acts -- types and target audience • Performing magic shows <ul style="list-style-type: none"> - choreography - routining - show structure - entrances and exists - transitions and sequencing - audience rapport
<p>4. Resource implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> • Appropriate venue for magic show • Props and accessories for magic show • Skilled assessors • Audio equipment • Appropriate lighting
<p>5. Concurrent assessment</p>	<p>This unit has strong linkage to, and should be assessed with the following unit -</p> <ul style="list-style-type: none"> • Perform magic acts/routines
<p>6. Method of assessment</p>	<p>Competency should be assessed through:</p> <ul style="list-style-type: none"> • Direct observation of magic show • Oral questioning/interview • Portfolio or other documentation that demonstrate the competence.
<p>7. Context for assessment</p>	<ul style="list-style-type: none"> • Competency may be assessed during magic show or a simulated magic show • Assessment shall be while magic is being performed either individually or with the help of assistant/s in TESDA-accredited venue • Competency in this unit may need to be assessed over a period of time in a range of context and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

**PERFORMING ARTS
(Magician)**

UNIT TITLE : Construct/Innovate on Magicians Props, Accessories and Costumes

UNIT DESCRIPTOR: This unit covers the knowledge and skills required in the procurement, fabrication, construction and improvisation or innovation of magician's props, accessories and costumes.

ELEMENT	PERFORMANCE CRITERIA <i>(Italicized terms are defined in the Range of Variables)</i>
1. Construct new props and accessories	<ul style="list-style-type: none"> • Magician's catalogs and related sources scanned/surveyed for new developments/trends on <i>props and accessories</i> construction • Advisability and cost-effectiveness of constructing props and accessories as compared to purchasing thru determined • <i>Tools and materials</i> for props and accessories construction secured at reasonable cost • Materials needed for the construction of props and accessories identified and listed based on availability and affordability • <i>Props and accessories</i> constructed in accordance with <i>quality requirements</i>
2. Innovation/Modify magician's props and accessories	<ul style="list-style-type: none"> • Magician's catalogs and related sources scanned/surveyed for new developments/trends on <i>props and accessories</i> construction • Safety precautions in <i>using tools</i> and equipment followed during construction • New props and accessories improvised/improved at reasonable cost in accordance with quality requirements
3. Customize/Specify costume/attire	<ul style="list-style-type: none"> • Magician's catalogs and related sources scanned/surveyed for new developments/trends in costumes and motifs • Correction of specifications of customized attire checked based on requirements of magic act • Customized <i>costumes/attire</i> developed according to requirements of magic act • Costumes/attire developed at reasonable cost and in accordance with quality requirements

RANGE OF VARIABLES

The Range of Variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

VARIABLE	SCOPE
1. General Context	<ul style="list-style-type: none"> • Work involves construction and improvisation of quality props, accessories and costumes • Discretion, initiative and good taste must be demonstrated in the construction and improvisation of props, accessories and costumes • Work is assessed in accordance with the requirements of the magic show the promoter and related organizational and safety requirements
2. Props and accessories that may be constructed and improvised by the magician may include:	<ul style="list-style-type: none"> • Square circle • Livestock vanish • Pena-blocks • Drawer box • Silk cabin • Jab box • Sliding die
3. Tools and materials to be used in construction of props and accessories may include:	<ul style="list-style-type: none"> • Wood working tools • Hammer • Nail • Screw • Chisel • Cutter • Paint • Brush • Scale • Jack plane • Wood
4. Quality requirements for props, accessories and costume may include:	<ul style="list-style-type: none"> • Color, construction and finish of props and accessories • Cleanliness and tidiness of props and accessories • Attention to work finish • Dimensions and specifications for props and accessories • Affordability/cost-efficiency of props, accessory or costume
5. Magician's costumes/attire may include:	<ul style="list-style-type: none"> • Traditional magician's attire (top hat, tuxedo with fruck/tail coat) • Motif costume <ul style="list-style-type: none"> - Arab - Indian • Special costumes <ul style="list-style-type: none"> - Witch - Other/customized costumes

EVIDENCE GUIDE

Each unit of competency has an Evidence Guide that relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

1. Critical aspects of evidence to be considered	<p>The following are critical for the judgement of competence in this unit:</p> <ul style="list-style-type: none"> • Demonstrated ability to construct or improvise quality props and accessories • Demonstrated ability to introduce quality innovations to props and accessories • Demonstrated ability to customize costumes/attires for performers' own purpose • Demonstrated ability to innovate or improve on available props, accessories or costumes
2. Underpinning knowledge and attitude	<ul style="list-style-type: none"> • Safe work practices and first aid <ul style="list-style-type: none"> - Safe handling of props and accessories - Safety procedure for handling sharp objects and other hazard during construction • Specifications, uses and design of props and accessories • Use of pattern/design/guide to construct props and accessories • Specification for magician's costumes • Use of magician's and mail-order/online catalogs • Use of indigenous/local materials and motifs for magic acts • Techniques/Procedures in constructing/improvising props, accessories and costumes • Resourcefulness and innovativeness in construction and use of props, accessories and costumes • Economy and optimization of use of props, accessories and costumes
3. Underpinning skills	<ul style="list-style-type: none"> • Care in handling props and accessories • Appropriate use of tools for particular props and accessories to be constructed • Manual dexterity in construction, improvisation, improvement and handling of props, accessories and costumes
4. Resource implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> • Appropriate place for props, accessories and costumes for construction and improvisation • Skilled assessors • This includes real/simulated work area, material, equipment and information to the performance of the unit.
5. Method of assessment	<p>Competency should be assessed through:</p> <ul style="list-style-type: none"> • Direct observation of construction/improvement/improvisation of props, accessories and costumes • Oral/written questioning on construct, improvement, or improvisation of props, accessories and / or costumes • Presentation/Discussion of specific cases/samples of homemade/improvised/improvements of props, accessories and/or costumes
6. Context of assessment	<ul style="list-style-type: none"> • Assessment is to be conducted at the workplace or any similar/simulated environment
7. Concurrent assessment	<ul style="list-style-type: none"> • This unit may be assessed concurrently with any of the following units – <ul style="list-style-type: none"> - Acquire magician's props, accessories, costumes and livestock - Maintain magician's props, accessories, costumes and livestock - Continue professional development

**PERFORMING ARTS
(Magician)**

UNIT TITLE : Develop new magic routines/acts

UNIT DESCRIPTOR: This unit describes the knowledge and skills required to further develop new routines/acts for magic shows

ELEMENT	PERFORMANCE CRITERIA <i>(italicized terms are defined in the Range of Variables)</i>
1. Develop new magic routines/sequences/tricks	<ul style="list-style-type: none"> • Newly-developed magic props and accessories identified and incorporated in magic routines • <i>Development of new magic routines</i> implemented based on continuous monitoring of trends, developments and preferences in the practice of magic locally and internationally • Patter and punchlines revised/enhanced based on audience preferences • New music selected and incorporated in magic act based on requirements of magic show • New variations/modifications in existing routines/acts developed based on audiences preferences • New tricks for audience participation developed in accordance with current trends and audience preferences • New routines/acts fully rehearsed to meet <i>quality-performance requirements</i>
2. Develop skills in misdirection	<ul style="list-style-type: none"> • Old misdirection techniques modified and enhanced based on audience and client preferences • New misdirection techniques fully rehearsed to meet quality-performance requirements • <i>Rehearsal techniques</i> applied to ensure smooth execution of misdirection

RANGE OF VARIABLES

The Range of Variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

VARIABLE	SCOPE
1. General context	<ul style="list-style-type: none">• Work involves the continuous updating and development of skills and routines along magic• Discretion, initiative and innovativeness must be demonstrated individually• Work is assessed in accordance with the code of ethics for magicians and in consideration of recent trends and developments in magic
2. Development of new magic routines may include:	<ul style="list-style-type: none">• Searching for and acquiring newly developed/invented props, accessories and costume/motifs• Innovating on enhancing available/existing props, accessories and costumes• Developing new or special tricks for audience participation• Developing new or special tricks for audience participation• Enhancing existing magic acts/routines
3. Quality performance requirements may include:	<ul style="list-style-type: none">• Smooth/flawless execution of misdirection• Tricks not exposed• Audience impact and satisfaction• Stage presence and delivery
4. Rehearsal techniques may include:	<ul style="list-style-type: none">• Practicing misdirection in front of mirror• Taking video footage during misdirection practice• Practicing before audience or fellow magician's

EVIDENCE GUIDE

Each unit of competency has an Evidence Guide that relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

1. Critical aspects of evidence to be considered	<p>The following are critical to the judgement of competence in this unit –</p> <ul style="list-style-type: none">• Proficiency in achieving misdirection• Creativity, innovation and originality in one's own magic routines• Ability to develop and perform new magic acts to the required standard
2. Underpinning knowledge and attitude	<ul style="list-style-type: none">• Knowledge in acquiring/searching literature and videos related to magic• Knowledge in patter or music relevant for new routine• Knowledge of sources of new trends and development in magic• Applying and extending repertoire knowledge in selected area of magic
3. Underpinning skills	<ul style="list-style-type: none">• Applying new techniques in misdirection• Creativity, innovativeness and originality in one's own magic acts/routines• Planning practice and using feedback to continuously improve technique and technical facility• Using appropriate props and accessories effectively as required
4. Resource implications	<ul style="list-style-type: none">• Appropriate venue with adequate space where magic performance maybe assessed• Skilled assessors
5. Method of assessment	<ul style="list-style-type: none">• Oral questioning or interview• Portfolio and other documentation that demonstrate the competence• Observation of performance
6. Context of assessment	<ul style="list-style-type: none">• Assessment may occur off their job, on the job or in a combination of on and off the job• Competency in this unit may need to be assessed over a period of time, involving a combination of direct, indirect and supplementary forms of evidence
7. Concurrent assessment	<p>This unit has strong linkage to and may be assessed with, the following units</p> <ul style="list-style-type: none">• Perform magic acts• Perform magic shows• Continue professional development

ACKNOWLEDGMENTS

The Technical Education and Skills Development Authority (TESDA) wishes to extend thanks and appreciation to the industry experts, partners, TESDA Board Members and staff who donated their time and expertise to the development and validation of these Training Regulations.

- **THE TECHNICAL EXPERT PANEL (TEP)**

ROBIN Z. VILLARICA
President, ONAPP

DANILO L. LUCHAVEZ
Vice-President, ONAPP

AMOS B. GALVEZ
Board Chair, ONAPP

EDISON Y. CHUA
Member, ONAPP

JESUS P. POSADAS
Member, ONAPP

ROMARICO A. SANORJO
Member, ONAPP

- **The Participants in the Validation of these Training Regulations**
- **The Members of the TESDA Board**
- **The Management and Staff of the TESDA Secretariat**