



Australian Government

Department of Education, Employment and Workplace Relations

CUSMLT502A Apply concepts about the impact of music to professional practice

Revision Number: 2

CUSMLT502A Apply concepts about the impact of music to professional practice

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 analyse and apply concepts about the social significance of music to one's own professional practice.

Application of the Unit

Performing musicians and composers, as well as music promoters, marketers and managers, require in-depth understanding of the function of music in society, particularly in relation to the cultural significance of music in the lives of individuals and groups. This knowledge could be applied in the context of measuring the cultural and commercial value of music as a precursor to placing music products in the market place.

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>
--	---

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Investigate the history of music	1.1 Identify relevant <i>sources of information</i> on the history and social significance of music 1.2 Investigate and review different definitions of music and how these relate in historical and cultural contexts 1.3 Explore the relationships and synergies between music and culture over time
2. Assess the social significance of music	2.1 Compare and assess the different ways individuals and groups have performed, composed and presented music over time 2.2 Explore <i>ways</i> in which music impacts on people's social and working lives 2.3 Investigate and evaluate the different social and cultural functions of music 2.4 Investigate and evaluate the role played by music in other <i>fields</i> of human endeavour
3. Apply historical and sociological knowledge of music to own professional practice	3.1 Extract key information and ideas about the history and social significance of music 3.2 Compare and evaluate alternative perspectives and views on music 3.3 Discuss and present ideas about music fully and constructively with <i>relevant personnel</i> 3.4 Reflect on how information and ideas might be integrated into own life and work, and set personal goals for doing so 3.5 Identify and access <i>opportunities</i> to enhance own professional practice in light of knowledge gained

Required Skills and Knowledge

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

Required skills

- well-developed written and oral communication skills in the context of discussing, exploring, interpreting and presenting ideas about music with and for others
- analytical skills in the context of interpreting information dealing with potentially complex ideas relating to the cultural manifestations of music
- research and data-gathering skills sufficient to source, collect, collate and organise relevant information
- learning skills in the context of:
 - reflective learning for self
 - contributing to the learning of others through discussion
 - applying knowledge to enhance own professional practice

Required knowledge

- awareness of the social significance of music at different points in history and in different cultural scenarios
- awareness of broader contemporary contexts and perspectives relating to music making and music consumption in society
- sources of information relating to the history and social significance of 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.

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 well-developed analytical, reflective and communication skills• understand the historical contexts, social functions and circumstances of music making and consumption in society• apply the above knowledge to own professional practice.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none">• access to sources of information on the history, social significance and function of music• 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 candidate's exploration of music and its social significance, demonstrated through discussion and written or oral presentation• written or oral questioning to assess knowledge of music in historical and contemporary contexts.
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">• CUSIND501A Apply music knowledge and artistic judgement• CUSWRT501A Write about music.

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>Sources of information may include:</p>	<ul style="list-style-type: none"> • music performances and recordings • music collectives • funding bodies • music performance venues • community organisations • friends, family, work colleagues and peers • industry practitioners • online databases • media archives • printed references and texts, e.g. books and journals • other media sources, such as: <ul style="list-style-type: none"> • radio • television • DVDs • videos • educational institutions • libraries.
<p>Ways in which music impacts on people's social and working lives may include:</p>	<ul style="list-style-type: none"> • developing a sense of identity and community • facilitating social contact • improving quality of life • therapeutic and/or healing properties • enriched inner or spiritual life • intellectual stimulation • relaxation and recreation • expressive qualities and capacities • aesthetic and/or literal communication • music's capacity to reflect cultural value systems • aural transmission of knowledge and wisdom • representation of innovation and new ideas.
<p>Fields may include:</p>	<ul style="list-style-type: none"> • visual/fine arts • other performing arts • anthropology

	<ul style="list-style-type: none">• ethnomusicology• social sciences• humanities• product marketing.
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none">• composers• artists and performers• broadcasters• writers and journalists• program or event managers• sound-production or recording personnel• record companies• directors• producers• programmers• academic supervisors• production managers• music promoters, agents and marketers• advertising agencies.
<i>Opportunities</i> may include:	<ul style="list-style-type: none">• attending seminars• participating in creative activities• reviewing and adapting own communication skills• using new approaches to work• working in creative communities• developing marketing plans for new music products.

Unit Sector(s)

Performing arts - music literacy