



Australian Government

CUAMPF511 Develop programs for performances

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 programs for performances, including planning, analysing and developing the interpretation of program plans.

The unit applies to those who are instrumentalists and vocalists and who have well developed repertoire knowledge and organisational skills. They respond to briefs for a particular style of performance at an event and may have responsibility within a company or ensemble for preparing programs.

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
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan performance program	1.1 Confirm performance requirements and brief in consultation with required personnel 1.2 Confirm nature and extent of own contribution to performance 1.3 Select repertoire items that provide a balanced program suited to purpose of performance, performers' level of artistic and technical ability, and personal style 1.4 Discuss draft program, incorporate feedback as required, and agree on final program for performance with required personnel 1.5 Confirm schedule for rehearsal time is allocated leading up to performance with required personnel 1.6 Obtain required resources in line with brief, allocated budget and

ELEMENT	PERFORMANCE CRITERIA
	timelines 1.7 Contact venue to confirm mutual understanding of requirements 1.8 Arrange promotional material as required
2. Analyse performance program	2.1 Analyse scope, musical elements and underlying intention of selected music according to performance requirements 2.2 Develop level of familiarity with material prior to performance according to own role in performance 2.3 Identify technically difficult sections of music and practise both privately and in rehearsal in line with required performance standard
3. Develop interpretation of program using practice sessions	3.1 Explore different interpretations and develop interpretation most suited to the music and performance context 3.2 Refine interpretation in ensemble or individually as required using rehearsals sessions 3.3 Listen to own and others' performance as required and adjust playing accordingly to achieve required sound 3.4 Develop interpretation that is capable of expression within constraints of own technical ability 3.5 Practise techniques for sustaining expressive communication with audience 3.6 Implement work health and safety (WHS) principles relevant to performance context
4. Evaluate development of performance program	4.1 Seek feedback on own performance in practice sessions from required personnel 4.2 Evaluate own role in creating performance program and identify development areas 4.3 Use feedback from others and own observations of performance 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
Numeracy	Estimates and calculates time using whole numbers and fractions
Oral communication	Presents and clarifies information according to requirements and audience

SKILL	DESCRIPTION
	• Obtains information by listening and questioning • Derives meaning from aural information
Reading	• Identifies and analyses organisational texts and determines business requirements
Writing	• Records and updates details of program
Initiative and enterprise	• Develops new and innovative ideas using creativity and analysis
Planning and organising	• Plans and prioritises a range of tasks to achieve requirements
Self-management	• Understands and complies with responsibilities of own role • Takes responsibility for the outcomes of routine decisions related directly to own role
Teamwork	• Collaborates with others on tasks

Unit Mapping Information

Supersedes and is equivalent to CUAMPF501 Prepare a program for performance.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>