



**Australian Government**

# **CUAMPF617 Lead music rehearsals**

**Release: 1**

## CUAMPF617 Lead music rehearsals

### 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 prepare a performance program and direct performers in music rehearsals. This includes choosing repertoire, selecting musicians, overseeing the organisation of rehearsals, and providing musical leadership during rehearsals and solutions to performance problems.

The unit applies to those who have high level musicianship skills and advanced knowledge of the performance capabilities of instruments. They work as musical directors or conductors.

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. Develop musical direction skills	1.1 Research scores and performances with own musical possibilities and outcomes in mind 1.2 Participate in formal and informal learning experiences for own artistic and professional development 1.3 Research cultural contexts, contemporary issues and other art forms and assess application in own work practice
2. Prepare performance programs	2.1 Discuss vision for program and expected performance outcomes with required personnel 2.2 Discuss and confirm roles of personnel in rehearsal with producers, and propose repertoire 2.3 Consult required personnel on repertoire and its suitability

ELEMENT	PERFORMANCE CRITERIA
	<p>according to scope, range and capabilities of ensemble instrumentation or vocal ranges of performers</p> <p>2.4 Seek and evaluate feedback on selected repertoire and incorporate into final selection of repertoire and program</p> <p>2.5 Communicate final musical vision to required personnel</p>
3. Finalise rehearsal schedule	<p>3.1 Allocate adequate rehearsal time for repertoire according to optimal performance outcomes</p> <p>3.2 Communicate details of rehearsal content and standard of musical preparation to required personnel, allowing sufficient time for preparation</p> <p>3.3 Communicate details of responsibility for equipment, instruments, accessories, and venue for rehearsal to required personnel</p> <p>3.4 Confirm required work health and safety (WHS), copyright and performing rights requirements are met</p> <p>3.5 Identify problems that might arise in relation to rehearsal schedule, and develop contingency plans</p>
4. Prepare to rehearse performance programs	<p>4.1 Assess musical and technical aspects of repertoire and determine their effect on rehearsals</p> <p>4.2 Prepare repertoire and confirm that performance vision can be achieved with performers and within allocated rehearsal time</p> <p>4.3 Confirm that resources required for rehearsals are obtained and available according to rehearsal and repertoire requirements</p> <p>4.4 Communicate with performers and optimise learning of the program using communication techniques</p> <p>4.5 Evaluate final repertoire and its potential expressive qualities in preparation for own role in rehearsal</p>
5. Direct rehearsals	<p>5.1 Confirm that individual and collective tuning is at required standard using listening skills</p> <p>5.2 Give clear directions to performers for structure, beat, entry cues, dynamics, colour and expression</p> <p>5.3 Recognise and work with the collective and individual skills of performers</p> <p>5.4 Motivate performers to achieve performance excellence using music knowledge and technical skills</p> <p>5.5 Provide feedback to develop performers' work as required</p>
6. Evaluate rehearsals	<p>6.1 Participate in debriefing sessions with required personnel and identify strengths and weaknesses of rehearsal processes</p> <p>6.2 Document outcome of debriefing sessions according to related rehearsal conventions</p> <p>6.3 Note areas for future improvement and develop strategies accordingly</p>

ELEMENT	PERFORMANCE CRITERIA
	6.4 Reflect on own performance as rehearsal leader and others' feedback, and incorporate into 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
Learning	<ul style="list-style-type: none"> <li>Identifies and uses opportunities to extend professional knowledge</li> <li>Plans work opportunities in line with career goals and artistic aspirations</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Performs calculations required to estimate time</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Articulates clearly, using language required for audience and environment</li> <li>Uses questioning and listening skills to clarify meaning</li> <li>Interprets and responds to non-verbal messages</li> <li>Uses words and non-verbal features to communicate messages</li> </ul>
Reading	<ul style="list-style-type: none"> <li>Analyses texts and extracts information for potential use</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Records results of workplace checks and meetings in required format</li> <li>Develops documents for personal and professional use using clear, industry terminology</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Plans, organises and undertakes tasks to meet required outcomes</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Anticipates potential problems and uses analytical skills when formulating contingency plans</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Analyses information and makes decisions directly related to own role</li> <li>Evaluates outcomes and identifies improvement opportunities</li> <li>Understands and meets expectations associated with own role</li> <li>Complies with legislative requirements</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Uses interpersonal skills when leading and encouraging others</li> <li>Acknowledges different skills, opinions and perspectives</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to CUAMPF607 Lead music rehearsals.

## Links

Companion Volume Implementation Guide is found on VETNet -

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