



**Australian Government**

# **CUAMPF111 Develop skills to play or sing music**

**Release: 1**

## CUAMPF111 Develop skills to play or sing music

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

### Application

This unit describes the skills and knowledge required to develop elementary skills in singing or playing an instrument. It includes preparing to sing or play and evaluating skill development.

The unit applies to those who have little or no musical experience and who are learning to sing or play a specific musical instrument and need close guidance and supervision.

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

### Unit Sector

Performing arts – Music performance

### Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to play instrument or sing	1.1 Set goals for own skill development in consultation with required personnel 1.2 Care for, move and store instrument and/or accessories as required, using required methods and cleaning products 1.3 Listen to live or recorded music featuring chosen instrument or voice, and discuss with required personnel how sounds and effects are achieved 1.4 Set up instrument or warm up voice according to work health safety (WHS) requirements 1.5 Tune instrument with assistance from required personnel as required 1.6 Consult with required personnel to choose simple pieces suitable

ELEMENTS	PERFORMANCE CRITERIA
	for own stage of skill development
2. Play or sing simple pieces	2.1 Perform musical piece using basic techniques 2.2 Use correct posture while playing or singing 2.3 Listen to and identify simple musical elements including melodies and rhythms 2.4 Reproduce basic musical patterns using listening skills during performance 2.5 Adjust elements of pitch, rhythm, volume and tone colour as required
3. Review performances	3.1 Seek feedback on own skill development from required personnel, and evaluate progress against established development goals 3.2 Note areas for future improvement

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

SKILL	DESCRIPTION
Learning	<ul style="list-style-type: none"> <li>Plans and monitors personal learning goals</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>Participates in discussions using industry language</li> <li>Listens and responds to guidance and feedback from required personnel</li> <li>Constructs meaning from aural sources using listening skills</li> </ul>
Initiative and enterprise	<ul style="list-style-type: none"> <li>Improves own practice using exploration and experimentation</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Evaluates outcomes of decisions</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to CUAMPF101 Develop skills to play or sing music.

## Links

Companion Volume Implementation Guide is found on VETNet -

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

