Australian Government

CUAMCP602 Extend techniques for composing music

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Application

This unit describes the skills and knowledge required to refine music composition skills in any music genre.

It applies to individuals who apply commitment and high level skills in aural imagination, melodic development, instrumentation and orchestration to extend the range of compositional briefs to which they can confidently respond.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Performing arts – music composition

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Set professional development goals	1.1 Listen to and critique recordings of own compositions with appropriate people
	1.2 Evaluate and discuss factors that contribute to excellence in music composition
	1.3 Listen to and evaluate the work of master composers, and identify techniques that could be applied to own practice
	1.4 Develop networking strategies to cultivate relationships that will enhance own professional practice
	1.5 Document professional development goals, and establish criteria for monitoring and evaluating own skill development

ELEMENT	PERFORMANCE CRITERIA
2. Practice to refine techniques	2.1 Devise a practice plan that incorporates goals for refining composition techniques
	2.2 Seek feedback from others and critically review own compositions
	2.3 Experiment with ways of improving own compositions
	2.4 Discuss revised compositions with peers and/or mentors, and use their feedback to inform continuous improvement strategies
3. Compose music	3.1 Seek music compositional work that extends the range of own creative practice
	3.2 Generate a range of musical ideas or starting points in response to briefs
	3.3 Experiment with options for realising musical ideas, and refine in discussion with appropriate people
	3.4 Apply a wide range of compositional techniques to organise musical elements into working versions of musical pieces
	3.5 Listen to and evaluate work in progress with appropriate people, and seek creative and technical feedback
	3.6 Incorporate ideas and suggestions into final compositions
	3.7 Attend rehearsals or performance workshops where compositions are being played, and make adjustments to compositions as required
	3.8 Present all compositions with appropriate copyright notices and in required format by agreed deadline
4. Review own skill development	4.1 Compare work against previous compositions to assess development of techniques and ideas
	4.2 Evaluate level of improvement in own compositional techniques against agreed criteria
	4.3 Seek feedback on compositions from appropriate personnel, and incorporate their suggestions and ideas into own future professional development strategies

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1-1.5, 3.5, 3.6, 4.1-4.3	• Uses self-evaluation and feedback from others to set and monitor own professional development goals • Self-directs learning, actively designing and refining interpretations of the brief based on feedback and personal evaluation
Reading	3.2, 4.1	• Interprets, comprehends and evaluates texts relevant to own work
Writing	1.4, 1.5, 3.2, 3.4, 4.3	• Records plan and approach in logical format • Uses appropriate conventions to record music accurately
Oral Communication	1.1-1.3, 2.1, 2.2, 3.1, 3.3, 3.5, 4.3	• Participates in discussions using clear and relevant language • Asks questions, listens, and responds to feedback in a professional dialogue to clarify own understanding and to note areas for improvement
Numeracy	3.8	• Applies timeframes in accordance with schedule requirements
Interact with others	1.1, 1.2, 2.2, 2.4, 3.3, 3.5	• Collaborates with others to convey and elicit information, develop and confirm understanding, and gain feedback • Follows accepted communication practices and protocols in building networks and collaborating with others
Get the work done	1.1-1.5, 2.1-2.3, 3.1-3.8, 4.1-4.3	• Plans and prioritises a range of routine and non-routine tasks required to achieve set goals • Develops new or innovative ideas through practice or experimentation

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMCP602 Extend techniques for composing music	CUSMCP601A Extend techniques for composing music	Updated to meet Standards for Training Packages. Minor edits to elements and performance criteria.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5