



Australian Government

Department of Education, Employment and Workplace Relations

CUSLED502A Provide tuition for composition

Revision Number: 2

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Modification History

Release	Comments
Release 2	Created to fix formatting errors only. Released with CUS09 Music Training Package version 1.2

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide tuition in composition as a private teacher.

Application of the Unit

Musicians skilled in music composition who teach privately to individuals of any age, or groups of less than five, apply the skills and knowledge described in this unit. They could offer tuition in a private home studio, or a studio attached to a larger organisation. This unit does not apply to teaching in a classroom situation. Teachers need a thorough grounding in the techniques of their area of specialisation, as well as an ability to impart skills and knowledge to others.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable

Employability Skills Information

Not applicable

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and implement individual and small group tuition programs	1.1 Develop learning programs that incorporate sound <i>educational principles</i> 1.2 <i>Facilitate</i> the development of learners' <i>listening skills</i> 1.3 Use a range of <i>techniques</i> to develop skills in the craft of music composition 1.4 Assist learners to develop confidence in applying their <i>music knowledge</i> to the process of composition 1.5 Use a range of <i>techniques to develop learners' creative potential</i>
2. Assist learners to explore electronic methods of composition	2.1 Maintain and impart knowledge of current hardware and software applications that are useful to learners as compositional tools 2.2 Organise access to electronic media and studios for learners to use when composing 2.3 Encourage learners to read about and participate in broad media and technology forums/organisations 2.4 Where possible, provide learners with mentoring opportunities to develop their skills in composing using electronic media
3. Facilitate learners' professional development	3.1 Discuss and plan with learners options for recording and presenting creative ideas through performance 3.2 Devise and use strategies to develop critical self-reflection in learners to encourage realistic career development planning 3.3 Assist learners to understand the function and context in which work is being created 3.4 Devise and use opportunities for learners to consider audience needs and tastes 3.5 Facilitate learners' understanding of <i>business skills</i> required as a freelance composer

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and teaching skills in the context of:
 - communicating effectively with learners to achieve planned learning outcomes
 - providing feedback on learners' development in a constructive and sensitive manner
 - listening critically to, and assisting learners to adjust, compositions to achieve the required effect
 - working creatively with individual differences
 - working constructively with group dynamics
 - identifying and dealing constructively with conflict
- self-management and learning skills sufficient to:
 - improve own technical facility in composition so that best practice techniques can be demonstrated to learners
 - evaluate, adjust and develop own teaching practice in line with planned career directions
 - use advice from colleagues and experts to adjust work in line with career direction
 - demonstrate punctuality in all work commitments
 - observe OHS requirements
- initiative, enterprise and creativity in the context of:
 - demonstrating originality and innovative approaches to teaching music composition
 - extending musical boundaries for self and learners
 - facilitating learners to phrase and shape music appropriately and creatively
 - facilitating learners to understand and express appropriate musical nuance
- technical skills sufficient to:
 - assist learners to use appropriate equipment and/or instruments effectively
 - assist learners to use appropriate technology to improve efficiency and musical outcomes
 - investigate technology to assist learners to enhance artistic or commercial outcomes
 - use new technology in tuition practice where possible and relevant
- well-developed skills in music composition
- planning and organisational skills sufficient to:
 - plan effective tuition programs that reflect understanding of learners' ages, stage of musical development and learning needs
 - maintain an appropriate standard of presentation in all promotional materials
 - use all available opportunities to showcase learners' work

- use time-management strategies to set priorities

Required knowledge

- teaching practice, including:
 - learning principles appropriate to age of students
 - methods to affect skill development
 - strategies to stimulate an interest in learning
 - relationship between skill levels and learning strategies
- sources of career advice
- music knowledge, including:
 - interpreting music in performance
 - improvisation conventions
 - sight reading from charts or musical notation
 - appropriate repertoire
 - musical terminology
 - musical genres and styles
 - solo and group performance protocols
 - composition process
- issues and challenges that typically arise in the context of providing tuition in music composition
- OHS requirements and procedures in relation to working for periods of time on computers

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • demonstrate high-level music composition skills and knowledge • develop music composition skills in others • plan and offer learning programs appropriate to the needs of learners and their level of musical development • develop music literacy and aural skills relevant to music composition.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant equipment • access to learners • access to appropriate teaching facilities • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of the candidate and the work being performed.
Method of assessment	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • evaluation of learning programs, lesson plans and resources prepared by the candidate • observation or video recordings of tuition sessions conducted by the candidate • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion about issues and challenges that arise in the context of providing tuition in music composition.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBMGT617A Develop and implement a business plan • CUSIND401A Develop specialist expertise in the music industry

	<ul style="list-style-type: none">• CUSLED501A Provide instrumental or vocal tuition• CUSMCP601A Extend techniques for composing music• CUSMCP503A Prepare compositions for publishing• CUSMLT602A Analyse harmony.
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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Educational principles</i> may include:</p>	<ul style="list-style-type: none"> • cognitive development • motivation and learning psychology • provision of routine opportunities for learners to have their compositions performed for an audience • ensuring that content and structure of learning programs are appropriate to age, musical aspirations and skill levels of learners • constructive feedback to learners on an ongoing basis throughout learning programs.
<p><i>Facilitating</i> the development of listening skills may involve:</p>	<ul style="list-style-type: none"> • exercises to develop learners' ability to work with musical materials • encouraging learners to listen critically to their own and others' compositions to stimulate creative possibilities • assisting learners to understand and use appropriate terminology • integrating the learning of relevant musical symbols and concepts into learners' creative work • motivating learners to use compositional techniques from a range of musical contexts and conventions • encouraging learners to discuss the balance of unity and contrast in their own and others' creative work • using experiential learning methods to impart theoretical aspects of composition.
<p><i>Listening skills</i> may include:</p>	<ul style="list-style-type: none"> • instrument tuning • listening to adjust the sound in solo or group performance • aural imagination to develop musical materials and to assist learners to develop musical ideas • understanding music systems and practices relevant to area of specialisation • chords and keys in tonal or other musical systems relevant to area of specialisation.

<i>Techniques</i> may include:	<ul style="list-style-type: none"> • facilitating an understanding of the technical resources of acoustic and electronic sound sources • developing skills in music notation/recording to allow creative development and communication of ideas • assisting learners to use vocabulary appropriate to their needs, aspirations and contexts.
<i>Music knowledge</i> may include:	<ul style="list-style-type: none"> • repertoire • music history • instrument knowledge • music analyses and research • musical forms, systems, practices and customs • using written music notation to read and write music, such as: <ul style="list-style-type: none"> • acoustic and electronic scores • sheet music • chord charts • interpretation and/or writing of directions for: <ul style="list-style-type: none"> • instrumentation • voicing • expression • timbre • attack • pitch • tempi • dynamics • music writing, copying, arranging or editing • sight reading • improvisation • setting down musical compositions for performance.
<i>Techniques to develop learners' creative potential</i> may include:	<ul style="list-style-type: none"> • using technology and practical performance to stimulate aural imagination • experimentation • assisting learners to develop the habit of constant critical listening to their own work to assess their own creative development • exploring ideas in a range of cultures and arts as a way of inspiring creative imagination • participating in networks to discuss creative ideas with other composers and performers.

<i>Business skills</i> may include:	<ul style="list-style-type: none">• typical requirements of a compositional brief• responding to a brief• liaising with clients• developing realistic timelines• costings and budgeting• technical production contingencies.
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Unit Sector(s)

Workforce development - learning and development