



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF605A Develop advanced vocal techniques

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 as a vocalist at an advanced level. Vocalists at this level are expected to show a real commitment to improving their skills and 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.

Application of the Unit

This unit builds on CUSMPF407A Develop vocal techniques. A higher level of competence in areas such as performance preparation and vocal techniques is required of singers as they seek regular professional performance opportunities.

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 personal practice time to refine skills	1.1 In consultation with <i>appropriate personnel</i> , identify strengths and weaknesses in own performance skills 1.2 Develop a practice plan and <i>strategies</i> that incorporate realistic goals as a basis for refining performance <i>technique</i> 1.3 Identify <i>repertoire</i> that will help achieve technical and expressive development goals and incorporate them into practice plan 1.4 Ensure that practice routine makes best use of <i>resources</i> 1.5 Use private practice to continuously develop technical control of voice to enhance musical expression and refine individual style 1.6 Experiment with and exploit repertoire and <i>exercises</i> to continuously refine <i>technical accuracy</i> 1.7 Listen critically to own performance to assess technical strengths and weaknesses and adjust practice regime accordingly 1.8 Ensure that practice is undertaken with due consideration to personal <i>health and safety</i>
2. Plan repertoire to meet performance goals	2.1 Research new repertoire to identify pieces or works that advance performance scope and skills 2.2 Use opportunities to trial new work for peers and/or mentors and incorporate their critical feedback into private practice 2.3 Practise a range of pieces or works that focus on identified areas of technical development 2.4 Include new pieces from a range of repertoire for listening and private practice to identify options for repertoire development
3. Use technical skills to convey interpretive and expressive qualities in performance	3.1 Enhance the performance and emotional content of songs through creative use of vocal articulation and tone colours 3.2 Consistently and reliably demonstrate control of sound production across the range of repertoire for the selected musical style 3.3 Continually extend physical coordination and control over the voice to produce a highly accomplished standard of performance 3.4 Listen to own work critically to produce accurate intonation and tone colour across the dynamic range of

ELEMENT	PERFORMANCE CRITERIA
	the instrument
4. Present a professional performance program to an audience	4.1 Write a <i>program</i> for the performance 4.2 Undertake appropriate <i>psychological</i> and vocal warm-up and warm-down activities to enhance short and long-term performance outcomes 4.3 Interpret songs from memory, improvisation or reading from charts or musical notation as required 4.4 Count in a band as required 4.5 Perform a range of songs in a fluent and confident manner to a professional performance standard 4.6 Use vibrato for a variety of musical effects as required 4.7 Control intonation, rhythm, tempi, expression, phrasing and nuance to a professional performance standard appropriate to the repertoire and musical style 4.8 Recover errors in performance with minimum disruption to performance and audience experience 4.9 Maintain stage fitness to ensure a professional technical standard in performance
5. Evaluate technical skills in performance	5.1 View or listen to recordings of own performance to analyse technical and expressive aspects of own performance 5.2 Note areas for improvement and take action accordingly 5.3 Seek feedback on performances from appropriate personnel and incorporate their feedback into own continuous improvement strategies

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
 - respond appropriately to constructive feedback on own performance
- self-management and planning skills sufficient to:
 - plan own practice time
 - set professional development goals
 - identify areas of weakness and plan practice accordingly
 - investigate repertoire to contribute to the scope of programming and to continuously develop excellence in performance
- listening skills sufficient to:
 - monitor and adjust intonation as required
 - develop a strong level of relative pitch
 - use appropriate sound and tone production
 - 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
 - developing an increased awareness of the subtleties and variations of tone colour and their use in performance
 - adapting repertoire to own performance in area of specialisation
 - responding appropriately to the unexpected during performances
- learning skills in the context of:
 - improving vocal techniques and expression through practice
 - expanding repertoire
 - using appropriate repertoire for technical development
- technical skills sufficient to:
 - use a range of vocal techniques
 - produce planned sound consistently across a wide dynamic range
 - discriminate and adjust pitch to produce the required sound

Required knowledge

- well-developed understanding of:
 - industry and musical terminology
 - human anatomy and physiology as they relate to the physical process of singing
 - qualities of vocal production belonging to each register (head, chest and falsetto)

- techniques for caring for the voice
- repertoire relevant to area of specialisation
- issues and challenges that arise in the context of refining vocal techniques and performing before an audience
- OHS principles as they apply to singing:
 - relevant legislation
 - preventative practice against damage to the voice
 - correct posture
 - 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"> • confidently present at least two performance programs of songs to a professional standard • do thorough vocal warm-ups and warm-downs • perform a 20-second <i>messa di voce</i> • plan and monitor progress in own skill development • 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"> • opportunities to present performance programs before an audience • 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 vocal techniques.
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 sessions where the candidate is singing • written or oral questioning on technical development strategies, planning and goals with respect to refinement of vocal techniques • video and/or audio recordings of performances or practice sessions where the candidate is singing • self-evaluation sheets • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • samples of work plans for private practice sessions • case studies and scenarios as a basis to discuss issues and challenges that arise in the context of refining vocal techniques and performing before an audience.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,</p>

	<p>for example:</p> <ul style="list-style-type: none">• CUSMPF501A Prepare a program for performance• CUSMPF601A Present a music performance• CUSMPF602A Manage stagecraft aspects of performances• CUSMPF604A Extend improvisation techniques.
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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><i>Appropriate personnel</i> may include:</p>	<ul style="list-style-type: none"> • musical director • performer • mentor • teacher • coach • tutor • conductor • producer • agent • sound engineer.
<p><i>Strategies</i> may include:</p>	<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.
<p><i>Techniques</i> may include:</p>	<ul style="list-style-type: none"> • breathing • <i>messa di voce</i> • articulation, including: <ul style="list-style-type: none"> • tremolo • vibrato • legato • staccato • accents • doit • gliss • fall-off • plop • ghost note • growl

	<ul style="list-style-type: none"> • rip • bend • control of dynamics • rapid figurations • posture • projection.
Repertoire may include:	<ul style="list-style-type: none"> • songs and tunes for solo performance • choral pieces • acapella pieces • improvisations on rhythmic, harmonic or melodic structures • own original work.
Resources may include:	<ul style="list-style-type: none"> • performance space • instruments and equipment • time.
Exercises may include:	<ul style="list-style-type: none"> • scales • arpeggios • breathing exercises to achieve good breath control and tone colour • exercises for developing techniques, such as: <ul style="list-style-type: none"> • negotiating one's way inaudibly through register breaks • modifying vowels at higher pitches • making informed choices about using glottal stops and diphthongs • embellishing a melody • improvising, e.g. scat singing • producing a constant tone on all vowels • comfortably singing wide intervals • correcting vocal faults.
Technical accuracy may relate to:	<ul style="list-style-type: none"> • memorising repertoire, including: <ul style="list-style-type: none"> • melody • lyrics • keys and harmonic features, including chord progressions • guide tones • arpeggios • singing with a constant pure tone on all vowels • fluent performance of a variety of scat syllables which are appropriate to the repertoire and reflect the singer's personality and style

	<ul style="list-style-type: none"> • consistent vocal techniques in all registers • performing appropriate vowel modification in relation to diphthongs • performing jazz articulation • rhythms • tone colour • pitch and register • dynamics • phrasing.
Health and safety considerations may include:	<ul style="list-style-type: none"> • correct posture to support facility and longevity in practice • ensuring that practice sessions are of reasonable duration to avoid fatigue • hearing protection • protection of body against overuse injury • safe lifting techniques • strategies to overcome performance anxiety, such as: <ul style="list-style-type: none"> • focussing on a single element or action at a time • relaxation techniques • focussing on patterns rather than individual notes • warm-up routines.
Factors to be considered when writing programs may include:	<ul style="list-style-type: none"> • keys • styles and tempos of songs • musical performance devices, such as: <ul style="list-style-type: none"> • turnarounds • vamps • playoffs.
Psychological activities may include relaxation techniques, such as:	<ul style="list-style-type: none"> • mind to muscle: <ul style="list-style-type: none"> • meditation • imagery/conscious visualisation • affirmations • stretching • deep breathing • light aerobic exercises.

Unit Sector(s)

Performing arts - music performance