



**Australian Government**

# **CUAMLT501 Refine aural perception skills**

**Release: 1**

## CUAMLT501 Refine aural perception skills

### 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 improve aural perception skills.

It applies to individuals including musicians, songwriters, composers, arrangers, conductors and musical directors. These individuals use well developed aural perception skills, and knowledge of music structures and components in a range of contexts, including transcribing live or recorded music and preparing charts and other forms of notated music.

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
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Set personal goals for extending own aural perception skills	1.1 Identify the applications of aural perception skills most relevant to own music practice in consultation with appropriate people 1.2 Determine appropriate practise techniques and tools for improving own mastery of aural skills for rhythmic, melodic and harmonic music structures 1.3 Identify the genres and styles in own music practice that need attention in the context of refining aural perception skills 1.4 Prepare a plan for own skill development, including a timeline and criteria for measuring improvements 1.5 Discuss plan with appropriate personnel, and incorporate feedback as required

ELEMENT	PERFORMANCE CRITERIA
2. Expand methods for aural recognition and transcription of music	<p>2.1 Analyse terminology and conventions of music forms, music notation and music structures, and apply to improving own aural perception skills</p> <p>2.2 Develop ways of hearing music and techniques to improve aural identification and memory, and apply to recognition and reproduction of relevant music structures</p> <p>2.3 Develop skills in music writing connected with aural transcription skills</p> <p>2.4 Explore more advanced rhythmic, melodic and harmonic structures connected with aural recognition and transcription skill development</p> <p>2.5 Develop aural identification of instrumental timbres, textures, formal structural elements and other aspects of musical expression</p>
3. Apply improved aural perception skills	<p>3.1 Extend aural recognition of pitch to a wider repertoire of intervals, scales, and longer, more complex melodic phrases</p> <p>3.2 Extend aural recognition of rhythm to more complex time signatures and rhythmic phrases, including syncopation</p> <p>3.3 Extend aural recognition of harmony to a wider repertoire of chords, extended chords and more complex progressions</p> <p>3.4 Discuss application of advanced aural perception skills with peers, and incorporate new ideas and techniques into own music practice</p>
4. Evaluate own skill development	<p>4.1 Monitor own progress against personal goals and skill development plan</p> <p>4.2 Discuss progress of skill development with appropriate people, and act on feedback as required</p> <p>4.3 Identify personal strengths and weaknesses as a means of improving own work</p> <p>4.4 Evaluate overall effectiveness of learning methods in the expansion of aural perception skills</p>

## Foundation Skills

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

Skill	Performance	Description
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	<b>Criteria</b>	
Learning	1.1-1.5, 3.4, 4.1- 4.4	<ul style="list-style-type: none"> <li>Identifies and implements strategies to develop own skills and knowledge</li> <li>Uses evaluation and feedback to review and refine learning strategies</li> <li>Draws on a broad and expanding repertoire of strategies in musicianship that facilitate development of skills</li> </ul>
Reading	2.1, 4.1	<ul style="list-style-type: none"> <li>Evaluates and integrates information in written text that contributes to own aural skill development</li> </ul>
Writing	1.2-1.5, 2.3, 2.4, 4.1	<ul style="list-style-type: none"> <li>Generates and revises planning documentation in relation to the skill development</li> <li>Uses music notation in transcribing music</li> <li>Communicates complex relationships between aural perception skills and transcription skills</li> </ul>
Oral Communication	1.1, 1.5, 2.2, 2.4, 2.5, 3.1-3.4, 4.2	<ul style="list-style-type: none"> <li>Participates in a verbal exchange of ideas/solutions, and uses detailed and clear language to contribute information and express requirements</li> <li>Applies appropriate strategies to extract required information from aural analysis of music for transcription requirements</li> </ul>
Interact with others	1.1, 1.5, 3.4, 4.2	<ul style="list-style-type: none"> <li>Collaborates with others to develop understanding and gain feedback</li> </ul>
Get the work done	1.1-1.4, 2.1-2.5, 3.1-3.3, 4.2-4.3	<ul style="list-style-type: none"> <li>Plans and prioritises tasks required to achieve set goals</li> <li>Uses exploration and analysis to make decisions about own skill development needs related to own tasks</li> <li>Evaluates results of decisions to determine improvements</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
CUAMLT501 Refine aural perception skills	CUSMLT501A Refine aural-perception skills	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>