



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF508A Provide musical leadership 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 lead a group in ensemble or other musical performance. This leadership role includes being responsible for motivating others to give their best in performance. This involves applying a range of musicianship skills, such as stagecraft; understanding the performance capabilities of instruments; and providing solutions to performance problems that arise during rehearsals and performances.

Application of the Unit

Performers and musical directors apply the skills and knowledge described in this unit. Typically they are responsible for leading a group in ensemble or other musical performance. More complex skills associated with conducting are covered in:

- CUSMPF606A Conduct musical performances.

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

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Extend music techniques	<p>1.1 Adapt acquired techniques and <i>technical skills</i> to the context of the chosen style or playing environment to achieve best outcomes for self and others</p> <p>1.2 Establish and undertake regular practice regimes to ensure that technique and skills are maintained and further developed to meet <i>leadership requirements</i></p> <p>1.3 Develop and extend skills and techniques as required in a range of different working contexts and their <i>requirements</i></p> <p>1.4 Develop intellectual and emotional response to, and understanding of, music through exposure to a wide range of stimuli</p> <p>1.5 Focus <i>listening</i> skills in all musical experiences to enable analysis of content and musical intent to enhance musical outcomes for self and others</p> <p>1.6 Develop aural memory and exercise consistently in all musical experiences</p> <p>1.7 Analyse a diverse range of works to develop broad and specialised <i>repertoire</i> knowledge for self and others</p>
2. Facilitate the expression of ideas and concepts in performance	<p>2.1 Adapt, combine and integrate techniques, disciplines and skills flexibly to enable the appropriate physical expression of concepts</p> <p>2.2 Focus and clearly project interpretive response to relevant performers</p> <p>2.3 Demonstrate spatial awareness in a range of playing areas and give directions creatively and effectively to achieve best performance outcomes for self and others</p> <p>2.4 Develop <i>stagecraft skills</i> by evaluating and using the physical components of performance effectively for self and others</p>
3. Evaluate performances	<p>3.1 Participate in debriefing sessions with <i>relevant personnel</i> to identify strengths and weaknesses of performances</p> <p>3.2 Document the outcome of debriefing sessions according to enterprise procedures</p> <p>3.3 Reflect on own performance and note areas for improvement</p> <p>3.4 Respond appropriately to audience and peer feedback on performances</p>
4. Enhance professional	4.1 In consultation with relevant personnel, identify

ELEMENT	PERFORMANCE CRITERIA
practice	<p data-bbox="576 304 1102 338"><i>professional development opportunities</i></p> <p data-bbox="536 349 1251 454">4.2 Participate in professional development activities to improve work performance and ensure currency of industry knowledge</p> <p data-bbox="536 465 1219 533">4.3 Use industry affiliations and strategic alliances to support and maintain professional practice</p> <p data-bbox="536 544 1254 611">4.4 Seek and apply constructive criticism from others to improve own technical and conceptual skills</p>

Required Skills and Knowledge

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

Required skills

- communication and teamwork skills sufficient to:
 - provide musical leadership to performers and instrumentalists during rehearsals and performances
 - work creatively with individual differences
 - work constructively with group dynamics
 - identify and deal positively and constructively with conflict
- initiative, enterprise and creativity in the context of:
 - matching repertoire to target audience
 - demonstrating originality and innovative approaches to the performance and interpretation of music for self and others in area of specialisation
 - extending musical boundaries for self and audience in area of specialisation
 - phrasing and shaping music appropriately in area of specialisation
 - understanding and expressing appropriate musical nuance in area of specialisation
 - leading musical performances appropriately for the context of venues, sound forces and perceived audience taste in area of specialisation
 - engaging audiences through appropriate use of stagecraft skills
- listening skills sufficient to:
 - recognise intervals, chords, scales and chord progressions in area of specialisation
 - understand appropriate intonation, dynamics, phrasing, rhythm and expression to produce the required sound for self and others in area of specialisation
 - listen critically to the creative work of others to inform own work and the work of others in area of specialisation
 - listen critically to and adjust own creative work to achieve the required sound for self and others in area of specialisation
- planning and organisational skills sufficient to:
 - clarify roles
 - work within established timeframes to achieve planned outcomes
 - match work commitments to best career outcomes
 - plan practice to improve own technical facility in performance, and directing music in area of specialisation
 - demonstrate punctuality in all work commitments
 - use time-management strategies to set priorities
- learning and self-management skills sufficient to:
 - locate and use resources to advance own artistic and career development in area of specialisation

- evaluate and adjust career directions and plans realistically to advance in area of specialisation
- evaluate, adjust and develop own work in line with planned career directions
- discern and listen to the advice of colleagues, experts and audience groups to adjust work in line with career direction
- observe cultural protocols appropriate to the genre or area of specialisation
- use appropriate posture, dress and other performance protocols in area of specialisation
- apply OHS principles wherever relevant to work practice
- technical skills sufficient to:
 - use equipment and instruments in area of specialisation
 - use technology to improve efficiency and musical outcomes for self and others in area of specialisation
 - investigate technology to enhance artistic or commercial outcomes in area of specialisation

Required knowledge

- music knowledge in area of specialisation, including:
 - setting down music for performance or interpreting music in performance
 - improvisation conventions
 - sight reading from charts or musical notation
 - appropriate repertoire
 - musical terminology
 - musical genres and styles
 - solo and group performance protocols
 - composition process
- issues and challenges that typically arise in the context of providing musical leadership in performance
- techniques for moving the body and breathing to enhance musical performance of self and others
- OHS requirements and procedures in relation to performing

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"> • provide musical leadership in rehearsal and performance on at least three occasions • apply high levels of music literacy and repertoire knowledge • continuously improve performances through ongoing evaluation • motivate others involved in performances to achieve their best.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant instruments and equipment • access to scores, charts or other written music resources • access to participants, such as performers and technical crew • access to appropriate performance venues with adequate space and acoustic qualities • 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 musical performances led by the candidate • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • authenticated musical recordings where the candidate provided musical leadership • case studies and scenarios as a basis for discussion about issues and challenges that arise in the context of providing musical leadership in performances.
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• CUSMLT501A Refine aural-perception skills• CUSMPF402A Develop and maintain stagecraft skills• CUSMPF410A Perform music from written notation• CUSMPF501A Prepare a program for performance.
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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>Technical skills in area of specialisation may include:</p>	<ul style="list-style-type: none"> • physical mastery of instruments and musical materials • facility with techniques to control and enhance music making • proficiency to produce appropriate instrumental/vocal performance style and standard • musical elements and compositional techniques appropriate to style of music making • taking into account technical requirements of specific instruments.
<p>Leadership requirements may include:</p>	<ul style="list-style-type: none"> • practising performance, composition and musical directing and conducting • communicating with peers using physical and electronic means • contributing to and participating in festivals and conferences relevant to area of specialisation • participating in groups or associations relevant to area of specialisation • being involved in a range of music-making activities relevant to area of specialisation • listening critically to a wide range of live and recorded music.
<p>Requirements may include:</p>	<ul style="list-style-type: none"> • goals, values, objectives, processes and appropriate practices • ethical standards of industry, employer, agent, client or audience • current Copyright Act and amendments • licensing laws • time management • contingency planning • problem solving.
<p>Listening may include:</p>	<ul style="list-style-type: none"> • listening to adjust the sound in solo or group performance

	<ul style="list-style-type: none"> • aural imagination to identify and develop interpretive options • pattern and sequence recognition and memory • recognising music systems and practices relevant to area of specialisation • chords and keys in tonal or other musical systems in area of specialisation • reproducing sequences from memory in area of specialisation • instrument tuning in area of specialisation.
<i>Repertoire</i> may include:	<ul style="list-style-type: none"> • pieces appropriate to the selected instrument in area of specialisation • solo pieces in area of specialisation • ensemble pieces in area of specialisation • improvised pieces in area of specialisation.
<i>Stagecraft skills</i> may include:	<ul style="list-style-type: none"> • interaction with audiences and performers • grooming • observing stage etiquette • stage make-up • energy • movement • acting • maintaining fitness • observing OHS requirements • facial expressions • way of holding instruments or equipment, such as microphones • effective use of performance space and props.
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • producer • sound engineer • performer • stage manager • music critic • mentor • composer • musical director • sound designer • production manager • manager • client.
<i>Professional development opportunities</i> may include:	<ul style="list-style-type: none"> • mentoring • coaching

	<ul style="list-style-type: none">• structured or formal training• listening to and evaluating the work of others• conferences.
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Unit Sector(s)

Performing arts - music performance