



Australian Government

CUAMPF616 Conduct musical 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 conduct musical performances for orchestral, chamber ensemble and musical theatre productions.

The unit applies to those who are responsible for communicating the style and intent of works they conduct to performers and audiences. They have high level skills in reading and memorising orchestral and vocal scores, and a sound knowledge of the range and capability of instruments being used in performances.

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. Prepare for performance	1.1 Confirm performance requirements and outcomes in consultation with required personnel 1.2 Confirm that warm-up facility and venue meet work health and safety (WHS) requirements 1.3 Complete pre-performance checks of equipment, instruments and accessories and confirm required resources are available 1.4 Assist self and performers to prepare psychologically, physically and artistically using warm-up routines 1.5 Communicate contingency measures where required and anticipate consequences 1.6 Confirm that individual and collective tuning of instruments is at

ELEMENT	PERFORMANCE CRITERIA
	required standard for performance using listening skills
2. Observe conventions during performances	2.1 Dress professionally for performance occasion 2.2 Acknowledge concertmaster and audience according to stage conventions 2.3 Confirm and expedite performance readiness by observing performers and audience as required 2.4 Engage and communicate with audience as required for performance context 2.5 Acknowledge performers and audience at conclusion of performances and at other required times
3. Interact and conduct performers	3.1 Communicate musical leadership to performers using demeanour, body language and cues 3.2 Maintain engagement of performers and direct energy throughout performance 3.3 Maintain acoustic balance of instrumental and electronic forces according to performance requirements 3.4 Enhance individual and collective performance using music, instrument, and vocal knowledge, and technical skills 3.5 Monitor body language of performers and ensemble members during performance and respond accordingly 3.6 Respond and adapt to performance variations and maintain performance flow 3.7 Assess balance between aspirations of different performers and their functions within overall work
4. Evaluate performance	4.1 Evaluate performance in discussion with required personnel 4.2 Review own performance and identify aspects that could be improved 4.3 Assess performance for potential contribution other performers may make to future work

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	<ul style="list-style-type: none"> • Articulates clearly, using language required for audience and environment • Uses questioning and listening skills to clarify meaning

SKILL	DESCRIPTION
	<ul style="list-style-type: none"> • Comprehends and responds to non-verbal messages • Uses words and non-verbal features to communicate messages
Reading	<ul style="list-style-type: none"> • Interprets textual information from different sources
Writing	<ul style="list-style-type: none"> • Records results of workplace checks
Problem solving	<ul style="list-style-type: none"> • Achieves creative outcomes using problem solving processes
Self-management	<ul style="list-style-type: none"> • Meets expectations of own role and associated customs and responsibilities • Uses accepted practices and protocols to communicate with a range of people • Makes decisions directly related to own role • Evaluates performance and feedback to improve creative process
Teamwork	<ul style="list-style-type: none"> • Leads others and encourages contributions using interpersonal skills

Unit Mapping Information

Supersedes and is equivalent to CUAMPF606 Conduct musical performances.

Links

Companion Volume Implementation Guide is found on VETNet -

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