CUAMPF418 Develop performance techniques on a second instrument

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 5.0.

Application

This unit describes the skills and knowledge required to develop performance techniques on an instrument other than a musician's primary instrument.

The unit applies to those who are musicians and who want to gain proficiency in a second instrument, which can include voice, and so develop flexibility in their repertoire. The techniques for playing instruments may be completely different, however, the underpinning music knowledge that needs to be applied in performance remains the same.

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

Unit Sector

Performing arts – Music performance

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. Explore range of second instrument	1.1 Compare physical characteristics and basic acoustic principles of second instrument with those of primary instrument, in consultation with required personnel
	1.2 Listen to work of other musicians or vocalists and identify techniques that can be used in own practice
	1.3 Identify own weaknesses and document plan for development of new performance techniques and skills for mastering second instrument
	1.4 Select repertoire that aligns with skill development plan
	1.5 Experiment with and develop control of range and scope of

ELEMENT	PERFORMANCE CRITERIA
	instrument
	1.6 Explore capability of second instrument in line with repertoire requirements
2. Maintain and care for second instrument	2.1 Use processes to care for instrument or voice according to work health and safety (WHS) principles
	2.2 Set up and warm up instrument or voice in preparation for practice and performance
	2.3 Use required products to care for instrument or voice and enhance performance outcomes
	2.4 Tune instrument to required standard and tuning conventions if required
3. Use practice time to develop performance technique	3.1 Plan practice sessions aimed at developing techniques and overcoming technical challenges, in consultation with required personnel
	3.2 Practise exercises and studies that develop technical fluency in identified areas of weakness
	3.3 Confirm posture, finger, hand and body position during practice is in line with WHS principles
	3.4 Seek feedback on own skill development from required personnel and adjust focus of practice sessions as required
4. Play musical pieces on second instrument	4.1 Play pieces from different repertoire using techniques on instrument or voice
	4.2 Perform work following required tempi and musical markings where required
	4.3 Monitor and adjust rhythmic control, intonation and sound or tone production when playing or singing
5. Evaluate performances	5.1 Seek feedback from required personnel on own performance and level of skill development
	5.2 Evaluate own performance and note areas for future improvement
	5.3 Implement feedback from others and own observations of performance and skill development, and plan future improvement strategies

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION

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Numeracy	• Comprehends the mathematical structure within musical pieces, and interprets and performs them as required
Oral communication	• Participates in discussions using industry terminology • Obtains information by listening and questioning • Derives meaning from aural information
Reading	• Comprehends the language of music and notation conventions
Writing	• Records skill development plan in a format that can be easily monitored and annotated
Planning and organising	• Plans and completes tasks to achieve required standard of performance
Problem solving	• Decides on solutions or improvements by evaluating feedback and using analytical skills
Self-management	• Makes decisions related to own role and responsibilities • Selects and uses accepted communication practices
Teamwork	• Works collaboratively with others

Unit Mapping Information

Supersedes and is equivalent to CUAMPF408 Develop performance techniques on a second instrument.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5