



Australian Government

CUAMPF603 Refine performance techniques and expand repertoire

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 expand repertoire and present an extended professional performance.

It applies to musicians or vocalists with a higher level of skills in areas such as performance preparation, craft skills and musicianship as they seek regular professional performance opportunities. They may be refining skills on either a first or second instrument.

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
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Use personal practice time to refine skills	1.1 Identify strengths and weaknesses in own performance skills in consultation with appropriate people 1.2 Develop a practice plan and strategies that incorporate realistic goals for refining performance technique 1.3 Identify and incorporate into practice plan repertoire to achieve technical and expressive development goals 1.4 Ensure that practice routine optimises use of time, performance space, instrument and equipment 1.5 Develop technical control of chosen instrument to enhance musical expression and refine individual style

ELEMENT	PERFORMANCE CRITERIA
	<p>1.6 Experiment with repertoire and exercises to refine technical accuracy</p> <p>1.7 Listen critically to own performance to evaluate technical strengths and weaknesses, and adjust practice regime accordingly</p> <p>1.8 Ensure that practice is undertaken with due consideration to personal health and safety</p>
2. Plan repertoire to meet performance goals	<p>2.1 Research new repertoire to identify pieces or works that advance performance scope and skills</p> <p>2.2 Use opportunities to trial new work for peers and/or mentors, and incorporate their feedback into private practice</p> <p>2.3 Practise a range of pieces or works that focus on identified areas of technical development</p> <p>2.4 Select repertoire, ensuring that relevant copyright and performing rights requirements are met</p> <p>2.5 Determine order of items for performance, and source any accessories or equipment required</p> <p>2.6 Rehearse program with accompanist(s) or band as applicable</p>
3. Convey interpretive and expressive qualities in performance	<p>3.1 Use control of the chosen instrument to interpret music convincingly and realise the expressive qualities of the instrument in performance</p> <p>3.2 Demonstrate control of sound production across the range of repertoire for the selected musical style</p> <p>3.3 Extend physical coordination and control over the instrument to produce a highly accomplished standard of performance</p> <p>3.4 Listen to own work critically to monitor and adjust music elements appropriately</p>
4. Present a professional performance program to an audience	<p>4.1 Undertake appropriate psychological and physical warm up and warm down activities to enhance performance outcomes</p> <p>4.2 Interpret music, perform from memory, improvise or read from charts or musical notation as required</p> <p>4.3 Use a range of instrumental techniques, and control intonation, rhythm, tempi, expression, phrasing, style and nuance to a professional performance standard appropriate to the repertoire and musical style</p> <p>4.4 Perform in a variety of instrumental and/or vocal combinations, including works in solo, with accompaniment and/or group performances</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>4.5 Use performance recovery measures to mitigate errors, with minimum disruption to performance flow and audience experience</p> <p>4.6 Maintain stage fitness to ensure a professional technical standard in performance</p>
5. Evaluate technical skills in performance	<p>5.1 View or listen to recordings of own performance to analyse technical and expressive execution</p> <p>5.2 Note areas for improvement, and take action accordingly</p> <p>5.3 Seek feedback on performances from appropriate people, and incorporate their feedback into own strategies for future improvements</p>

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	1.1-1.4, 5.2, 5.3	<ul style="list-style-type: none"> Employs a range of strategies to refine performance skills and continuously develop technical skills
Reading	2.1	<ul style="list-style-type: none"> Interprets expression and stylistic conventions from written music
Writing	1.2, 1.3, 2.5, 5.2	<ul style="list-style-type: none"> Uses appropriate terminology and text for the performance piece, using the conventions of style and genre Records areas for future improvement in a format that can be easily monitored and annotated as changes occur
Oral Communication	1.1, 1.7, 2.2, 3.4, 4.4, 5.1, 5.3	<ul style="list-style-type: none"> Uses clear and appropriate language to liaise with others, listening and responding to feedback to clarify understanding and ensure best possible performance Applies appropriate strategies to listen for musical constructs and apply these in own practice
Navigate the world of work	1.8, 2.4, 4.1	<ul style="list-style-type: none"> Considers legislative responsibilities in preparing and presenting work
Interact with others	1.1, 2.2, 4.4, 5.3	<ul style="list-style-type: none"> Collaborates and consults on creative processes

Get the work done	1.1-1.7, 2.1-2.5, 3.4, 4.1, 4.5, 4.6, 5.1-5.3	<ul style="list-style-type: none"> Plans, organises and implements tasks to achieve set goals Makes decisions directly related to own role Explores new ideas and approaches to solve problems and enhance the creative product Analyses and evaluates performance and feedback to improve the creative process
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMPF603 Refine performance techniques and expand repertoire	CUSMPF603A Refine performance techniques and expand repertoire	Updated to meet Standards for Training Packages. Minor edits to elements and performance criteria.	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>