CUAMPF601 Present a music performance

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Application

This unit describes the skills and knowledge required to present music performances in any musical genre.

It applies to individuals working as instrumentalists or vocalists who use high level technical, musicianship and stagecraft skills to engage audiences in a wide range of repertoire within an area of specialisation.

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

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan music performance program	1.1 Clarify expectations or brief for the music performance in consultation with appropriate people
	1.2 Assess own repertoire, and research new repertoire possibilities to identify appropriate items to provide a balanced music performance program
	1.3 Sequence items of the music performance program to maximise audience engagement and to meet own physical requirements in presenting the performance
	1.4 Assess each item of the music performance program against own strengths and weaknesses in performance, taking advice from others as required

ELEMENT	PERFORMANCE CRITERIA
	1.5 Determine and obtain resources and/or equipment required to present the piece
	1.6 Finalise the music performance program in consultation with appropriate people as required
	1.7 Confirm that all work health and safety (WHS) requirements are met regarding the venue
2. Prepare for the music performance	2.1 Engage in coaching, private practice and/or rehearsal sessions to achieve the required performance standard
	2.2 Use rehearsals to cultivate rapport and musical empathy with accompanists or other artists, and to achieve the required performance standard
	2.3 Seek and incorporate advice during performance preparation to develop and improve performance
3. Develop interpretation	3.1 Analyse the repertoire to interpret its scope, possibilities and underlying intention
	3.2 Explore a variety of interpretations and musical expression, and select and develop those most suited to the music, the performance context and own technical ability constraints
	3.3 Incorporate awareness of the performing space and the intended audience in the musical interpretation
4. Warm up for the music performance	4.1 Secure an appropriate warm up space to tune instruments and check all other resources
	4.2 Warm up physically to ensure that sound production is secure from the beginning of the performance
	4.3 Use techniques to focus on the performance and minimise performance anxiety
5. Perform before an audience	5.1 Establish and maintain communication with the audience, other artists and stage personnel using appropriate eye contact and other body language as required to ensure a cohesive performance
	5.2 Adjust own performance as required through listening and responding to cues to ensure that instrumental/vocal tuning, sound production and technical performance standard are maintained throughout the performance
	5.3 Sustain interpretation and expressive communication with the audience coherently and consistently, and maintain energy and focus throughout the performance
	5.4 Use performance recovery measures to mitigate errors with

ELEMENT	PERFORMANCE CRITERIA
	minimum disruption to performance flow and audience experience
	5.5 Respond to the audience as required by the custom or tradition of the performance context in entering and leaving the stage, accepting applause, acknowledging other artists or relevant personnel and providing encores
	5.6 Present the performance according WHS principles
6. Evaluate the music performance	6.1 Use objective measures for evaluation purposes
	6.2 Review own performance against previous work to assess technical and artistic development
	6.3 Identify and note weaknesses and errors in the performance for analysis and remediation
	6.4 Seek and use feedback from appropriate others to inform adjustments in future work

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.1	• Implements strategies to improve own standard of performance
Reading	1.2, 1.3, 1.5, 1.6, 3.1, 6.2-6.3	• Analyses and evaluates various resources to improve and maximise own performance
Writing	1.6, 6.2-6.3	• Prepares documents in required format using clear, and industry related terminology • Records areas for future improvement in a format that can be easily monitored and annotated as changes occur
Oral Communication	1.1, 1.4, 1.6, 2.1-2.3, 5.1, 5.2, 6.4	• Participates in a verbal exchange of ideas/solutions using detailed and clear language • Uses questioning and listening skills to clarify understanding • Uses verbal and non-verbal methods to communicate with an audience • Derives meaning from aural information sources

Navigate the world of work	1.7, 5.6	• Follows work health and safety requirements when performing
Interact with others	1.1, 1.4, 1.6, 2.1-2.4, 5.1- 5.3, 5.5, 6.4	• Collaborates and consults to achieve creative outcomes • Selects and uses communication protocols and practices appropriate to the occasion
Get the work done	1.1-1.5, 2.1, 2.3, 3.1-3.3, 4.1, 4.3, 5.4, 6.1-6.4	• Plans, organises and implements tasks to achieve performance requirements • Makes decisions that affect the entire performance • Explores new ideas and approaches to solve problems and enhance the creative product • Uses analytical skills to evaluate performance and decide on future improvements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMPF601 Present a music performance	CUSMPF601A Present a music performance	Updated to meet Standards for Training Packages.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5