



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUSSOU305A Analyse soundtracks**

**Revision Number: 2**

## CUSSOU305A Analyse soundtracks

### 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 analyse music and voice soundtracks.

### Application of the Unit

Film sound technicians apply the skills and knowledge described in this unit. They are responsible for synchronising soundtracks to pictures, auditioning material and selecting tracks that best meet technical and creative requirements. They work with sound recorded both digitally and in analogue formats. Their analysis of soundtracks is used by film editors as they edit or animate films.

People responsible for dubbing films into different languages and those working in film and sound archives also apply these skills on a regular basis. This work is undertaken with some supervision and guidance.

### 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>
--	---

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Complete analysis of soundtrack elements	<ul style="list-style-type: none"><li>1.1 Select appropriate <b><i>equipment</i></b> to perform break-down of approved soundtracks</li><li>1.2 Break down soundtracks ensuring that <b><i>analysis</i></b> of required elements is accurate</li><li>1.3 <b><i>Store</i></b> break-down safely and securely and ensure that it can be accessed as required</li><li>1.4 Report problems with soundtracks to <b><i>relevant personnel</i></b></li></ul>
2. Document and complete soundtrack analysis	<ul style="list-style-type: none"><li>2.1 Document soundtrack break-down clearly and legibly in the required <b><i>format</i></b></li><li>2.2 Ensure that all information from relevant <b><i>sources</i></b> is included in documentation</li><li>2.3 Supply break-down to relevant personnel in line with agreed deadlines and <b><i>production</i></b> requirements</li><li>2.4 Seek feedback on quality of own work and note areas for improvement</li></ul>

## Required Skills and Knowledge

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

### Required skills

- communication, literacy and teamwork skills sufficient to:
  - interpret scripts, specifications and instructions
  - record and report issues with the quality of soundtracks
  - document soundtrack break-downs
  - work cooperatively in a team environment
  - respond positively to constructive feedback on quality of own work
- technical skills sufficient to:
  - listen to speech and break it down into phonetic sounds
  - listen to music and break it down into beats
  - use a synchroniser and/or digital equipment to breakdown soundtracks
- planning skills sufficient to:
  - prioritise work tasks
  - meet deadlines
  - seek expert assistance when problems arise

### Required knowledge

- principles and techniques associated with breaking down soundtracks, including:
  - understanding how soundtracks fit into creative concepts
  - basic understanding of film, television and animation production processes
- issues and challenges that arise in the context of working with soundtracks
- OHS procedures and practices in the context of working with audio equipment

## 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.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>analyse music and voice soundtracks in line with production requirements on at least three occasions</li> <li>document soundtrack break-downs in the required format</li> <li>work cooperatively in a production environment.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>access to a range of industry-current equipment as listed in the range statement</li> <li>use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.</li> </ul>
<b>Method of assessment</b>	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>case studies, and written or oral questioning to assess candidate's understanding of the process of analysing and documenting soundtracks for film and television productions</li> <li>authenticated examples of soundtrack documentation prepared by the candidate</li> <li>observation of the candidate breaking down and analysing soundtracks.</li> </ul>
<b>Guidance information for assessment</b>	<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"> <li>CUFIND301A Work effectively in the screen and media industries</li> <li>CUFSOU204A Perform basic sound editing</li> <li>CUFSOU301A Prepare audio assets</li> <li>CUSSOU304A Restore audio tracks.</li> </ul>

## 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.*

<b><i>Equipment</i></b> may include:	<ul style="list-style-type: none"> <li>• synchroniser</li> <li>• analogue or digital playback equipment.</li> </ul>
<b><i>Analysis</i></b> may be for:	<ul style="list-style-type: none"> <li>• music tracks</li> <li>• phonetic analysis of voice or dialogue tracks.</li> </ul>
<b><i>Storing</i></b> may involve:	<ul style="list-style-type: none"> <li>• digital backups</li> <li>• ensuring that physical tape is kept clean and stored appropriately.</li> </ul>
<b><i>Relevant personnel</i></b> may include:	<ul style="list-style-type: none"> <li>• production designer</li> <li>• post-production manager</li> <li>• production manager</li> <li>• preservation supervisor</li> <li>• supervisor</li> <li>• head of department</li> <li>• director of photography</li> <li>• artist</li> <li>• director</li> <li>• producer</li> <li>• technical director</li> <li>• other technical staff</li> <li>• other specialist staff</li> <li>• designer</li> <li>• animation production personnel</li> <li>• sound recordist</li> <li>• sound editor</li> <li>• sound-editing personnel.</li> </ul>
<b><i>Formats</i></b> may include:	<ul style="list-style-type: none"> <li>• computer-generated or manual, such as: <ul style="list-style-type: none"> <li>• dope sheets</li> <li>• bar sheets</li> <li>• file notes</li> </ul> </li> <li>• phonetic code.</li> </ul>
<b><i>Sources</i></b> may include:	<ul style="list-style-type: none"> <li>• storyboards</li> <li>• layout drawings</li> <li>• director's instructions</li> </ul>

	<ul style="list-style-type: none"><li>• camera sheets</li><li>• scripts</li><li>• scores</li><li>• technical notes</li><li>• clapper boards</li><li>• tape identifications</li><li>• database</li><li>• metadata.</li></ul>
<b><i>Productions</i></b> may include:	<ul style="list-style-type: none"><li>• feature films</li><li>• short films</li><li>• animation</li><li>• commercials</li><li>• music videos</li><li>• television productions</li><li>• web-based content.</li></ul>

## Unit Sector(s)

Media and entertainment production - audio/sound