



Australian Government

CUAVOS311 Use music and singing 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 by performers to incorporate singing skills with the playing of percussion instruments during performances. Styles and genres of music include traditional, cultural, jazz, rock or contemporary.

The unit applies to those who are developing both vocal techniques and musical rhythm and notation skills. The process includes supervision from required personnel, with autonomy required during solo and ensemble performances.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Performing arts – Voice and singing

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 use voice and musical instruments	1.1 Perform warm-up routine required for voice in performance 1.2 Demonstrate required physical posture, stance and breathing techniques for voice production 1.3 Discuss with required personnel factors that may inhibit or damage voice, voice projection and singing 1.4 Discuss with required personnel how to care for and store instruments according to manufacturer specifications
2. Practise technical control and vocal range	2.1 Demonstrate breathing exercises, flexibility and control of articulation using vocal techniques 2.2 Practise extending vocal range using technical speech and voice exercises

ELEMENTS	PERFORMANCE CRITERIA
	2.3 Practise vocal technique, harmony, accuracy and strength 2.4 Analyse characteristics of a style or piece of music through knowledge of musical elements, terminology and voice 2.5 Read and interpret a set of notes in treble and bass clef and notes performed through singing 2.6 Sing a course of principal chords, intervals and tetrachords of a major scale from a keyboard and from a piece of music 2.7 Sing sequences of notes of a major scale using different pitch, time, rhythm and diatonic intervals
3. Practise playing rhythmic music on percussion instruments	3.1 Identify how the physical parts of conventional and non-conventional percussion instruments produce sound 3.2 Develop technical skills in producing the required patterns, elements and techniques of singing and playing percussion instruments
4. Perform in an ensemble and solo	4.1 Identify and comply with health and safety requirements for performances 4.2 Perform different rhythms and styles of music on different percussion instruments, solo and in an ensemble 4.3 Perform an ensemble of simple songs, both a cappella and accompanied 4.4 Identify opportunities for improving own performance using feedback from required personnel

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	Develops techniques for improving performance using feedback from others
Oral communication	Obtains information by listening and questioning
Reading	Analyses musical notations and texts or scripts for performance
Planning and organising	Adopts a logical and methodical approach to the process of developing performance skills
Self-management	- Follows accepted industry practices in relation to safe vocal practices - Follows protocols for performing live

SKILL	DESCRIPTION
Teamwork	• Works collaboratively with others involved in classes and performances

Unit Mapping Information

Supersedes and is equivalent to CUAVOS301 Use music and singing in performances.

Links

Companion Volume Implementation Guide is found on VETNet -

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