



Australian Government

Department of Education, Employment and Workplace Relations

CUSMLT201A Develop and apply musical ideas and listening skills

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 develop music knowledge by listening and responding to music.

Application of the Unit

This unit applies to people entering the music industry who need to engage with, reflect on and make informed judgements about music. It has application to potential composers, musicians, performers and sound technicians. This work is undertaken under close supervision and guidance.

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

<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and differentiate a range of musical styles	<p>1.1 Actively listen to a range of recorded and live music performances in selected <i>musical styles</i> and discuss with <i>appropriate people</i></p> <p>1.2 Compare a range of musical styles using appropriate listening skills, musical terminology and <i>information sources</i></p> <p>1.3 Identify the repertoire of a range of musical styles using appropriate information sources and discuss with appropriate people</p>
2. Develop musical ideas	<p>2.1 Listen to and identify musical ideas in a range of musical styles</p> <p>2.2 Seek information on the <i>context</i> of musical ideas in one or more musical styles using appropriate information sources</p> <p>2.3 Identify and develop own musical ideas and discuss with appropriate people</p> <p>2.4 Apply musical ideas to own developing area of music practice and share with appropriate people</p>
3. Update and maintain music knowledge	<p>3.1 Identify and use a range of opportunities to develop <i>music knowledge</i>, ideas and listening skills</p> <p>3.2 Maintain currency of own music knowledge using appropriate information sources</p> <p>3.3 Check the credibility and reliability of information sources with appropriate people</p> <p>3.4 Apply music knowledge to day-to-day activities to enhance quality of work performance</p>

Required Skills and Knowledge

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

Required skills

- communication skills sufficient to share information with colleagues and peers
- research skills sufficient to locate and use relevant sources of information
- literacy skills sufficient to read and understand relevant sources of information
- planning and organisational skills sufficient to update, maintain and store information
- technology skills sufficient to access/download information

Required knowledge

- basic understanding of:
 - analytical and critical-listening skills
 - instruments used within selected musical styles
 - music history and terminology in selected musical styles
 - musical ideas expressed in selected musical styles
 - music structures, styles and forms
 - relationships between composers, performers, producers, recording engineers, critics and audiences in selected musical styles
 - technology used to produce and enhance music
 - work/background of successful composers, performers and producers in selected musical styles

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"> • apply information on, and ideas about, musical styles to day-to-day work activities • check credibility and reliability of information • maintain currency of information • source information on musical styles.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to a range of relevant and current information sources, including recorded music in a range of styles and genres • access to an environment where live music in a range of styles and genres can be actively and safely experienced • access to an environment where musical ideas can be safely expressed • access to appropriate technology to collect, download and store information • 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"> • case studies to assess ability to apply collected information to day-to-day work activities • direct observation of the candidate expressing own musical ideas • direct observation of the candidate listening to and distinguishing selected musical styles and ideas • written or oral questioning to assess knowledge of selected musical styles.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

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.

<i>Musical styles</i> may include:	<ul style="list-style-type: none"> • classical/concert • contemporary/art • ethnic/traditional • folk • indigenous • jazz • music theatre • popular/commercial • rock • world.
<i>Appropriate people</i> may include:	<ul style="list-style-type: none"> • agents and artist managers • artists, composers, musicians and performers • colleagues and peers • copyright and legal representatives • current industry practitioners • employee association and union representatives • industry and industry association representatives • information professionals • legal representatives • mentors • musical directors • professionals from allied areas • record producers • sound technicians.
<i>Information sources</i> may include:	<ul style="list-style-type: none"> • attending music events, such as: <ul style="list-style-type: none"> • conferences • conventions • festivals • functions • performances • trade fairs • chord charts, play lists and sheet music • discussions with current industry practitioners

	<ul style="list-style-type: none"> • educational activities, such as: <ul style="list-style-type: none"> • master classes • seminars • symposiums • training programs • workshops • electronic and print media, such as: <ul style="list-style-type: none"> • articles • journals • magazines • news • reviews • subscriptions • government departments and publications • industry associations and organisations • industry publications, such as: <ul style="list-style-type: none"> • information sheets • reference books • technical publications • manuals • internet • libraries and archives, including text, film, video, sound, graphic and media • musical competitions and awards • peak copyright organisations • personal observations and experience.
Context may include:	<ul style="list-style-type: none"> • biographical information, such as: <ul style="list-style-type: none"> • composers • musicians • performers • record producers • sound technicians • cultural • economic • historical • political • social • theoretical.
Music knowledge may include:	<ul style="list-style-type: none"> • acoustic and electronic protocols • chord patterns and keys

	<ul style="list-style-type: none">• chord and melodic formulae• dynamics and volume• instrumental and/or vocal styles• instruments and tuning• music conventions• music history• music marketability, e.g. commercial feasibility• musical notation• music structures, styles and forms• musical terminology• performance styles and customs• repertoire and instrument knowledge• scales, melody and themes• simple music analyses• solo and ensemble protocols• texture and tone colours.
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Unit Sector(s)

Performing arts - music literacy