



Australian Government

Department of Education, Employment and Workplace Relations

CUSMLT302A Develop and apply aural-perception skills

Revision Number: 2

CUSMLT302A Develop and apply aural-perception skills

Modification History

| Release | Comments |
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| 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 aurally recognise simple structures and components of music and to discuss these with peers and other industry personnel.

Application of the Unit

People preparing to enter the music industry as musicians, songwriters, composers or arrangers, apply the skills and knowledge outlined in this unit. Basic musicianship skills can be applied in a range of contexts, for example, transcribing live or recorded music and assisting with the preparation of charts and other forms of notated music. The application of more complex aural-perception skills is covered in:

- CUSMLT501A Refine aural-perception skills.

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

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| <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 |
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| 1. Identify areas for aural skill development | 1.1 In consultation with <i>appropriate personnel</i> , plan development of aural-perception skills 1.2 Investigate the <i>uses</i> of aural-perception and recognition skills 1.3 Establish the rhythmic, melodic and harmonic <i>music structures</i> for recognition 1.4 Nominate <i>music genres and styles</i> within which the structures are located |
| 2. Develop methods for the aural recognition of music | 2.1 Examine <i>conventions of language and terminology</i> connected to relevant music structures 2.2 Investigate ways of hearing music as well as listening for and naming relevant music structures 2.3 Investigate <i>music-writing conventions</i> connected with aural skill development 2.4 Explore rhythmic, melodic and harmonic structures connected with aural skill development |
| 3. Practise aural recognition of music | 3.1 Identify aural-recognition requirements through discussion with appropriate personnel 3.2 Practise and develop the aural recognition of music structures 3.3 Adhere to conventions of language and terminology |
| 4. Evaluate progress with the development of aural skills | 4.1 Seek feedback on skill development from appropriate personnel 4.2 Identify personal strengths and weaknesses as a means of improving own work 4.3 Evaluate overall effectiveness of learning methods in the development of aural-perception skills. |

Required Skills and Knowledge

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

Required skills

- listening skills in the context of recognising how intervals, chords, scales and chord progressions are used in music to achieve unity and variety
- communication skills sufficient to:
 - read and understand relevant sources of information
 - discuss music in adherence to music conventions
 - seek and respond to feedback on own skill development
- initiative and enterprise skills in the context of recognising music structures and interpreting musical elements
- problem-solving skills sufficient to:
 - troubleshoot difficulties connected with the aural recognition of music
 - plan work tasks in a logical sequence
- planning and organisational skills sufficient to:
 - work to set goals
 - gather information on musical styles, elements and forms/structures
- self-management skills sufficient to:
 - work to personal goals
 - seek expert assistance when problems arise
- learning skills sufficient to aurally recognise music structures accurately
- technical skills sufficient to accurately analyse:
 - scales
 - chord sequences and music systems
 - rhythms
 - time signatures
 - beat patterns of musical organisation relevant to specialisation

Required knowledge

- musicianship, including:
 - repertoire relevant to chosen musical specialisation
 - musical protocols and customs for listening to music relevant to chosen music specialisation
 - awareness of genres and styles, and their musical forms and conventions
 - aural recognition and interpretation of chords, scales, melodies, forms, textures or other conventions in music

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.

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| 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"> hear and recognise simple music structures accurately adhere to the conventions of music language and terminology within selected styles. |
| Context of and specific resources for assessment | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to a selection of recorded or performed music for investigation and skill development use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners 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"> direct observation or video recording of the candidate's ability to aurally recognise simple music structures written or oral questioning or interview to test knowledge as listed in the required knowledge section of this unit and to assess the development of aural-perception skills. |
| 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"> CUSMCP301A Compose simple songs or musical pieces CUSMCP401A Develop techniques for arranging music CUSMCP402A Develop techniques for composing music CUSMLT303A Notate music CUSMPF410A Perform music from written notation. |

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.

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| <i>Appropriate personnel</i> may include: | <ul style="list-style-type: none"> • teachers • mentors • arrangers • composers • music editors • musicians • bandleaders • music conductors • choir leaders. |
| <i>Uses</i> of aural-recognition and perception skills may include: | <ul style="list-style-type: none"> • ability to identify and discuss music components with peers and other industry personnel • capacity to transcribe live or recorded music • appreciation of music subtleties and complexities • development of overall musicianship • assisting in the preparation of charts and other forms of notated music • access to new forms of music. |
| <i>Music structures</i> may include: | <ul style="list-style-type: none"> • key signatures • harmonic and melodic structures • grouping of simple rhythmic structures • time signatures, including 2/4, 3/4, 4/4, 5/4, 7/4 3/8, 5/8, 6/8, 7/8, 9/8, 2/2 and 3/2 • note pitch • note duration • accidentals • chords and chord progressions. |
| <i>Music genres and styles</i> may include: | <ul style="list-style-type: none"> • classical • jazz • popular music • church • folk • world. |

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| <i>Conventions of language and terminology</i> may relate to: | <ul style="list-style-type: none">• key signatures• harmonic and melodic structures• grouping of simple rhythmic structures• time signatures, including 2/4, 3/4, 4/4, 5/4, 7/4 3/8, 5/8, 6/8, 7/8, 9/8, 2/2 and 3/2• note pitch• note duration• accidentals• chords and chord progressions• bar lines• repeats• sign• coda• ties• rests• phrases• ornaments• popular music forms• jazz forms• classical forms. |
| <i>Music-writing conventions</i> may include: | <ul style="list-style-type: none">• manuscript layout• methods of notation• rehearsal figures• bar lines• ownership and copyright information. |

Unit Sector(s)

Performing arts - music literacy