



Australian Government

CUAMPF513 Perform solo accompaniment

Release: 1

CUAMPF513 Perform solo accompaniment

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 perform as a solo accompanist to complement the performance of solo performers or groups, including choirs. This includes interacting with performers or groups and contributing to performance evaluations.

The unit applies to those who are solo accompanists on any instrument.

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

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to perform accompaniments	1.1 Discuss and confirm artistic requirements, vision and expected performance outcomes with required personnel 1.2 Confirm that accompaniment is within own technical and artistic level of ability 1.3 Determine own contribution to performance outcomes, confirming that artistic and professional integrity are maintained 1.4 Create personal practice schedule before combined rehearsal period begins in line with required performance standard 1.5 Confirm own availability with required personnel and attend scheduled rehearsals 1.6 Establish rehearsal and performance conditions in line with work health and safety (WHS) principles and allowing for rest breaks 1.7 Take direction from required personnel in rehearsals

ELEMENTS	PERFORMANCE CRITERIA
	1.8 Overcome effects of performance anxiety using strategies as required
2. Provide accompaniments for performers	2.1 Guide performers and play accompaniment as required according to performance requirements 2.2 Listen to and adjust playing to needs of performer(s) and context of performance 2.3 Confirm musical emphasis of accompaniment underpins and enhances performance 2.4 Take and give cues during performance according to performance requirements 2.5 Respond to artistic requirements of performer(s) and ensure expected performance outcomes are met 2.6 Support performer(s) to deal with contingencies during performances by altering accompaniment and covering irregularities as required 2.7 Maintain own conduct and appearance required for performance context
3. Evaluate performances	3.1 Discuss feedback from performance with required personnel and incorporate suggestions into strategies for improving own accompaniment skills 3.2 Evaluate own performance as accompanist and note areas for future improvement

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
Learning	Achieves learning outcomes by planning, implementing and adjusting processes as required
Oral Communication	- Uses clear industry terminology when liaising with others - Listens and responds to feedback and direction
Writing	Documents strategies in suitable format for personal use
Initiative and enterprise	Supports creative process using innovative techniques and ideas
Planning and organising	Plans and prioritises a range of tasks, including practice and performances

SKILL	DESCRIPTION
Problem solving	• Determines solutions and improvements by applying problem solving processes
Self-management	• Follows safety protocols and procedures • Identifies and meets requirements of own role and associated responsibilities
Teamwork	• Completes task requirements collaboratively with others

Unit Mapping Information

Supersedes and is equivalent to CUAMPF503 Perform accompaniment.

Links

Companion Volume Implementation Guide is found on VETNet -

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