



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUSLED501A Provide instrumental or vocal tuition**

**Revision Number: 1**

## CUSLED501A Provide instrumental or vocal tuition

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to provide instrumental or vocal tuition as a private teacher.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>Instrumental or vocal musicians, who teach privately to individuals of any age or groups of less than five, apply the skills and knowledge described in this unit. They could offer tuition in a private home studio, or a studio attached to a larger organisation. This unit does not apply to teaching in a classroom situation or conducting ensembles.</p> <p>Teachers need a thorough grounding in the techniques of their area of specialisation, as well as an ability to impart skills and knowledge to others.</p>
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### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Plan and implement individual and small group tuition programs	<ol style="list-style-type: none"> <li>1. Develop learning programs that incorporate sound <i>educational principles</i></li> <li>2. Assist learners to develop <i>music knowledge</i> appropriate to their level of musical development and requirements in area of specialisation</li> <li>3. Facilitate the development of learners' memory and <i>aural skills</i></li> <li>4. <i>Assist</i> learners to develop <i>technical skills</i> in performance</li> <li>5. Demonstrate and rehearse techniques with learners for the care and maintenance of <i>equipment, instruments and accessories</i></li> </ol>
Teach performance skills	<ol style="list-style-type: none"> <li>6. Apply a range of <i>techniques to develop expressive skills</i></li> <li>7. Where possible, allow time for learners to evaluate and perform music of their own choice in learning programs</li> <li>8. Encourage students to experiment with technology where appropriate to enhance performance outcomes</li> <li>9. Apply a range of <i>techniques to develop performance presentation skills</i></li> <li>10. <i>Facilitate knowledge</i> of and a positive attitude to OHS</li> <li>11. Rehearse safe warming up strategies and other <i>OHS techniques</i> specific to the instruments/voice with learners</li> </ol>
Provide effective career advice	<ol style="list-style-type: none"> <li>12. Apply current knowledge of the industry and skill requirements in career counselling for learners</li> <li>13. Apply current knowledge of courses suiting the specific needs of learners when advising on future artistic directions</li> <li>14. Advise learners on how to prepare and present an appropriate and effective audition program</li> <li>15. Advise learners how to prepare audition tapes as required</li> <li>16. Plan and use strategies to assist learners to become self-directed, lifelong learners</li> </ol>
Evaluate own and learners' performance	<ol style="list-style-type: none"> <li>17. Plan and use evaluation indicators that are appropriate to the teaching practice and context to continuously evaluate outcomes</li> <li>18. Allow learners input into the evaluation plan in ways appropriate to their age and performance contexts</li> <li>19. Use appropriate, fair and consistent criteria to evaluate</li> </ol>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	individual learners 20. Involve individual learners in self-assessment and where appropriate in peer assessment

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication and teaching skills in the context of:
  - communicating effectively with learners to achieve planned learning outcomes
  - providing feedback on performance in a constructive and sensitive manner
  - demonstrating and communicating safe performance practice
  - assisting learners to understand and observe cultural protocols appropriate to the genre or area of specialisation
  - encouraging learners to use appropriate posture, dress and other performance protocols
  - assisting learners to match repertoire with performance context and expectations
  - listening critically to, and assisting learners to adjust, creative work in performance to achieve the required sound
  - working creatively with individual differences
  - working constructively with group dynamics
  - identifying and dealing constructively with conflict
- self-management and learning skills sufficient to:
  - improve own technical facility in performance so that best practice techniques can be demonstrated to learners
  - evaluate, adjust and develop own teaching practice in line with planned career directions
  - use advice from colleagues and experts to adjust work in line with career direction
  - demonstrate punctuality in all work commitments
  - observe OHS requirements
- initiative, enterprise and creativity in the context of:
  - demonstrating originality and innovative approaches to teaching performance, interpretation and/or improvisation of music
  - extending musical boundaries for self and learners in areas of music specialisation taught
  - facilitating learners to phrase and shape music appropriately and creatively
  - facilitating learners to understand and express appropriate musical nuance
  - assisting learners to perform appropriately for the context of venues, sound forces and perceived audience taste
  - assisting learners to engage the audience in the work
- technical skills sufficient to:

**REQUIRED SKILLS AND KNOWLEDGE**

- assist learners to use appropriate equipment and/or instruments effectively
- assist learners to use appropriate technology to improve efficiency and musical outcomes
- investigate technology to assist learners to enhance artistic or commercial outcomes
- use new technology in tuition practice where possible and relevant
- well-developed skills in areas in which tuition is provided, including:
  - performing in relevant genre or style of music
  - playing instrument or singing
- planning and organisational skills sufficient to:
  - plan effective tuition programs that reflect understanding of learners' ages, stage of musical development and learning needs
  - maintain an appropriate standard of presentation in all promotional materials
  - use all available opportunities to showcase learners' work
  - plan performance opportunities for learners
  - use time-management strategies to set priorities

**Required knowledge**

- teaching practice, including:
  - learning principles appropriate to age of students
  - methods to affect skill development
  - strategies to stimulate an interest in learning
  - relationship between skill levels and learning strategies
- sources of career advice
- music knowledge in area of specialisation, including:
  - interpreting music in performance
  - improvisation conventions
  - sight reading from charts or musical notation
  - appropriate repertoire
  - musical terminology
  - musical genres and styles
  - solo and group performance protocols
  - composition process
- issues and challenges that typically arise in the context of providing instrumental or vocal tuition
- techniques for moving the body and breathing to enhance musical performance of self and others
- OHS requirements and procedures in relation to performing

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• demonstrate a high level of performance skills and knowledge in area of specialisation in which tuition is provided</li> <li>• develop talent in others</li> <li>• plan and offer learning programs appropriate to the needs of learners and their level of musical development</li> <li>• convey relevant music literacy and repertoire knowledge.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to relevant instruments and equipment</li> <li>• access to learners</li> <li>• access to appropriate teaching facilities</li> <li>• use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of the candidate and the work being performed.</li> </ul>
<b>Method of assessment</b>	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• evaluation of learning programs, lesson plans and resources prepared by the candidate</li> <li>• observation or video recordings of tuition sessions conducted by the candidate</li> <li>• written or oral questioning to test knowledge as listed in the required knowledge section of this unit</li> <li>• case studies and scenarios as a basis for discussion about issues and challenges that arise in the context of providing instrumental or vocal tuition.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBMGT617A Develop and implement a business</li> </ul>



**EVIDENCE GUIDE**

	<p>plan</p> <ul style="list-style-type: none"><li>• CUSIND401A Develop specialist expertise in the music industry</li><li>• CUSLED502A Provide tuition for composition</li><li>• CUSMPF603A Refine performance techniques and expand repertoire</li><li>• CUSMPF605A Develop advanced vocal techniques.</li></ul>
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## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i><b>Educational principles</b></i> may include:</p>	<ul style="list-style-type: none"> <li>• cognitive development</li> <li>• motivation and learning psychology</li> <li>• provision of routine opportunities for learners to perform solo, in ensembles and for an audience</li> <li>• ensuring that content and structure of learning programs are appropriate to age, musical aspirations and skill levels of learners</li> <li>• constructive feedback to learners on an ongoing basis throughout learning programs.</li> </ul>
<p><i><b>Music knowledge</b></i> may include:</p>	<ul style="list-style-type: none"> <li>• repertoire</li> <li>• music history</li> <li>• instrument knowledge</li> <li>• music analyses and research</li> <li>• musical forms, systems, practices and customs</li> <li>• using written music notation to read and write music, such as:             <ul style="list-style-type: none"> <li>• acoustic and electronic scores</li> <li>• sheet music</li> <li>• chord charts</li> </ul> </li> <li>• interpretation and/or writing of directions for:             <ul style="list-style-type: none"> <li>• instrumentation</li> <li>• voicing</li> <li>• expression</li> <li>• timbre</li> <li>• attack</li> <li>• pitch</li> <li>• tempi</li> <li>• dynamics</li> </ul> </li> <li>• music writing, copying, arranging or editing</li> <li>• sight reading</li> <li>• improvisation.</li> </ul>

<b>RANGE STATEMENT</b>	
<b><i>Aural skills</i></b> may include:	<ul style="list-style-type: none"> <li>• instrument tuning</li> <li>• listening to adjust the sound in solo or group performance</li> <li>• aural imagination to identify and develop the musical materials</li> <li>• pattern and sequence recognition and memory</li> <li>• recognising music systems and practices</li> <li>• chords and keys in tonal or other musical systems</li> <li>• reproducing sequences from memory.</li> </ul>
<b><i>Assisting</i></b> learners may involve:	<ul style="list-style-type: none"> <li>• communicating constructively with learners to maintain their interest and enthusiasm</li> <li>• providing specific exercises, and/or other appropriate learning materials to facilitate progress in controlling instrument/voice</li> <li>• demonstrating and rehearsing techniques for: <ul style="list-style-type: none"> <li>• developing control and perception of pitch and timbre</li> <li>• developing accurate and fluent performance</li> </ul> </li> <li>• providing supportive critical advice to develop confidence in performance and to foster self-esteem</li> <li>• instruction in the conventions and performance customs relevant to the area of music specialisation</li> <li>• facilitating critical self-listening to foster independent learning and improvement in technical skills.</li> </ul>
<b><i>Technical skills</i></b> may include:	<ul style="list-style-type: none"> <li>• proficiency in instrumental/vocal performance</li> <li>• understanding of musical elements</li> <li>• scales and other routine exercises</li> <li>• facility with techniques to control and enhance music making</li> <li>• virtuosity to produce appropriate instrumental/vocal performance style and standard</li> <li>• compositional techniques appropriate to style of music making</li> <li>• technical requirements of specific instruments/voices for accurate and appropriate music making.</li> </ul>
<b><i>Equipment, instruments and</i></b>	<ul style="list-style-type: none"> <li>• voice and other acoustic and electronic musical</li> </ul>

<b>RANGE STATEMENT</b>	
<i>accessories</i> may include:	instruments <ul style="list-style-type: none"> <li>• baton</li> <li>• scores</li> <li>• strings</li> <li>• reeds</li> <li>• mouth pieces</li> <li>• mallets/beaters</li> <li>• tuners, tuning forks and electronic tuners</li> <li>• electronic equipment</li> <li>• audio and video recordings</li> <li>• sound reinforcement equipment, such as:               <ul style="list-style-type: none"> <li>• microphones</li> <li>• amplifiers</li> <li>• mixers</li> <li>• cabling</li> </ul> </li> <li>• lighting and lighting equipment</li> <li>• special effects devices.</li> </ul>
<i>Techniques to develop expressive skills</i> may include:	<ul style="list-style-type: none"> <li>• discussing expressive options appropriate to learners' work</li> <li>• encouraging learners to consider interpretation in performance</li> <li>• discussing the forms of pieces with learners, appropriate to their age and stage of musical development as a way of exploring expressive possibilities and options</li> <li>• encouraging learners to experiment with phrasing and shaping pieces to broaden expressive style</li> <li>• encouraging learners to use dynamics, attack and appropriate tempi to shape the work</li> <li>• encouraging learners to listen critically and develop sensitivity to and appreciation of appropriate style and nuance in performance</li> <li>• teaching repertoire and contexts of interpretation</li> <li>• encouraging learners to listen to, read about, and critically discuss a range of music for their instrument/voice appropriate to their age and stage of musical development</li> <li>• encouraging learners to listen critically to and discuss a range of performance interpretations.</li> </ul>

<b>RANGE STATEMENT</b>	
<p><b><i>Techniques to develop performance presentation skills</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• encouraging learners to attend, view or listen to performances as a way of critically appraising performance skills</li> <li>• ensuring that any repertoire intended for performance is always within the technical ability of learners</li> <li>• providing opportunities for learners to plan a performance program appropriate to their age and stage of musical development</li> <li>• including performance presentation outcomes in individual learning programs</li> <li>• creating opportunities for learners to prepare simulated auditions and to discuss each others' work</li> <li>• advising learners on protocols and customs for dress and presentation to enhance performance for an audience</li> <li>• discussing techniques for communicating with audiences to express musical ideas.</li> </ul>
<p><b><i>Facilitating knowledge</i></b> of OHS issues may relate to:</p>	<ul style="list-style-type: none"> <li>• demonstrating and consistently reinforcing safe performance practice, posture and use of appropriate sound levels, seating and lighting</li> <li>• advising learners of all specific safety issues relating to their instrument/voice</li> <li>• advising learners of specific safety issues relating to their performance and potential performance venues</li> <li>• advising learners on reasonable duration for practice sessions and rehearsal in the context of instrument played or voice</li> <li>• advising learners on safe and healthy conditions for practice, rehearsals and performances.</li> </ul>
<p><b><i>OHS techniques</i></b> may relate to:</p>	<ul style="list-style-type: none"> <li>• healthy posture</li> <li>• specific use of physique in relation to performance</li> <li>• specific instrumental performance, such as:             <ul style="list-style-type: none"> <li>• voice</li> <li>• percussion</li> <li>• brass</li> <li>• strings, including violin and guitar families</li> <li>• reeds and woodwind</li> </ul> </li> </ul>

**RANGE STATEMENT**

	<ul style="list-style-type: none"> <li>• keyboards</li> <li>• electronic</li> <li>• parts of the body, such as: <ul style="list-style-type: none"> <li>• ears</li> <li>• trunk</li> <li>• shoulders</li> <li>• neck</li> <li>• arms</li> <li>• lips</li> <li>• tongue and larynx</li> <li>• eyes.</li> </ul> </li> </ul>
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**Unit Sector(s)**

<b>Unit sector</b>	
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**Competency field**

<b>Competency field</b>	Workforce development - learning and development
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**Co-requisite units**

<b>Co-requisite units</b>		