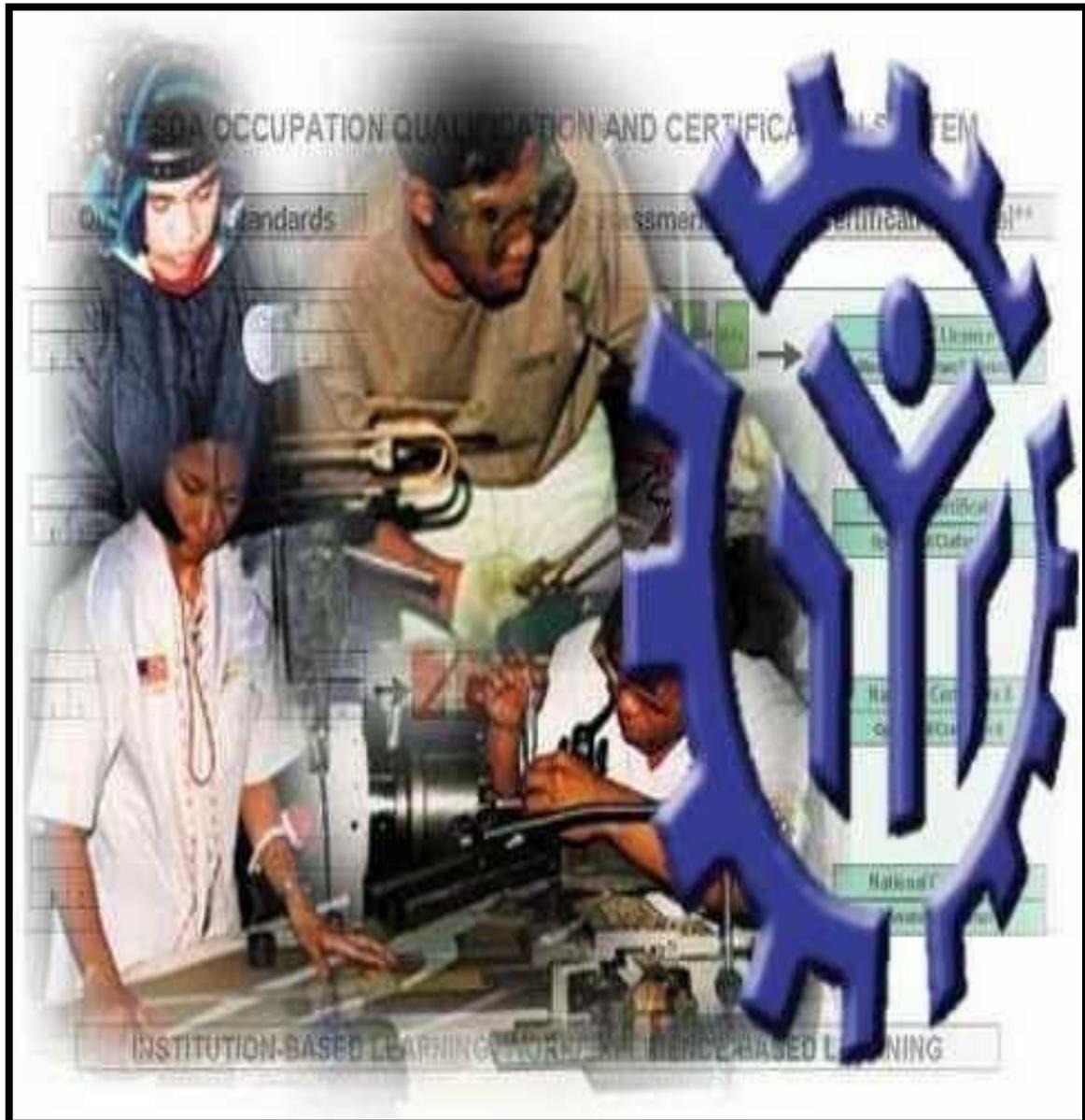# TRAINING REGULATIONS

PERFORMING ARTS (SONG) NC II

HEALTH, SOCIAL, AND OTHER COMMUNITY DEVELOPMENT SERVICES SECTOR

Technical Education and Skills Development Authority

East Service Road, South Superhighway, Taguig, Metro Manila

Technical Education and Skills Development Act of 1994
(Republic Act No. 7796)

Section 22, "Establishment and Administration of the National Trade Skills Standards" of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.

The Training Regulations (TR) serve as basis for the:

1. Competency assessment and certification;
2. Registration and delivery of training programs; and
3. Development of curriculum and assessment instruments.

Each TR has four sections:

Section 1   Definition of Qualification - refers to the group of competencies that describes the different functions of the qualification.

Section 2   Competency Standards - gives the specifications of competencies required for effective work performance.

Section 3   Training Standards - contains information and requirements in designing training program for certain Qualification. It includes curriculum design; training delivery; trainee entry requirements; tools, equipment and materials; training facilities; trainer's qualification; and institutional assessment.

Section 4   National Assessment and Certification Arrangement - describes the policies governing assessment and certification procedure.

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PERFORMING ARTS (SONG) NC II

SECTION 1 PERFORMING ARTS (SONG) NC II QUALIFICATION

The **PERFORMING ARTS (SONG) NC II** Qualification consists of competencies that a person must achieve to develop basic singing techniques, demonstrate/exhibit stage performance skills, perform solo number, and provide lead vocal for a group performance/band.

The Units of Competency comprising this Qualification include the following:

UNIT CODE	BASIC COMPETENCIES
500311105	Participate in workplace communication
500311106	Work in team environment
500311107	Practice career professionalism
500311108	Practice occupational health and safety procedures

UNIT CODE	COMMON COMPETENCIES
HCS245201	Maintain an effective relationship with clients/customers
HCS245202	Manage own performance

UNIT CODE	CORE COMPETENCIES
HCS245301	Develop basic singing techniques
HCS245302	Demonstrate/exhibit stage performance skills
HCS245303	Perform solo number
HCS245304	Provide lead vocal for a group performance/band

A person who has achieved this Qualification is competent to be:

❑ **Back-up Singer**

❑ **Solo Singer**

❑ **Band Vocalist/Lead Singer**

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in **PERFORMING ARTS (SONG) NC II.**

BASIC COMPETENCIES

UNIT OF COMPETENCY :   **PARTICIPATE IN WORKPLACE COMMUNICATION**

UNIT CODE   **:   500311105**

UNIT DESCRIPTOR   **:**   This unit covers the knowledge, skills and attitudes   required to gather, interpret and convey information in response to workplace requirements.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	
1. Obtain and convey workplace information	1.1	Specific and relevant information is accessed from ***appropriate sources.***
	1.2	Effective questioning , active listening and speaking skills are used to gather and convey information.
	1.3	Appropriate ***medium*** is used to transfer information and ideas.
	1.4	Appropriate non- verbal communication is used.
	1.5	Appropriate lines of communication with supervisors and colleagues are identified and followed.
	1.6	Defined workplace procedures for the location and ***storage*** of information are used.
	1.7	Personal interaction is carried out clearly and concisely.
2. Participate in workplace meetings and discussions	2.1	Team meetings are attended on time.
	2.2	Own opinions are clearly expressed and those of others are listened to without interruption.
	2.3	Meeting inputs are consistent with the meeting purpose and established ***protocols.***
	2.4	***Workplace interactions*** are conducted in a courteous manner.
	2.5	Questions about simple routine workplace procedures and maters concerning working conditions of employment are asked and responded to.
	2.6	Meetings outcomes are interpreted and implemented.
3. Complete relevant work related documents	3.1	Range of ***forms*** relating to conditions of employment are completed accurately and legibly.
	3.2	Workplace data is recorded on standard workplace forms and documents.
	3.3	Basic mathematical processes are used for routine calculations.
	3.4	Errors in recording information on forms/ documents are identified and properly acted upon.
	3.5	Reporting requirements to supervisor are completed according to organizational guidelines.

RANGE OF VARIABLES

VARIABLE	RANGE	
1. Appropriate sources	1.1	Team members
	1.2	Suppliers
	1.3	Trade personnel
	1.4	Local government
	1.5	Industry bodies
2. Medium	2.1	Memorandum
	2.2	Circular
	2.3	Notice
	2.4	Information discussion
	2.5	Follow-up or verbal instructions
	2.6	Face to face communication
3. Storage	3.1	Manual filing system
	3.2	Computer-based filing system
4. Forms	4.1	Personnel forms, telephone message forms, safety reports
5. Workplace interactions	5.1	Face to face
	5.2	Telephone
	5.3	Electronic and two way radio
	5.4	Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
6. Protocols	6.1	Observing meeting
	6.2	Compliance with meeting decisions
	6.3	Obeying meeting instructions

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Prepared written communication following standard format of the organization.
	1.2 Accessed information using communication equipment.
	1.3 Made use of relevant terms as an aid to transfer information effectively.
	1.4 Conveyed information effectively adopting the formal or informal communication.
2. Underpinning knowledge and attitudes	2.1 Effective communication
	2.2 Different modes of communication
	2.3 Written communication
	2.4 Organizational policies
	2.5 Communication procedures and systems
	2.6 Technology relevant to the enterprise and the individual's work responsibilities
3. Underpinning skills	3.1 Follow simple spoken language
	3.2 Perform routine workplace duties following simple written notices
	3.3 Participate in workplace meetings and discussions
	3.4 Complete work related documents
	3.5 Estimate, calculate and record routine workplace measures
	3.6 Basic mathematical processes of addition, subtraction, division and multiplication
	3.7 Ability to relate to people of social range in the workplace
	3.8 Gather and provide information in response to workplace Requirements
4. Resource implications	The following resources **MUST** be provided:
	4.1 Fax machine
	4.2 Telephone
	4.3 Writing materials
	4.4 Internet
5. Method of assessment	Competency **MUST** be assessed through:
	5.1 Direct Observation with questioning
	5.2 Oral interview and written test
6. Context of assessment	6.1 Competency may be assessed individually in the actual workplace or through accredited institution.

UNIT OF COMPETENCY : **WORK IN TEAM ENVIRONMENT**

UNIT CODE : **500311106**

UNIT DESCRIPTOR : This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	
1. Describe team role and scope	1.1	The *role and objective of the team* is identified from available *sources of information.*
	1.2	Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources.
2. Identify own role and responsibility within team	2.1	Individual role and responsibilities within the team environment are identified.
	2.2	Roles and responsibility of other team members are identified and recognized.
	2.3	Reporting relationships within team and external to team are identified.
3. Work as a team member	3.1	Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives.
	3.2	Effective and appropriate contributions made to complement team activities and objectives, based on individual skills and competencies and *workplace context.*
	3.3	Observed protocols in reporting using standard operating procedures.
	3.4	Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.

RANGE OF VARIABLES

VARIABLE	RANGE	
1. Role and objective of team	1.1	Work activities in a team environment with enterprise or specific sector
	1.2	Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment
2. Sources of information	2.1	Standard operating and/or other workplace procedures
	2.2	Job procedures
	2.3	Machine/equipment manufacturer's specifications and instructions
	2.4	Organizational or external personnel
	2.5	Client/supplier instructions
	2.6	Quality standards
	2.7	OHS and environmental standards
3. Workplace context	3.1	Work procedures and practices
	3.2	Conditions of work environments
	3.3	Legislation and industrial agreements
	3.4	Standard work practice including the storage, safe handling and disposal of chemicals
	3.5	Safety, environmental, housekeeping and quality guidelines

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Operated in a team to complete workplace activity.
	1.2 Worked effectively with others.
	1.3 Conveyed information in written or oral form.
	1.4 Selected and used appropriate workplace language.
	1.5 Followed designated work plan for the job.
	1.6 Reported outcomes.
2. Underpinning knowledge and attitudes	2.1 Communication process
	2.2 Team structure
	2.3 Team roles
	2.4 Group planning and decision making
3. Underpinning skills	3.1 Communicate appropriately, consistent with the culture of the workplace
4. Resource implications	The following resources **MUST** be provided:
	4.1 Access to relevant workplace or appropriately simulated environment where assessment can take place
	4.2 Materials relevant to the proposed activity or tasks
5. Method of assessment	Competency may be assessed through:
	5.1 Observation of the individual member in relation to the work activities of the group
	5.2 Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal
	5.3 Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
6. Context of assessment	6.1 Competency may be assessed in workplace or in a simulated workplace setting.
	6.2 Assessment shall be observed while task are being undertaken whether individually or in group.

UNIT OF COMPETENCY : PRACTICE CAREER PROFESSIONALISM

UNIT CODE   : 500311107

UNIT DESCRIPTOR   : This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Integrate personal objectives with organizational goals	1.1 Personal growth and work plans are pursued towards improving the qualifications set for the profession. 1.2 Intra and interpersonal relationships are maintained in the course of managing oneself based on performance *evaluation.* 1.3 Commitment to the organization and its goal is demonstrated in the performance of duties.
2. Set and meet work priorities	2.1 Competing demands are prioritized to achieve personal, team and organizational goals and objectives. 2.2 *Resources* are utilized efficiently and effectively to manage work priorities and commitments. 2.3 Practices along economic use and maintenance of equipment and facilities are followed as per established procedures.
3. Maintain professional growth and development	3.1 *Trainings and career opportunities* are identified and availed of based on job requirements. 3.2 *Recognitions* are sought/received and demonstrated as proof of career advancement. 3.3 *Licenses and/or certifications* relevant to job and career are obtained and renewed.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Evaluation	1.1 Performance Appraisal 1.2 Psychological Profile 1.3 Aptitude Tests

2. Resources	2.1 Human
	2.2 Financial
	2.3 Technology
	  2.3.1 Hardware
	  2.3.2 Software

3. Trainings and career opportunities	3.1 Participation in training programs
	  3.1.1 Technical
	  3.1.2 Supervisory
	  3.1.3 Managerial
	  3.1.4 Continuing Education
	3.2 Serving as Resource Persons in conferences and workshops

4. Recognitions	4.1 Recommendations 4.2 Citations 4.3 Certificate of Appreciations 4.4 Commendations 4.5 Awards 4.6 Tangible and Intangible Rewards
5. Licenses and/or certifications	5.1 National Certificates 5.2 Certificate of Competency 5.3 Support Level Licenses 5.4 Professional Licenses

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Attained job targets within key result areas (KRAs).
	1.2 Maintained intra - and interpersonal relationship in the course of managing oneself based on performance evaluation.
	1.3 Completed trainings and career opportunities which are based on the requirements of the industries.
	1.4 Acquired and maintained licenses and/or certifications according to the requirement of the qualification.
2. Underpinning knowledge and attitudes	2.1 Work values and ethics (Code of Conduct, Code of Ethics, etc.)
	2.2 Company policies
	2.3 Company operations, procedures and standards
	2.4 Fundamental rights at work including gender sensitivity
	2.5 Personal hygiene practices
3. Underpinning skills	3.1 Appropriate practice of personal hygiene
	3.2 Intra and Interpersonal skills
	3.3 Communication skills
4. Resource implications	The following resources **MUST** be provided:
	4.1 Workplace or assessment location
	4.2 Case studies/scenarios
5. Method of assessment	Competency may be assessed through:
	5.1 Portfolio Assessment
	5.2 Interview
	5.3 Simulation/Role-plays
	5.4 Observation
	5.5 Third Party Reports
	5.6 Exams and Tests
6. Context of assessment	6.1 Competency may be assessed in the work place or in a simulated work place setting.

UNIT OF COMPETENCY **:** **PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURES**

UNIT CODE **:** **500311108**

UNIT DESCRIPTOR **:** This unit covers the outcomes required to comply with regulatory and organizational requirements for occupational health and safety.

ELEMENT		PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Identify hazards and risks	1.1	***Safety regulations*** and workplace safety and hazard control practices and procedures are clarified and explained based on organization procedures.
	1.2	***Hazards/risks*** in the workplace and their corresponding indicators are identified to minimize or eliminate risk to co-workers, workplace and environment in accordance with organization procedures.
	1.3	***Contingency measures*** during workplace accidents, fire and other emergencies are recognized and established in accordance with organization procedures.
2. Evaluate hazards and risks	2.1	Terms of maximum tolerable limits which when exceeded will result in harm or damage is identified based on threshold limit values (TLV).
	2.2	Effects of the hazards are determined.
	2.3	OHS issues and/or concerns and identified safety hazards are reported to designated personnel in accordance with workplace requirements and relevant workplace OHS legislation.
3. Control hazards and risks	3.1	Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace are consistently followed.
	3.2	Procedures for dealing with workplace accidents, fire and emergencies are followed in accordance with organization OHS policies.
	3.3	***Personal protective equipment (PPE)*** is correctly used in accordance with organization OHS procedures and practices.
	3.4	Appropriate assistance is provided in the event of a workplace emergency in accordance with established organization protocol.
4. Maintain OHS awareness	4.1	***Emergency-related drills and trainings*** are participated in as per established organization guidelines and procedures.
	4.2	***OHS personal records*** are completed and updated in accordance with workplace requirements.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Safety regulations	May include but are not limited to: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Philippine Occupational Safety and Health Standards 1.6 DOLE regulations on safety legal requirements 1.7 ECC regulations
2. Hazards/Risks	May include but are not limited to: 2.1 Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation 2.2 Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects 2.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors 2.4 Ergonomics • Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles • Physiological factors – monotony, personal relationship, work out cycle
3. Contingency measures	May include but are not limited to: 3.1 Evacuation 3.2 Isolation 3.3 Decontamination 3.4 Calling designated emergency personnel
4. Personal Protective Equipment	May include but are not limited to: 4.1 Mask 4.2 Gloves 4.3 Goggles 4.4 Hair Net/cap/bonnet 4.5 Face mask/shield 4.6 Ear muffs 4.7 Apron/Gown/coverall/jump suit 4.8 Anti-static suits
5. Emergency-related drills and training	5.1 Fire drill 5.2 Earthquake drill 5.3 Basic life support/CPR 5.4 First aid 5.5 Spillage control 5.6 Decontamination of chemical and toxic 5.7 Disaster preparedness/management
6. OHS personal records	6.1 Medical/Health records 6.2 Incident reports 6.3 Accident reports 6.4 OHS-related training completed

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Explained clearly established workplace safety and hazard control practices and procedures. 1.2 Identified hazards/risks in the workplace and its corresponding indicators in accordance with company procedures. 1.3 Recognized contingency measures during workplace accidents, fire and other emergencies. 1.4 Identified terms of maximum tolerable limits based on threshold limit value- TLV. 1.5 Followed Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace. 1.6 Used Personal Protective Equipment (PPE) in accordance with company OHS procedures and practices. 1.7 Completed and updated OHS personal records in accordance with workplace requirements.
2. Underpinning knowledge and attitudes	2.1 OHS procedures and practices and regulations 2.2 PPE types and uses 2.3 Personal hygiene practices 2.4 Hazards/risks identification and control 2.5 Threshold Limit Value -TLV 2.6 OHS indicators 2.7 Organization safety and health protocol 2.8 Safety consciousness 2.9 Health consciousness
3. Underpinning skills	3.1 Practice of personal hygiene 3.2 Hazards/risks identification and control skills 3.3 Interpersonal skills 3.4 Communication skills
4. Resource implications	The following resources **MUST** be provided: 4.1 Workplace or assessment location 4.2 OHS personal records 4.3 PPE 4.4 Health records
5. Method of assessment	Competency may be assessed through: 5.1 Portfolio Assessment 5.2 Interview 5.3 Case Study/Situation
6. Context of assessment	6.1 Competency may be assessed in the work place or in a simulated work place setting.

COMMON COMPETENCIES

UNIT OF COMPETENCY : **MAINTAIN EFFECTIVE RELATIONSHIP WITH CLIENTS/CUSTOMERS**

UNIT CODE **:** **HCS245201**

UNIT DESCRIPTOR **:** This unit covers the knowledge, skills and attitudes required in building and maintaining effective relationship with clients, customers and the public.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	
1. Maintain a professional image	1.1	Uniform and personal grooming maintained to assignment requirements.
	1.2	*Personal presence* maintained according to *employer standards*.
	1.3	Visible work area kept tidy and uncluttered.
	1.4	Equipment stored according to assignment requirements.
2. Meet client/customer requirements	2.1	*Client requirements* identified and understood by referral to the *assignment instructions*.
	2.2	Client requirements met according to the assignment instructions.
	2.3	Changes to *client's needs and requirements* monitored and *appropriate action taken*.
	2.4	All communication with the client or *customer* is clear and complies with assignment requirements.
3. Build credibility with customers/clients	3.1	Client expectations for reliability, punctuality and appearance adhered to.
	3.2	Possible causes of client/customer dissatisfaction identified, dealt with and recorded according to employer policy.
	3.3	Client fully informed of all relevant security matters in a timely manner and according to agreed reporting procedures.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal Presence	May include: 1.1 Stance 1.2 Posture 1.3 Body Language 1.4 Demeanour 1.5 Grooming
2. Employer Standards	May include: 2.1 Standing Orders
3. Client Requirements	May include: 3.1 Assignment Instructions 3.2 Post Orders 3.3 Scope to modify instructions/orders in light of changed situations
4. Assignment Instructions	May be conveyed in: 4.1 Writing 4.2 Verbally 4.3 Electronically
5. Client's Needs and Requirements	May be detected by: 5.1 Review of the client brief and/or assignment instructions 5.2 Discussion with the client/customer
6. Appropriate Action	May include: 6.1 Implementing required changes 6.2 Referral to appropriate employer personnel 6.3 Clarification of client needs and instructions
7. Customers	May include: 7.1 All members of the public

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Maintained a professional image.
	1.2 Interpreted client/customer requirements from information contained in the client brief and/or assignment instructions.
	1.3 Dealt successfully with a variety of client/customer interactions.
	1.4 Monitored and acted on changing client or customer needs.
	1.5 Met client/customer requirements.
	1.6 Built credibility with customers/clients.
2. Underpinning knowledge and attitudes	2.1 Uniform and personal grooming requirements of the employer and the client
	2.2 Occupational health and safety requirement for the assignment
	2.3 Assignment instructions
3. Underpinning skills	3.1 Attention to detail when completing client/employer documentation
	3.2 Interpersonal and communication skills required in client contact assignments
	3.3 Customer service skills required to meet client/customer needs
	3.4 Punctuality
	3.5 Customer service
	3.6 Telephone technique
	3.7 Problem solving and negotiation
	3.8 Maintaining records
4. Resource implications	The following resources **MUST** be provided:
	4.1 Assessment centers/venues
	4.2 Accredited assessors
	4.3 Modes of assessment
	4.4 Evaluation reports
	4.5 Access to a relevant venue, equipment and materials
	4.6 Assignment instructions
	4.7 Logbooks
	4.8 Operational manuals and makers'/customers' instructions (if relevant)
	4.9 Assessment instruments, including personal planner and assessment record book
5. Method of assessment	Competency may be assessed through:
	5.1 Written Test/Examination
	5.2 Demonstration with questioning
	5.3 Observation with questioning

6. Context of assessment	6.1	Company
	6.2	On-Site
	6.3	Assessment activities are carried out through TESDA accredited assessment centers/venues by using closely simulated workplace environment
	6.4	Continuous assessment in an institutional setting that stimulates the conditions of performance describe in the elements, performance criteria and range of variables statement that make up this unit
	6.5	Continuous assessment in the workplace, taking into account the range of variables affecting performance
	6.6	Self-assessment on the same terms as those described above
	6.7	Simulated assessment or critical-incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance criteria

UNIT OF COMPETENCY : MANAGE OWN PERFORMANCE

UNIT CODE : HCS245202

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in effectively managing one's workload and quality of work.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	
1. Plan for completion of own workload	1.1	***Tasks*** accurately identified.
	1.2	Priority allocated to each task.
	1.3	Time lines allocated to each task or series of tasks.
	1.4	Tasks deadlines known and complied with whenever possible.
	1.5	Work schedules are known and completed within agreed time frames.
	1.6	Work plans developed according to assignment requirements and employer policy.
	1.7	Uncompleted work or tasks detailed and responsibility for completion passed to incoming shift or other appropriate persons.
2. Maintain quality of own performance	2.1	Personal performance continually monitored against agreed ***performance standards***.
	2.2	Advice and guidance sought when necessary to achieve or maintain agreed standards.
	2.3	Guidance from management applied to achieve or maintain agreed standards.
	2.4	Standard of work clarified and agreed according to employer policy and procedures.
3. Build credibility with customers/clients	3.4	Client expectations for reliability, punctuality and appearance adhered to.
	3.5	Possible causes of client/customer dissatisfaction identified, dealt with and recorded according to employer policy.
	3.6	Client fully informed of all relevant security matters in a timely manner and according to agreed reporting procedures.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tasks	1.1 May be identified through: 1.1.1 Assignment instructions 1.1.2 Verbal instructions by senior officer 1.1.3 Policy documents 1.1.4 Duty statements 1.1.5 Self assessment 1.2 May be: 1.2.1 Daily tasks 1.2.2 Weekly tasks 1.2.3 Regularly or irregularly occurring tasks
2. Performance Standards	May include: 2.1 Assignment instructions 2.2 Procedures established in policy documents

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Planned for completion of own workload. 1.2 Assessed verbal or written work plan through observation and discussion of site and employer requirements. 1.3 Demonstrated capacity to complete task within specified time frame. 1.4 Maintained quality of own performance.
2. Underpinning knowledge and attitudes	2.1 Site and assignment requirements 2.2 Employer policy on performance management 2.3 Indicators of appropriate performance for each area of responsibility 2.4 Steps for improving or maintaining performance
3. Underpinning skills	3.1 Capacity to plan and prioritize security work loads and requirements 3.2 Time and task management
4. Resource implications	The following resources **MUST** be provided: 4.1 Assessment Centers/Venues 4.2 Accredited Assessors 4.3 Modes of Assessment 4.4 Evaluation Reports 4.5 Access to a relevant venue, equipment and materials 4.6 Assignment Instructions 4.7 Logbooks 4.8 Operational manuals and makers'/customers' instructions (if relevant) 4.9 Assessment Instruments, including personal planner and assessment record book
5. Method of assessment	Competency may be assessed through: 5.1 Written Test/Examination 5.2 Demonstration with questioning 5.3 Observation with questioning
6. Context of assessment	6.1 Company 6.2 On-Site 6.3 Assessment activities are carried out through TESDA accredited assessment centers/venues by using closely simulated workplace environment 6.4 Continuous assessment in an institutional setting that stimulates the conditions of performance describe in the elements, performance criteria and range of variables statement that make up this unit 6.5 Continuous assessment in the workplace, taking into account the range of variables affecting performance 6.6 Self-assessment on the same terms as those described above 6.7 Simulated assessment or critical-incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance criteria

CORE COMPETENCIES

UNIT OF COMPETENCY : **DEVELOP BASIC SINGING TECHNIQUES**

UNIT CODE : **HCS245301**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in developing basic singing techniques, particularly voice quality, diction/chords, rhythm/tempo, expression and showmanship.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	
1. Render voice quality	1.1	Song rendered must be in tune and within singer's comfortable voice range.
	1.2	*Voice/tone* should be appropriate with selected *repertoire*.
	1.3	Repertoire selected must be in appropriate *style*.
2. Deliver right diction/enunciation ("jicussion")	2.1	Song is rendered with the right *phrasing*.
	2.2	Song is rendered with the right *musical diction*.
3. Deliver right rhythm/tempo	3.1	Song is rendered in accordance with the proper timing.
	3.2	Song is rendered in accordance with the proper rhythm.
4. Project right emotion/ expression	4.1	Song is rendered with the proper emotion and expression.
	4.2	Gestures should complement displayed *emotion*.
5. Perform with showmanship	5.1	Performance must be rendered in accordance with the chosen musical piece/arrangement genre.
	5.2	Performance elicited audience attention.
	5.3	Appropriate attire worn in accordance with the motif of the musical performance.
	5.4	*Stage presence* projected as per stage movements and in accordance with the musical piece.

RANGE OF VARIABLES

VARIABLE	RANGE	
1. Voice/tone Quality	1.1	Tune
	1.2	Pitch
	1.3	Tone
	1.4	Resonance
2. Repertoire	May include but not limited to:	
	2.1	Rock
	2.2	Blues
	2.3	Broadway
	2.4	Rhythm & Blues (R & B)
	2.5	Pop
3. Style	3.1	Originality
	3.2	Innovative approaches to performance
	3.2	Musical Nuances
4. Musical Diction	4.1	Word-Phrase Delivery
	4.2	Word Enunciation
	4.3	Emotional Color
	4.4	Nuances
	4.5	Dynamics
5. Emotion	5.1	Love-Longing
	5.2	Joy-Happiness
	5.3	Grief-Sadness
	5.4	Protest-Rage
	5.5	Wishfullness
6. Stage Presence	6.1	Projection
	6.2	Body Movements
	6.3	Attire
	6.4	Stage deportment appropriate to genre, styles and context of performance
	6.5	Stage Presentation

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Rendered voice quality. 1.2 Delivered right diction ("jicussion"). 1.3 Delivered right rhythm. 1.4 Projected right expression/emotion. 1.5 Performed with showmanship. 1.6 Listened effectively for intonation and nuance in performance. 1.7 Performed with proper or innovative integration and expression.

2. Underpinning knowledge and attitudes	2.1 Music Craft
	    2.1.1 Repertoire
	    2.1.2 Musical Terminology
	2.2 Planning and Organization
	    2.2.1 Time Frames
	    2.2.2 Work Commitments
	2.3 Presentation and Communication
	    2.3.1 Body movement and breathing
	    2.3.2 Stage attire or costume
	    2.3.3 Stage deportment appropriate to genre, styles and context of performance
	    2.3.4 Stage performance
	    2.3.5 Set of choreographed steps and movements
	    2.3.6 Basic Spiels
	2.4 Technology
	    2.4.1 Use and maintenance of equipment
	    2.4.2 Use of electronic hardware and software
	    2.4.3 Music recording
	    2.4.4 Special effects
	    2.4.5 Basic sound system

3. Underpinning skills	3.1 Following various range of techniques to achieve voice and stage performance. 3.2 Displaying emotion, expression and gestures.
4. Resource implications	The following resources **MUST** be provided: 4.1 Relevant instruments and/or equipment 4.2 Other singers/participants where practical ensemble work is being assessed 4.3 Appropriate venue with adequate space and acoustic qualities
5. Method of assessment	Competency **MUST** be assessed through: 5.1 Observance of solo performance or performance in a group. 5.2 Oral questioning on performance strategies
6. Context of assessment	6.1 Competency may be assessed in the workplace or in a simulated solo performance setting. 6.2 Competency may be assessed in an institutions/assessment centers accredited by TESDA.

UNIT OF COMPETENCY : **DEMONSTRATE/EXHIBIT STAGE PERFORMANCE   SKILLS**

UNIT CODE : **HCS245302**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in demonstrating/exhibiting stage performance skills. It includes understanding and application of presentation and stage communication to maximize audience reception of the creative work.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	
1. Develop stage performance skills	1.1	Appropriate **learning and stage experience** identified as per stage performance requirements.
	1.2	Strengths and weaknesses identified as per development goals against planned outcomes.
	1.3	**Stage image**, including posture, attire/costume and make-up planned in accordance with presentation requirements.
	1.4	Rehearsal, stage opportunities and private practice used as per planned development strategies.
	1.5	Stage discipline is maintained during performance.
2. Apply stage performance skills	2.1	Perform with confidence and with stage discipline avoiding unnecessary **mannerisms**, movements and reaction.
	2.2	Appropriate eye contact established with audience.
	2.3	Appropriate gestures applied during performance.
	2.4	Performance energy and flexibility maintained based on appropriate spontaneous or rehearsed stage movements.
	2.5	Distractions occurring on stage responded with flexibility as per its occurrence.
	2.6	Performance harmonized in accordance with co-performers and musicians.
3. Maintain stage performance skills	3.1	Own **stage performance** evaluated based on musical piece.
	3.2	Stage performance skill refined as per feedback from peers, leaders and relevant publications.
	3.3	Perceived problems rectified by coach, trainer and stage directors.

RANGE OF VARIABLES

VARIABLE	RANGE	
1. Learning and Stage Experience	1.1	Strengths
	1.2	Weaknesses
2. Stage Image	2.1	Attire
	2.2	Make-up
	2.3	Posture
	2.4	Repertoire
3. Mannerisms	3.1	Fidgeting
	3.2	Facial Expressions
	3.3	Body Movements
4. Distractions	4.1	Noise
	4.2	Equipment
	4.3	Audience
5. Stage Performance Skills	5.1	Audience Interest
	5.2	Eye Contact
	5.3	Gestures
	5.4	Body Movements/Choreography
	5.5	Emotions
	5.6	Facial Expression

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Developed stage performance skills. 1.2 Applied stage performance skills. 1.3 Maintained stage performance skills.

2. Underpinning knowledge and attitudes	2.1 Music Craft
	    2.1.1 Repertoire
	    2.1.2 Musical Terminology
	2.2 Planning and Organization
	    2.2.1 Time Frames
	    2.2.2 Work Commitment
	2.3 Presentation and Communication
	    2.3.1 Body movement
	    2.3.2 Stage attire and costume
	    2.3.3 Stage deportment appropriate to genre, styles and context of performance
	    2.3.4 Stage performance
	    2.3.5 Set of choreographed steps and movement
	    2.3.6 Basic Spiels
	2.4 Expression
	    2.4.1 Innovative approaches in stage performance
	    2.4.2 Musical nuance
	2.5 Technology
	    2.5.1 Use and maintenance of equipment
	    2.5.2 Use of electronic hardware and software
	    2.5.3 Music recording
	    2.5.4 Special effects

3. Underpinning skills	3.1 Using body appropriately in movement 3.2 Working effectively with stage equipment 3.3 Following stage deportment appropriate to the genre, style and context of performance 3.4 Demonstrating stage presence and projection 3.5 Establishing rapport 3.6 Exhibiting sensitivity to sounds and images
4. Resource implications	The following resources **MUST** be provided: 4.1 Relevant instruments and/or equipment 4.2 Other relevant participants where practical ensemble work is being assessed 4.3 Appropriate venue with adequate space and acoustic qualities
5. Method of assessment	Competency **MUST** be assessed through: 5.1 Observance of solo performance 5.2 Oral questioning on performance strategies
6. Context of assessment	6.1 Competency may be assessed in the workplace or in a simulated solo performance setting. 6.2 Competency may be assessed in institutions/assessment centers accredited by TESDA.

UNIT OF COMPETENCY : **PERFORM SOLO NUMBER**

UNIT CODE : **HCS245303**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes of technical, expressive communication and stage skills required to perform for an audience as a soloist.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	
1. Prepare for rehearsal	1.1	Recorded/live accompaniments checked as per standard operating procedures.
	1.2	Completeness of *songbook* checked as per songbook pagination.
	1.3	*Physical preparations* prior to singing undertaken in accordance with *repertoire*.
	1.4	Recorded practices reviewed as per SOPs .
2. Perform warm-up routine	2.1	Vocal exercises performed in accordance with genre of the song.
	2.2	Music fully rehearsed in accordance with required performance standard.
	2.3	Performance rendered with confidence and in accordance with *techniques for overcoming performance anxieties*.
3. Interpret songs	3.1	Different *types of music* interpreted in accordance with presentation requirements.
	3.2	Voice/tone harmonized with the selected repertoire.
	3.3	Song rendered must be in accordance with the require *voice/tonal quality* and stage performance.
	3.4	*Audience appreciation* is maintained in accordance with presentation requirements.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Songbook	May include but not limited to: 1.1 Rock 1.2 Blues 1.3 Broadway 1.4 R & B 1.5 Pop 1.6 Standard
2. Physical Preparations	2.1 Recorded or Live Accompaniments 2.2 Songbook 2.4 Attire/Costumes 2.5 Equipment 2.6 Repertoire
3. Repertoire	May include but not limited to: 3.1 Slow 3.2 Upbeat 3.3 Fast
4. Techniques for Overcoming Performance Anxiety	4.1 Breathing 4.2 Relaxation 4.3 Warm-up Exercise
5. Types of Music	May include but not limited to: 5.1 Rock 5.2 Blues 5.3 Broadway 5.4 R & B 5.5 Pop 5.6 Standard
6. Voice/Tonal Quality	6.1 Voice Quality 6.2 Diction/Chords Harmony 6.3 Rhythm/Tempo 6.4 Expression
7. Audience Appreciation	7.1 Stage Performance Skills 7.2 Spiels 7.3 Gimmicks and Antics

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Prepared for performance.
	1.2 Performed warm-up routine.
	1.3 Interpreted songs.
	1.4 Used relevant musical accompaniment in performance.
	1.5 Listened to information and feedback and adjusted nuance in performance.
	1.6 Innovated interpretation and expression.
2. Underpinning knowledge and attitudes	2.1 Music Knowledge
	2.1.1 Different types of music
	2.1.2 Information and resources to performance development
	2.1.3 Repertoire in selected area of specialization
	2.1.4 Musical terminology, systems, forms, practices, customs and musical elements
	2.1.5 Range of styles in selected area of specialization
	2.1.6 Understanding musical instrument
	2.1.7 Written music, sheet music and chord charts
	2.2 Expression
	2.2.1 Facial Expression
	2.2.2 Vocal Expression
	2.2.3 Body Expression
	2.4 Technology
	2.4.1 Use and maintenance of equipment
	2.4.2 Use of electronic hardware and software
	2.4.3 Music recording
	2.4.4 Special effects
3. Underpinning skills	3.1 Pitch finding ability
	3.2 Using appropriate rhythms, time signatures, beat patterns and rhythmic styles
	3.3 Interpreting songs
	3.4 Maintaining stage presence and rapport with audience
4. Resource implications	The following resources **MUST** be provided:
	4.1 Relevant instruments and/or equipment
	4.2 Appropriate venue with adequate space and acoustic qualities
5. Method of assessment	Competency **MUST** be assessed through:
	5.1 Observance of solo performance
	5.2 Oral questioning on performance strategies
6. Context of assessment	6.1 Competency may be assessed in the workplace or in a simulated solo performance setting.
	6.2 Competency may be assessed in institutions/assessment centers accredited by TESDA.

UNIT OF COMPETENCY : **PROVIDE LEAD VOCAL FOR A GROUP PERFORMANCE/BAND**

UNIT CODE : **HCS245304**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes of technical, expressive communication and stage skills required to perform for an audience as lead vocals for a group performance.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Prepare for performance	1.1 *Repertoire* and *songbook* checked as per *physical preparations*. 1.2 Performance rendered with confidence and in accordance with *techniques for overcoming performance anxieties*.
2. Perform warm-up routine	2.1 *Vocal exercise* undertaken in accordance with genre of the song. 2.2 *Music* fully rehearsed in accordance with required performance standard. 2.3 Performance rendered with confidence and in accordance with techniques for overcoming performance anxieties.
3. Perform vocals	3.1 Music interpreted and projected in accordance with genre. 3.2 *Audience appreciation* maintained in accordance with required performance standard. 3.3 Appropriate techniques used effectively and in accordance with required performance standard. 3.4 Voice/tone harmonized as per selected repertoire. 3.5 Song delivered in accordance with performance standards with other members. 3.6 Performance must be in accordance with the arranged piece with proper timing and *song delivery*. 3.7 Appropriate attire worn in accordance with motif of the musical piece.
4. Interact with performers in the group	4.1 Rendered performance in accordance with performance requirements. 4.2 Effectively collaborated with other performers and adapted own part to particular methods and style as per musical piece. 4.3 Conduct, appearance and cues are taken in accordance with musical piece.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Repertoire	1.1 Slow 1.2 Upbeat 1.3 Fast
2. Physical Preparations	May include but not limited to: 2.1 Live or recorded musical accompaniments 2.2 Attire/Costume 2.4 Equipment 2.5 Repertoire 2.6 Song Book
3. Techniques for Overcoming Performance Anxiety	3.1 Breathing 3.2 Relaxation 3.3 Warm-up Exercise
4. Vocal Exercise	4.1 Progression 4.2 Pitch
5. Types of Music	May include but not limited to: 5.1 Rock 5.2 Blues 5.3 Broadway 5.4 R & B 5.5 Pop 5.6 Standard
6. Audience Appreciation	6.1 Stage Performance Skills 6.2 Rapport with audience
7. Song Delivery	7.1 Voice/Tone Quality 7.2 Diction/Enunciation 7.3 Rhythm/Tempo 7.4 Expression 7.5 Chords/Vocal Harmony

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Prepared for performance.
	1.2 Performed warm-up routine.
	1.3 Performed vocals.
	1.4 Interacted with performers in the group.
2. Underpinning knowledge and attitudes	2.1 Music Knowledge
	2.1.1 Different types of music
	2.1.2 Information and resources to performance development
	2.1.3 Repertoire in selected area of specialization
	2.1.4 Musical terminology, genre, practices, customs and musical elements
	2.1.5 Range of styles in selected area of specialization
	2.1.6 Understanding Musical Instrument Used
	2.2 Expression
	2.2.1 Facial
	2.2.2 Vocal
	2.2.3 Body
	2.4 Technology
	2.4.1 Use and maintenance of equipment
	2.4.2 Use of electronic hardware and software
	2.4.3 Music recording
	2.4.4 Special effects
3. Underpinning skills	3.1 Pitch finding ability
	3.2 Using appropriate rhythms, time signatures, beat patterns and rhythmic styles
4. Resource implications	The following resources **MUST** be provided:
	4.1 Relevant instruments and/or equipment
	4.2 Appropriate venue with adequate space and acoustic qualities
5. Method of assessment	Competency **MUST** be assessed through:
	5.1 Observance of solo performance
	5.2 Oral questioning on performance strategies
6. Context of assessment	6.1 Competency may be assessed in the workplace or in a simulated solo performance setting.
	6.2 Competency may be assessed in institutions/assessment centers accredited by TESDA.

SECTION 3   TRAINING STANDARDS

This set of standards provides Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **PERFORMING ARTS (SONG) NC II** qualifications.

This includes information on curriculum design, training delivery, trainee entry requirements, tools and equipment, training facilities and trainer's qualification and institutional assessment.

3.1 CURRICULUM DESIGN

Course Title: **PERFORMING ARTS (SONG)**   NC Level: **NC II**

Nominal Training Duration: **271 Hours**

Course Description:

This course is designed to enhance the knowledge, skills and attitude of singers in singing in accordance with industry standards. It covers the basic, common and core competencies in develop basic singing techniques, demonstrate/exhibit stagecraft skills, perform solo number, provide lead vocal for a group performance/band, perform back-up vocal for a group performance/band and perform musical number as a soloist.

BASIC COMPETENCIES
(18 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Participate in workplace communication	1.1 Obtain and convey workplace information. 1.2 Complete relevant work related documents. 1.3 Participate in workplace meeting and discussion.	• Group discussion • Interaction	• Demonstration • Observation • Interviews/ questioning
2. Work in a team environment	2.1 Describe and identify team role and responsibility in a team. 2.2 Describe work as a team member.	• Discussion • Interaction	• Demonstration • Observation • Interviews/ questioning
3. Practice career professionalism	3.1 Integrate personal objectives with organizational goals. 3.2 Set and meet work priorities. 3.3 Maintain professional growth and development.	• Discussion • Interaction	• Demonstration • Observation • Interviews/ questioning
4. Practice occupational health and safety	4.1 Evaluate hazard and risks 4.2 Control hazards and risks 4.3 Maintain occupational health and safety awareness	• Discussion • Plant tour • Symposium	• Observation • Interview

COMMON COMPETENCIES
(18 Hours)

Unit of Competency	Learning Outcomes		Methodology	Assessment Approach
1. Maintain an effective relationship with clients/customers	3.1	Maintain a professional image	• Group Discussion • Interaction	• Written Test • Practical/ Performance Test • Interview
	3.2	Meet client/customer requirements		
	3.3	Build credibility with customers/clients		
2. Manage own performance	4.1	Identify tasks accurately	• Group Discussion • Interaction	• Written Test • Practical/ Performance Test • Interview
	4.2	Allocate priority to each task		
	4.3	Allocate time lines to each task		
	4.4	Meet and comply deadlines		
	4.5	Know and comply deadlines		
	4.6	Develop work plans		
	4.7	Monitor personal performance		
	4.8	Get advice and guidance		
	4.9	Apply guidance from management		
	4.10	Clarify standard of work		

CORE COMPETENCIES
(235 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Develop basic singing techniques	1.1 Demonstrate techniques and quality of execution/delivery including voice quality, tonal quality, harmony, timing and coordination 1.2 Vocal exercise according to genre of a particular song 1.3 Understanding musical terminology 1.4 Verbalize understanding of nature and type of song/music	• Lecture • Discussion/ Demonstration	• Written Examination • Demonstration • Observation
2. Demonstrate/ exhibit stage performance skills	2.1 Verbalize understanding of body structure and mechanics 2.2 Demonstrate body movement 2.3 Demonstrate familiarization on the different parts and set-up of the stage and stage operations	• Lecture • Discussion/ Demonstration	• Written Examination • Demonstration • Observation
3. Perform solo number	3.1 Check recorded/live musical accomplishment 3.2 Check completeness of songbook 3.3 Check physical preparations 3.4 Review recorded practices 3.5 Verbalize understanding the solo and ensemble stage deportment, repertoire and musical scales and chords 3.6 Demonstrate voice quality and singing to the rhythm and tempo 3.7 Demonstrate singing in the set of dictated tempo 3.8 Demonstrate singing of song piece in time and tune of the beat 3.9 Demonstrate projecting right expression and delivery or showmanship	• Discussion/ Demonstration	• Written Examination • Demonstration • Observation

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
4. Provide lead vocal for a group performance/ band	4.1 Check repertoire and songbook 4.2 Prepare for performance 4.3 Perform warm-up routine 4.4 Verbalize the mechanics and procedures of stage performance 4.5 Demonstrate delivering right phrasing of a song number 4.6 Demonstrate delivering proper pronunciation of words in the song 4.7 Demonstrate delivering proper accents of the musical arrangements 4.8 Demonstrate techniques and projection 4.9 Demonstrate chords harmony and beat pattern 4.10 Demonstrate showmanship, grace and visual appeal 4.11 Demonstrate finishing phrase of song in tune/time	• Discussion/ Demonstration	• Written Examination • Demonstration • Observation

3.2 TRAINING DELIVERY

The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.

- The training is based on curriculum developed from the competency standards;

- Learning is modular in its structure;

- Training delivery is individualized and self-paced;

- Training is based on work that must be performed;

- Training materials are directly related to the competency standards and the curriculum modules;

- Assessment is based in the collection of evidence of the performance of work to the industry required standard;

- Training is based both on and off-the-job components;

- Allows for recognition of prior learning (RPL) or current competencies;

- Training allows for multiple entry and exit; and

- Approved training programs are Nationally Accredited

The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations.

- Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer just facilitates the training delivery.

- Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners.

- Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations.

- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video or computer technologies.

3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students wishing to enroll in this course should possess the following requirements:

- Must be literate (knows how to read and write;

- Must be physically and mentally healthy;

3.4 TOOLS, EQUIPMENT AND MATERIALS
PERFORMING ARTS (SONG) NC II

Recommended list of tools, equipment and materials for the training of a maximum of 25 trainees for Performing Arts (Song) NC II are as follows:

QTY.	TOOLS	QTY.	EQUIPMENT	QTY.	MATERIALS
1 unit	Executive Table	1 lot	AV Equipment	5 units	Make-up Kit
25 pcs.	Armed Chairs	1 lot	Sound System	1 box	CDs/VCDs
1 pc.	Clerical Table	1 unit	Cassette Player	1 box	Cassette Tapes
1 pc.	Whiteboard	1 unit	Computer with Printer	25 pcs.	Numbers
1 pc.	Blackboard		Airconditioning Units		Stage Props
		1 unit	Monitor/Television Set		
		1 lot	Common Musical Instruments (e.g. guitar-acoustic/electric, organ, piano		
		1 pc.	Microphone		
		2 pcs.	Speakers		

3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees

Space Requirement	Size in Meters	Area in Sq. Meters
Student/Trainee Performance Space	3x 5 m.	15 sq. m.
Learning Resource Center	1 x 5 m.	5 sq. m.
Circulation Area	(S/TPS+LRC+DR+CRX 30%) (15+5+15+10=45x30% =13.5)	13.5 sq. m.
Separate Dressing Rooms for Male and Female Trainees/Students	3 x 5 m.	15 sq. m.
Separate Restrooms for Male and Female Trainees/Students	2 x 5 m.	10 sq. m.
	Total Workshop Area	58.5 sq. m.

3.6 TRAINER'S QUALIFICATIONS FOR SERVICES SECTOR PERFORMING ARTS (SONG) NC II

TRAINER QUALIFICATION (TQ II)

- Must have at least one (1) year teaching experience
- Must have attended Trainers Training Methodology Course (TTMC)/TM II or equivalent course/portfolio evidence covering TM II competencies
- Must have had at least two (2) years exposure in the entertainment industry
- Must be physically and mentally fit
- Must have good moral character

3.7 INSTITUTIONAL ASSESSMENT

Institutional Assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1   To be certified in this Qualification of Performing Arts (Song) NC II, the candidate must demonstrate competence through project-type assessment covering all the units listed in Section 1. Successful candidates shall be awarded a National Certificate II signed by the TESDA Director General.

4.2   The following are qualified to apply for assessment and certification:

   4.2.1   Graduates of formal, non-formal and informal including enterprise-based training programs

   4.2.2   Experienced Workers (wage employed or self-employed)

4.3   Reassessment is allowed only after one month from the date of assessment. Reassessment for a National Certificate shall be done only on the task/s that the candidate did not successfully achieve.

4.4   A candidate who fails the assessment for two (2) consecutive times will be required to go through a refresher course before taking another assessment.

4.5   Only certified individuals in this Qualification may be nominated by the industry for accreditation as competency assessor.

4.6   Only accredited competency assessors are allowed to conduct competency assessment, however, trainers who are accredited competency assessors are not allowed to assess their trainees.

4.7   Assessment of competence must be undertaken only in the TESDA accredited assessment center. The performance assessment (demonstration of competence), however, may be done in any venue or workplace duly designated by an accredited assessment center.

4.8   The guidelines on assessment and certification are discussed in detail in the Procedures Manual on Assessment and Certification.

**COMPETENCY MAP
PERFORMING ARTS (SONG) NC II**

BASIC COMPETENCIES

| Participate in workplace communication | Work in a team environment |
| Practice career professionalism | Practice occupational health and safety procedures |

COMMON COMPETENCIES

| Maintain an effective relationship with clients/customers | Manage own performance |

CORE COMPETENCIES

| Develop basic singing techniques | Demonstrate/exhibit stage performance skills |
| Perform solo number | Provide lead vocal for a group performance/band |

DEFINITION OF TERMS

1. **Basic Spiels** – brief and concise remark in a show or program to arouse audience interest and mood.

2. **Chords** – three or more musical tones sounded simultaneously.

3. **Diction** – pronunciation and enunciation of words in singing.

4. **Dynamics** – contrast and variation of face and intensity.

5. **Enunciation** – is the expression of words and phrases with utmost clarity, emphasis and feeling to convey a message.

6. **Expression** – an act, process, or instance of representing in a medium (as words).

7. **Gesture** – a movement usually of the body or limbs that expresses or emphasizes an idea, sentiment or attitude or use of motives of the limbs or body as a means of expression.

8. **Interact** – to act upon another.

9. **Interpret** – to represent by means of art; bring to realization by performance or direction.

10. **Mannerism** – exaggerated or affected adherence to a particular style or manner.

11. **Motif** – a single or repeated design or color.

12. **Music** – the science or art of ordering tones or sounds in succession, in combination and in temporal relationships to produce a composition having unity and continuity.

13. **Musical Instrument** – a device used to produce music.

14. **Musician** – a composer, conductor or performer of music.

15. **Repertoire** – a list or supply of dramas, operas, pieces or parts that a company or person is prepared to perform.

16. **Rehearsal** – a private performance or practice session preparatory to a public appearance or a practice exercise.

17. **Showmanship** – an individual having a sense or knack for dramatically effective presentation.

18. **Sing** – to produce musical tones by means of the voice.

19. **Singer** – one that sings.

20. **Solo** – a musical composition for a single voice or instrument with or without accompaniment.

21. **Song** – a short musical composition of words and music.

22. **Stage** – is the proper conduct on stage.

23. **Stage Discipline –** is the ability to project a confident performance by eliminating mannerisms, unnecessary movements and reaction.

24. **Stage Performance Skills** – is the visual act of using the body to interpret a particular song in cooperation with the available technical resources.

25. **Tempo** – the rate of speed of a musical piece or passage indicated by one of a series of directions (as largo, presto, or allegro) and often by an exact metronome marking.

26. **Tone** – vocal or musical sound of a specific quality; musical sound with respect to timbre and manner of expression.

27. **Tune** – quality of sound.

28. **Vocal Exercises** – any exercise that enhances one's voice.

29. **Voice** – musical sound produced by the vocal folds and resonated by the cavities of head and throat.

ACKNOWLEDGEMENTS

List of Published Training Regulations

- ❏ Animal Production NC II
- ❏ Aquaculture NC II
- ❏ Automotive Body Painting/Finishing NC II
- ❏ Automotive Body Repair NC II
- ❏ Automotive Engine Rebuilding NC II
- ❏ Automotive Servicing NC II
- ❏ Bartending NC II
- ❏ Beauty Care NC II
- ❏ Beauty Care NC III
- ❏ Building Wiring Installation NC II
- ❏ Carpentry NC II
- ❏ Commercial Cooking NC II
- ❏ Computer Hardware Servicing NC II
- ❏ Deck Seafaring NC II
- ❏ Dressmaking NC II
- ❏ Driving NC II
- ❏ Engine Seafaring NC II
- ❏ Food and Beverage Services NC II
- ❏ Footwear Making NC II
- ❏ Heavy Equipment Operation NC II
- ❏ Horticulture NC II
- ❏ Household Services NC II
- ❏ Housekeeping NC II
- ❏ Machining NC II
- ❏ Masonry NC II
- ❏ Motorcycle and Small Engine Servicing NC II
- ❏ Performing Arts (Dance) NC II
- ❏ **Performing Arts (Song) NC II**
- ❏ Personal Care Service (Caregiving) NC II
- ❏ Plumbing NC II
- ❏ Pyrotechnics NC II
- ❏ RAC Servicing NC I
- ❏ RAC Servicing NC II
- ❏ Security Services NC II
- ❏ Tailoring NC II
- ❏ Tour Guiding Services NC II
- ❏ Transport RAC Servicing NC II
- ❏ Travel Services NC II
- ❏ Welding NC II

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