CUAMLT402 Articulate ideas about 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 communicate aesthetic, technical and expressive characteristics of music to others.

It applies to individuals, including musicians, music writers, and festival and concert programmers, who have well developed skills in aural discrimination and the ability to apply artistic judgement.

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. Clarify scope of music exploration	1.1 Discuss the purpose and scope of the music study and required format for communication with appropriate people
	1.2 Identify appropriate methodologies for exploring and interpreting the aesthetic, technical and expressive aspects of music
	1.3 Identify musical styles, genres or pieces to be examined
	1.4 Clarify timelines for completion of study and factors that may impact on it
2. Identify aesthetic and expressive elements of music	2.1 Assess musical examples to determine the overall style, character and genre of the music
	2.2 Listen critically and/or review notation/scores to analyse

ELEMENT	PERFORMANCE CRITERIA
	expressive, aesthetic and technical qualities of musical elements
	2.3 Examine a range of musical elements to confirm the analysis
	2.4 Investigate the historical, cultural and social circumstances under which the musical pieces were written
	2.5 Discuss aspects of work with peers, and incorporate different perspectives or ideas about music as appropriate
3. Convey ideas about music	3.1 Organise and document information on the aesthetic, technical and expressive characteristics of the music, its context and related music terminology
	3.2 Compile and articulate ideas about the music in required format within agreed timelines and in a style suited to the target audience
	3.3 Seek feedback on developed music perspectives from appropriate people, and adjust conclusions as required
	3.4 Evaluate the processes followed for exploring and interpreting ideas about music, and note areas for future improvement

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
Reading	1.2, 2.1, 2.2, 2.4	• Interprets textual information in a variety of forms, and applies the information gained to evaluate methodologies and elements according to music requirements
Writing	3.1-3.4	• Documents information according to required format in a style appropriate to a specific audience
Oral Communication	1.1, 2.2, 2.5, 3.3	• Participates in discussions using listening and questioning skills to clarify understanding • Listens for tone, style and other musical aesthetics
Numeracy	1.4, 3.2	• Defines timeframes in accordance with schedule requirements
Interact with others	1.1, 2.5, 3.3	• Consults with appropriate people to convey and elicit information, develop and confirm understanding, and gain feedback

Get the work done	1.1-1.4, 2.1-2.5, 3.1-3.4	- Plans and completes own tasks in a logical and efficient sequence - Makes decisions directly related to own role

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMLT402 Articulate ideas about music	CUSMLT402A Articulate ideas about music	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.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5