



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF506A Develop technical skills and expand repertoire

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 refine instrumental techniques and expand the range of practical performance repertoire.

Application of the Unit

This unit builds on CUSMPF405A Develop instrumental techniques, and can apply to a first or second instrument. A higher level of competence in areas such as performance preparation, craft skills and musicianship is required of musicians as they seek more performance opportunities. They can be expected to show a real commitment to improving their skills and to expanding their repertoire in ways that allow them to demonstrate higher levels of technical and expressive skills. A willingness to act on feedback from colleagues and mentors is also essential.

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. Use technical control in performing music	1.1 Use control of the physical characteristics of chosen <i>instrument</i> to perform music skilfully 1.2 Use technical control to exploit the expressive qualities of chosen instrument in performance 1.3 Control sound production to achieve consistency and reliability in performance across a wide range of repertoire in selected musical style
2. Maintain and care for the instrument	2.1 Use appropriate methods to care for, move, use and store the instrument securely 2.2 Set up and/or warm up the instrument in preparation for practice or performance 2.3 Use instrumental <i>accessories</i> , fittings, maintenance and cleaning products to care for the instrument and enhance performance outcomes 2.4 <i>Tune</i> the instrument appropriately to the required standard and tuning conventions
3. Use practice time to develop techniques and expand repertoire	3.1 In consultation with <i>appropriate personnel</i> , plan practice sessions, <i>strategies</i> and <i>exercises</i> aimed at extending <i>techniques</i> and expanding <i>repertoire</i> 3.2 Use repertoire or specific technical exercises to address specific <i>needs</i> 3.3 Apply developing experience of the physical relationship with the instrument to achieve individual style and extend musical expression 3.4 Listen to own work critically to produce accurate intonation and tone colour across a wide dynamic range 3.5 Use good posture and appropriate finger, hand and/or body positions to perfect technical facility and ensure healthy performance habits 3.6 Monitor progress in skill development against personal goals and adjust practice sessions accordingly
4. Apply refined skills to perform a wider range of pieces	4.1 Interpret music appropriately to play a range of repertoire for solo and ensemble performance using appropriate rhythm, expression and tuning 4.2 Use a variety of instrumental techniques to perform a range of repertoire appropriate to the selected area of music specialisation 4.3 Control intonation, rhythm, tempo, expression, phrasing and nuance appropriate to the repertoire and musical style

ELEMENT	PERFORMANCE CRITERIA
	<p>4.4 Evaluate own performances and note areas for future improvement</p> <p>4.5 Seek feedback on own performance from appropriate personnel and incorporate their ideas and suggestions into strategies for continuously improving own skills and knowledge</p>

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
 - set development goals
 - identify areas of weakness and plan practice accordingly
- 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
 - apply acoustic principles to own playing
- initiative and enterprise skills in the context of:
 - producing sounds in a range of ways appropriate to selected musical style and repertoire
 - developing an increased awareness of the subtleties and variations of tone colour available on chosen instrument and their use in performance
- learning skills in the context of:
 - improving music performance skills and expression through practice
 - expanding repertoire
- technical and problem-solving skills sufficient to:
 - use a range of instrumental techniques on a first or second instrument
 - tune instrument to achieve intonation
 - play an extensive range of scales, rhythms or chord patterns in selected area of specialisation
 - produce planned sound consistently across a wide dynamic range
 - discriminate and adjust pitch to produce the required sound

Required knowledge

- acoustic principles relevant to selected instrument and area of specialisation
- instrument parts, applications, range, capabilities, care and maintenance
- repertoire relevant to the selected instrument and area of specialisation
- issues and challenges that arise in the context of refining technical skills and expanding repertoire
- OHS principles relevant to particular performance contexts, such as:

- legislation
- policies and best practice
- hearing protection
- protection of body against overuse injury
- safe lifting practices
- performance anxiety

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"> • use aural discrimination to monitor and adjust own performance to achieve the required sound • demonstrate fluent performance on the selected instrument in area of specialisation • monitor progress in own skill development • expand repertoire in area of specialisation • 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 instrument and equipment • access to suitable acoustic space • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed • opportunities to demonstrate improvement in technical skills and expansion of repertoire.
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, including monitoring of progress against goals • case studies and scenarios as a basis to discuss issues associated with technical skill development and expansion of repertoire.
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"> • CUSIND401A Develop specialist expertise in the music industry

	<ul style="list-style-type: none">• CUSMLT501A Refine aural-perception skills• CUSMPF401A Rehearse music for group performances• CUSMPF505A Perform improvisation for audiences.
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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.

<p>Instruments may be first or second instruments and may include:</p>	<ul style="list-style-type: none"> • acoustic or electronic • voice • stringed • keyboards • wind • tuned and untuned percussion • brass • plucked.
<p>Accessories may include:</p>	<ul style="list-style-type: none"> • reeds • strings • plectrums • mouth pieces • sticks, mallets, brushes and beaters • stands • pedals • microphones • amplifiers • samplers • mixers • enhancers.
<p>Tuning an instrument may involve:</p>	<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

	<p>accessories</p> <ul style="list-style-type: none"> • 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>Appropriate personnel</i> may include:	<ul style="list-style-type: none"> • musical director • performer • mentor • teacher • coach • tutor • conductor • sound engineer.
<i>Strategies</i> may include:	<ul style="list-style-type: none"> • working effectively with an appropriate tutor • practising as a performer • participating in relevant groups or associations • participating in professional development and other learning opportunities • attending master classes • attending performances • listening critically to a wide range of live and recorded music.
<i>Exercises</i> may be aimed at developing:	<ul style="list-style-type: none"> • ability to play a wide range of scales, triads, arpeggios, chords or rhythms • varied tone colour • bowing techniques to achieve good phrasing and a range of articulation options • embouchure to achieve good tone production across the range and special techniques • fingering patterns to achieve required phrasing, articulation and dynamics • posture appropriate to good sound production and OHS principles • hand and/or foot patterns • plucking and picking patterns • drumming expertise with mallets and beaters • pedalling techniques • microphone techniques.

<i>Techniques</i> may involve:	<ul style="list-style-type: none"> • instrumental/vocal sound production • physical coordination • improvisation • sight reading • playing a range of pieces in different styles in area of specialisation • playing a wide range of rhythms, time signatures and rhythm patterns in area of specialisation • playing a wide range of chords and chord patterns in area of specialisation • using a range of keys, scales and chord sequences • adjusting tone colour through: <ul style="list-style-type: none"> • instrumental attack • techniques for sound production • a range of accessories • electronic sound enhancers • interaction between the player and the instrument • use of performer's physique • improving aural memory.
<i>Repertoire</i> may include:	<ul style="list-style-type: none"> • solo pieces • ensemble pieces • improvised pieces.
<i>Needs</i> may include:	<ul style="list-style-type: none"> • working on identified technical weaknesses • extending rhythmic accuracy • performing a wide range of techniques appropriate to the style of music • refining physical facility • ensuring skilful control of the instrument across an extensive range of repertoire.

Unit Sector(s)

Performing arts - music performance