Australian Government

Department of Education, Employment and Workplace Relations

CUSMLT202A Apply knowledge of music culture to music making

Revision Number: 1

INDUSTRY SKILLS COUNCILS

Creating Australia's Future

CUSMLT202A Apply knowledge of music culture to music making

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to explore aspects of music culture in Australian society and apply the information obtained to own music making.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to people entering the music industry who need to collect, apply and update general information relevant to a selected musical style in Australian society.
	The skills and knowledge outlined in this unit can be applied in any music-making context since they relate to identifying positive values in a selected musical style, as well as the repertoire, challenges and technology relevant to that style. This work is undertaken under close supervision and guidance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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
Apply information on the contexts of musical styles	1. Seek information on the *context* of one or more *musical styles* using appropriate *information sources*
	2. Identify positive *values* in one or more musical styles using appropriate information sources
	3. Check the credibility and reliability of information sources with *appropriate people*
	4. Comply with copyright and cultural requirements when accessing information
	5. Apply information on musical styles to own music making
Maintain currency of own knowledge of music culture in Australian society	6. Identify the repertoire of one or more musical styles in Australian society
	7. Seek information on the use of *technology* in one or more musical styles in Australian society
	8. Identify the *challenges* faced by musicians working in one or more musical styles in Australian society
	9. Seek information on the way in which one or more musical styles is/are portrayed in the media
	10. Seek information on further training and educational opportunities in one or more musical styles in Australian society
Update and maintain information sources	11. Update information sources on a regular basis
	12. Monitor changes in the use of technology
	13. Store information in an easily accessible format
	14. Share information with colleagues and peers
	15. Apply information on music culture to own music making

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills sufficient to share information with colleagues and peers • research skills sufficient to locate and use relevant sources of information • literacy skills sufficient to read and understand relevant sources of information • planning and organisational skills sufficient to update, maintain and store information • technology skills sufficient to access and download information from the internet
Required knowledge

• basic understanding of:
    • relationships between composers, performers, producers, recording artists, songwriters, recording engineers, critics and audiences
    • social, cultural, historical and economic significance of a selected musical style in Australian society
    • technology used for producing and enhancing music in a selected musical style in Australian society
    • ways in which music is part of the culture of Australian society

Evidence Guide

EVIDENCE GUIDE	
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.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • source information on musical styles and culture • apply information to day-to-day work activities, including own music making • check credibility and reliability of information • maintain currency of information.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of relevant and current information sources • access to appropriate technology to collect, download and store information • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of the candidate and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • case studies to assess ability to apply collected information to day-to-day work activities • direct observation of the candidate collecting and organising information on a selected musical style.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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.	
Context may include:	• cultural significance • economic significance • historical significance • social significance.
Musical styles may include:	• classical/concert • contemporary/art • ethnic/traditional • folk • indigenous • jazz • popular/commercial • rock • world.
Information sources may include:	• archives • community organisations • discussions with current industry practitioners • government departments • industry associations and organisations • industry journals • internet • libraries • media archives • print and electronic media • museums and galleries • organisational policies and procedures • personal observations and experience • professional organisations • reference books • technical publications and manuals.
Values may include:	• communicating cultural heritage and social change • encouraging and engaging creative thought and

RANGE STATEMENT

	action
	• enhancing physical and mental states
	• enhancing relaxation and leisure time
	• improving concentration
	• arousing patriotism and nostalgia.
Appropriate people may include:	• agents, artists' managers and industry managers
	• content experts
	• copyright representatives
	• current industry practitioners
	• employee association and union representatives
	• industry and industry association representatives
	• information professionals, e.g. libraries and museums
	• legal representatives.
Technology may include:	• camera and projection equipment
	• computer technology
	• music production software and hardware
	• musical equipment and instruments
	• sound-editing software and hardware
	• sound-recording software and hardware
	• sound reinforcement equipment, such as:
	• microphones
	• amplifiers
	• speakers
	• mixers
	• consoles
	• cabling
	• sound transmission and the internet
	• video editing software and hardware.
Challenges may include:	• audience perceptions and expectations
	• changing nature of the marketplace, including marketing and production of products and services
	• communicating with industry practitioners
	• feasibility and success in commercial markets
	• impact of the media:
	• perceptions and expectations of music journalists
	• positive and negative bias in media reports

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RANGE STATEMENT	
	• shaping and reflecting contemporary culture • treatment of cultural values in media reports.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music literacy

Co-requisite units

Co-requisite units		