



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF410A Perform music from written notation

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 perform music from written notation.

Application of the Unit

Instrumentalists and vocalists who are extending their ability to perform notated music apply the skills and knowledge described in this unit. Through practice and performance they develop expertise in interpreting notated music conventions and using music-reading skills in ways that suit different performance contexts. This unit builds on the skills covered in:

- CUSMPF204A Play music from simple written notation.

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

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

ELEMENT	PERFORMANCE CRITERIA
1. Practise notated music	1.1 Discuss with <i>appropriate personnel</i> the selection of suitable <i>repertoire</i> for practice and performance 1.2 Practise music with accurate interpretation of <i>rhythmic, melodic and harmonic structures</i> 1.3 Adhere to the required conventions of <i>form and music structures</i> 1.4 Consider interpretation of <i>dynamics and expression marks</i> 1.5 Practise accuracy of intonation 1.6 Seek guidance from appropriate personnel and adjust techniques as required
2. Present performances of notated music	2.1 Perform melodic and rhythmic structures of music accurately 2.2 Perform harmonic structures where required 2.3 Demonstrate appropriate <i>stylistic conventions</i> 2.4 Apply suitable tuning for selected music 2.5 Adjust and adapt own performance in the context of a group performance as required 2.6 Recover errors in performance as quickly and effectively as possible
3. Enhance music-reading skills	3.1 Identify personal strengths and weaknesses as a means of recognising practice goals 3.2 Explore suitable repertoire for further development 3.3 In collaboration with appropriate personnel agree on a suitable repertoire for further development of music-reading skills

Required Skills and Knowledge

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

Required skills

- communication and literacy skills sufficient to:
 - read notated music
 - work cooperatively with other performers and music personnel
- initiative, enterprise and creativity in the context of:
 - interpreting music structures and elements to enhance musical outcomes in performance
 - interpreting creative work from written notation
 - appropriately interpreting expression and stylistic conventions from written music
 - recovering errors with minimal disruption to performance
- problem-solving skills sufficient to:
 - troubleshoot music-reading problems
 - plan work tasks in a logical sequence
- planning and organisational skills sufficient to:
 - implement a private music practice strategy
 - set work and practice goals
- self-management skills sufficient to:
 - prepare self for performance
 - work to personal goals
 - seek expert assistance when problems arise
 - manage private music practice sessions
- learning skills sufficient to improve music-reading skills through practice
- technical skills sufficient to:
 - perform music accurately from written notation in chosen area of specialisation
 - interpret chords, scales, melodies, forms, textures or other conventions found within music notation
 - analyse scales, chord sequences and music systems, rhythms, time signatures and beat patterns of musical organisation relevant to specialisation
 - apply knowledge of musical forms in area of specialisation to written music

Required knowledge

- sound knowledge of:
 - range of genres and styles and their musical forms and conventions in written notation
 - musical protocols and customs for reading written music in selected area of specialisation

- repertoire relevant to chosen musical specialisation
- technical requirements of relevant instruments for accurate and appropriate performance in selected area of specialisation
- issues and challenges that arise in the context of performing music from written notation
- OHS practices, procedures and standards as they apply to using musical instruments and performing in a range of environments

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 from written notation on at least three occasions • adhere to the conventions of the selected music • practise music-reading skills on a regular basis.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to a selection of notated music for investigation and performance • access to appropriate instruments, equipment and performance 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"> • direct observation or video recording of the candidate performing music from written notation • authenticated audio recordings of the candidate playing music from written notation • third-party reports from formal practical music examinations • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies as a basis for discussion of issues and challenges that arise in the context of performing music from written notation.
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"> • CUSMPF302A Prepare for performances • CUSMPF401A Rehearse music for group performances • CUSMPF404A Perform music as part of a group • CUSMPF406A Perform music as a soloist.

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>Appropriate personnel</i> may be:	<ul style="list-style-type: none"> • teachers • mentors • musicians • bandleaders • music conductors • choir leaders.
<i>Repertoire</i> may be:	<ul style="list-style-type: none"> • classical • jazz • popular music • church • folk • world.
<i>Rhythmic, melodic and harmonic structures</i> may be:	<ul style="list-style-type: none"> • key signatures • basic 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, where appropriate.
<i>Form and music structures</i> may be:	<ul style="list-style-type: none"> • bar lines • repeats • sign • coda • ties • rests • phrases • ornaments • popular music forms • jazz forms • classical forms.
<i>Dynamics and expression marks</i>	<ul style="list-style-type: none"> • tempo • volume

may be:	<ul style="list-style-type: none">• accents• phrasing• articulation• special effects.
<i>Stylistic conventions</i> may be:	<ul style="list-style-type: none">• tuning systems• interpretation of music devices• approaches to performance conventions within the selected style.

Unit Sector(s)

Performing arts - music performance