Australian Government

CUAMLT201 Develop and apply musical ideas and listening skills

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 develop music knowledge by listening and responding to music.

It applies to individuals entering the music industry who need to recognise music components when listening so that they can engage with, reflect on and make informed judgements about music. This work is done under close supervision and guidance.

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

Unit Sector

Performing arts – music literacy

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. Identify and differentiate a range of musical styles	1.1 Actively listen to a range of recorded and live music performances in selected musical styles, and discuss with appropriate people
	1.2 Compare a range of musical styles using appropriate listening skills and music terminology
	1.3 Identify the repertoire of a range of musical styles using appropriate information sources, and discuss with appropriate people
2. Develop musical ideas	2.1 Listen to and identify musical ideas in a range of musical styles
	2.2 Research information on the instruments, performance customs and historical background of musical ideas for selected musical

ELEMENT	PERFORMANCE CRITERIA
	styles
	2.3 Identify and develop own musical ideas and discuss with appropriate people
	2.4 Apply musical ideas to own developing area of music practice, and share with appropriate people
3. Update and maintain music knowledge	3.1 Identify and use a range of opportunities to develop knowledge of music fundamentals and listening skills
	3.2 Listen to selected music pieces and identify components of music and basic music structures and forms
	3.3 Investigate the work of well known composers, performers and producers in selected musical styles
	3.4 Check the credibility and reliability of information sources with appropriate people
	3.5 Apply music knowledge to day-to-day activities to enhance quality of work performance

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	3.1	• Locates formal and informal learning opportunities to develop music knowledge
Reading	1.3, 2.2, 3.3	• Researches particular background information in order to understand the source of musical ideas
Oral Communication	1.1-1.3, 2.1, 2.3, 2.4, 3.2, 3.4	• Participates in discussions using appropriate language and features in both familiar and unfamiliar contexts • Uses industry specific vocabulary to check own understanding and clarify new concepts • Derives meaning from aural sources
Navigate the world of work	2.3, 2.4	• Begins to develop some insights into personal goals, preferences and aptitudes
Interact with others	1.1-1.3, 2.3, 2.4, 3.4	• Collaborates to achieve results • Elicits feedback from appropriate people about a range of musical styles and ideas

| Get the work done | 1.1-1.3, 2.1, 2.2, 2.4, 3.5 | • Plans and completes a range of routine tasks associated with own role |
| | | • Makes routine decisions directly related to own role |

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMLT201 Develop and apply musical ideas and listening skills	CUSMLT201A Develop and apply musical ideas and listening skills	Updated to meet Standards for Training Packages. Minor edits to 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