



Australian Government

CUAMPF512 Use interactive technology in 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 use music technology as a creative tool in performances.

The unit applies to those who are musicians and artists who use audio software applications, control surfaces, and sensor and gesture based electronic instruments to manipulate a performance while it is happening. They may work in all musical genres and styles, including as electronic dance music DJs, solo and ensemble performers, and creators of experimental sound sculptures and installations.

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. Generate ideas for performances using interactive technology	1.1 Confirm performance requirements and context with required personnel 1.2 Listen to and view recordings of performances where interactive technologies have been used and identify techniques that can be applied to own performance 1.3 Generate ideas for incorporating interactive technology into planned performance in collaboration with required personnel 1.4 Identify factors that may affect how interactive technology can be incorporated into planned performance and adjust ideas as required

ELEMENT	PERFORMANCE CRITERIA
2. Prepare interactive elements	2.1 Set up instruments and equipment according to work health and safety (WHS) principles and product instructions 2.2 Generate a sample of interactive elements required for performance using features of software and electronic devices, and create plan for using elements in performance 2.3 Discuss and evaluate work in progress with required personnel according to performance requirements 2.4 Incorporate feedback and ideas into preparation of interactive elements 2.5 Review and test interactive elements, and make required adjustments 2.6 Confirm plan for use of interactive technology in own performance
3. Integrate interactive elements into performance	3.1 Implement plan for incorporating interactive technology elements in performance 3.2 Respond to contingencies and maintain integrity of performance 3.3 Interact professionally with fellow performers, stage management and other artistic, venue, studio and organisational staff as required 3.4 Take and give cues and contribute to a cohesive performance
4. Review performance	4.1 Assess contribution of interactive technology to performance in discussion with required personnel 4.2 Develop strategies for improving application of interactive technology in future performances

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
Oral communication	Participates in a verbal exchange of ideas and solutions, and contributes information and requirements using detailed industry language
Reading	Evaluates research to identify areas that can be explored further and incorporated into performance
Initiative and enterprise	Develops new and innovative ideas using creativity and analysis

SKILL	DESCRIPTION
Planning and organising	Plans and implements complex tasks within required timeframes, including addressing defects and breakdowns
Problem solving	Evaluates options and make decisions using analytical skills
Teamwork	- Collaborates with others about the creative process - Contributes to roles and responsibilities of others

Unit Mapping Information

Supersedes and is equivalent to CUAMPF502 Incorporate interactive technology into performance.

Links

Companion Volume Implementation Guide is found on VETNet -

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