



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF301A Develop technical skills in performance

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 build on basic technical skills in a chosen area of music specialisation and to perform simple repertoire.

Application of the Unit

Instrumentalists and vocalists apply the skills and knowledge outlined in this unit. In the lead-up to performances they need to develop a regular practice routine which involves tuning and caring for instruments, as well as practising pieces to be performed. At this level, they could be developing skills on either a first or second instrument. More complex skills associated with the development of technical and specialist skills in performance are covered in:

- CUSMPF405A Develop performance techniques
- CUSMPF406A Perform music as a soloist.

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. Explore the range of instrument or voice	1.1 Develop control of the physical characteristics of instrument or voice and apply to performance 1.2 Extend control over the range and scope of instrument or voice during performance 1.3 Explore capability of instrument and voice in line with repertoire requirements
2. Maintain and care for instrument	2.1 Use appropriate methods and cleaning products to care for, move and store instruments and accessories 2.2 Set up and/or warm up the instrument or voice as required 2.3 Tune the instrument appropriately to the required standard and in line with tuning conventions
3. Use personal practice time to extend technical skills	3.1 Listen to own work carefully to ensure accurate intonation, harmonies, sound colour and rhythm 3.2 Plan and use personal practice time to achieve performance goals 3.3 Plan exercises and use practice sessions to develop technical skills and facility with instrument or voice during performance 3.4 Perform and practise activities in line with OHS principles 3.5 Plan activities and physical exercises to extend own capacity to produce an extensive range of notes, rhythms and chord patterns 3.6 Seek and act on feedback from relevant personnel to guide practice
4. Perform pieces	4.1 Play or sing pieces and/or accompaniments from a range of repertoire 4.2 Perform all work following agreed tempi and musical markings where relevant 4.3 Use appropriate techniques to improve sound control and intonation, and to achieve variation in sound and tone
5. Evaluate own performance	5.1 Listen to the work of professional musicians to set performance goals and evaluate own performance against those goals 5.2 Act on constructive feedback from relevant personnel on own performance and level of skill development

Required Skills and Knowledge

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

Required skills

- communication, teamwork and organisational skills sufficient to:
 - interpret music appropriately for performance practice
 - respond appropriately to constructive feedback on own performance
- self-management and planning skills sufficient to plan own practice time and set development goals
- listening skills sufficient to:
 - monitor and adjust intonation as required
 - recognise intervals, chords, scales and chord progressions in selected area of specialisation
 - use appropriate sound and tone production for instrument or voice
 - produce a controlled sound with variations in tone as required
- initiative and enterprise skills in the context of:
 - producing sounds in a range of ways appropriate to selected musical style and repertoire
 - responding appropriately to the unexpected during performances
- learning skills in the context of improving music performance skills and expression through rehearsal
- technical and problem-solving skills sufficient to:
 - use a range of instrumental techniques on either a first or second instrument
 - tune instrument to achieve intonation
 - use a variety of rhythms and rhythmic styles relevant to specialisation

Required knowledge

- broad understanding of:
 - industry, repertoire and musical terminology
 - acoustic principles relevant to selected instrument and area of specialisation
 - instrument parts, applications, range, capabilities, care and maintenance
- OHS practices, procedures and standards as they apply to performance practice

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"> perform at least three pieces in selected area of specialisation achieve the required sound learn and practise to improve own performance respond positively to constructive feedback on own performance.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to relevant instruments access to suitable acoustic space 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"> observation of practice or performance written or oral questioning on technical development strategies, planning and goals video and/or audio recordings of performances or practice sessions self-evaluation sheets samples of work plans for private practice sessions simulation of a performance practice session case studies and scenarios as a basis to discuss technical issues and strategies to deal with them in performance.
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"> CUSMLT301A Apply knowledge of genre to music making CUSMPF303A Contribute to backup accompaniment CUSMPF305A Develop improvisation skills CUSMPF401A Rehearse music for group

	performances.
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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.

Instruments may be first or second instruments and may include:	<ul style="list-style-type: none"> • acoustic or electronic • brass • stringed • keyboards • wind • percussion • plucked • voice.
Range and scope of instruments may include:	<ul style="list-style-type: none"> • tone colour • articulation • physical attributes and components • control and contrast • sound production • dynamics and volume • pitch, register and tessitura • specific effects available using a range of attacks • other acoustic or electronic effects.
Capability of an instrument may include:	<ul style="list-style-type: none"> • application to a range of music-making activities and outcomes in selected area of specialisation • scope and potential for solo or group performance in selected area of specialisation • adaptability • size of instrument • history in performance and customs of established performance tradition.
Repertoire may include:	<ul style="list-style-type: none"> • movements and/or pieces appropriate to selected instrument • improvisation on specific/harmonic structures in selected area of specialisation • songs and tunes in selected area of specialisation • own original pieces • traditional patterns in selected area of music

	specialisation.
<i>Accessories</i> may include:	<ul style="list-style-type: none"> • reeds • strings • bows • plectrums • mouth pieces • mutes • sticks, mallets, brushes and beaters • stands • pedals • microphones • amplifiers • samplers • mixers • enhancers, such as pitch and tone modulators.
<i>Tuning</i> an instrument may involve:	<ul style="list-style-type: none"> • adjusting: <ul style="list-style-type: none"> • pitch • tone colour • oral tract, including lip pressure and intensity of breath • position of the diaphragm and larynx • sound production • diameter or other instrumental dimensions, such as: <ul style="list-style-type: none"> • length of strings • tautness of skins • length of tubing or pipes • embouchure • settings of the instrument and relevant accessories • using: <ul style="list-style-type: none"> • appropriate tuning options • tuning keys or other tuning implements, such as tuning forks and electronic tuners • pitch pipes • electronic pitch or frequency controls • other musicians.
<i>Sound colour</i> may involve:	<ul style="list-style-type: none"> • physical elements of an instrument • instrumental attack and articulation • range of accessories • interaction between player and instrument

	<ul style="list-style-type: none"> • performer's physique • voice production • sound production • different instrumental combinations.
<i>Developing technical skills</i> may involve:	<ul style="list-style-type: none"> • reproducing pieces from written notation, chord charts or aural memory and imitation • developing physical coordination • playing and/or singing pieces or excerpts • playing and/or singing rhythms and rhythm patterns • playing chords and chord patterns • playing and/or singing melodies • systematic fingering patterns • bowing techniques to achieve good finger action, bowing movements and smooth bow changes • systematic hand and foot patterns • systematic plucking, picking and strumming patterns • vocal and breath exercises to achieve consistent pitch, articulation and breath control • drumming exercises for hands, sticks, mallets, brushes and beaters • working effectively with an instrumental or vocal tutor • personal practice • coaching others • performing with other artists • observing and listening to the performance of others • exercises, such as: <ul style="list-style-type: none"> • simple major and harmonic scales and arpeggios • pentatonic scales • common modes • simple major and minor triads/chords • rhythm patterns • improvisation within established musical parameters • breath control.
<i>Facility</i> with instrument or voice may involve:	<ul style="list-style-type: none"> • intonation • breathing • embouchure

	<ul style="list-style-type: none">• pedalling• bowing/strokes• fingering• tonguing• tone and articulation• vibrato• phrasing• microphone technique• diction• posture• plucking.
<i>OHS principles</i> may include:	<ul style="list-style-type: none">• industry practice and legislation• posture• appropriate hearing and volume levels for self and others• electrical hazards• length of performance and practice sessions• preventative practice against overuse injury.
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none">• musical director• performer• mentor• teacher• coach• tutor• conductor• sound engineer.

Unit Sector(s)

Performing arts - music performance