



Australian Government

Department of Education, Employment and Workplace Relations

CUSMLT301A Apply knowledge of genre to music making

Revision Number: 2

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Modification History

Release	Comments
Release 2	Created to fix formatting errors only. Released with CUS09 Music Training Package version 1.2

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply knowledge of music styles to music industry work and learning.

Application of the Unit

This unit applies to people preparing to enter the music industry. They may be intending to work in areas as diverse as music performance, music promotion, sound recording, live sound production, marketing or management.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable

Employability Skills Information

Not applicable

Elements and Performance Criteria Pre-Content

<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain and develop music knowledge	1.1 Monitor relevant <i>sources of industry information</i> based on areas of interest, work and learning 1.2 In consultation with <i>appropriate personnel</i> , develop strategies to review and maintain knowledge of selected musical styles, artists and repertoire 1.3 Analyse music for its artistic and commercial qualities and features 1.4 Develop the capacity to analyse music artists, repertoire and trends through discussion of music performances
2. Use listening skills to analyse music	2.1 In consultation with appropriate personnel, determine relevant <i>music areas</i> for development of <i>critical-listening</i> skills 2.2 Apply critical-listening skills to live and recorded music within identified music industry contexts 2.3 Listen critically to identified artists and repertoire and measure actual performance against artistic and/or commercial standards and potential 2.4 Listen to, analyse and evaluate the contribution of technical and sound production to the success of live and recorded music products
3. Maintain understanding of relevant musical genres and styles	3.1 Identify and use sources of information relating to selected musical genres and styles 3.2 Research contemporary and/or historical artists and repertoire to inform own work and learning 3.3 Use knowledge of styles, artists and repertoire to contribute to own musical development 3.4 Apply <i>music knowledge</i> to own music practice

Required Skills and Knowledge

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

Required skills

- communication and teamwork skills sufficient to:
 - read and understand relevant sources of information
 - communicate effectively with artists, technicians and others in the music industry
 - match repertoire with target, potential or existing audiences
- listening skills in the context of:
 - recognising conventions of intonation, dynamics, phrasing, rhythm and expression in identified musical styles
 - listening critically to music
- planning and organisational skills sufficient to:
 - set work goals
 - gather information on musical styles and genres
- self-management skills sufficient to:
 - work to personal goals
 - seek expert assistance when problems arise
- learning skills in the context of developing knowledge of musical styles and genres
- initiative and enterprise skills in the context of using critical-listening skills to make informed judgements about music

Required knowledge

- industry knowledge, including:
 - processes of music production and presentation
 - appropriate musical terminology
 - work of successful musicians, musical directors and/or record producers in identified musical styles or genres
 - music history in identified areas of practice, styles or genres
 - cultural protocols appropriate to identified musical styles and genres
- music craft:
 - genres and their conventions in performance
 - basic awareness of chords and scales, forms, textures or other elements of musical organisation relevant to identified styles

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	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • maintain and apply current music knowledge to own work and learning • develop analytical, reflective and communication skills • differentiate music styles and genres • apply critical-listening skills.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to a range of current music industry information • access to a range of music for the development and application of critical-listening skills • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • written or oral questioning on plans for developing music knowledge • oral/aural test in the nominated area of specialisation • authenticated samples of relevant work achievements • authenticated details of achievement in relevant courses or training sessions • case studies and scenarios as a basis for discussion of the application of music analysis and knowledge to a variety of work contexts • written or oral questioning or interview to test knowledge as listed in the required knowledge section of this unit.
Guidance information for assessment	<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"> • CUSMLT302A Develop and apply aural-perception skills • CUSMPF301A Develop technical skills in

	performance.
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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>Sources of industry information may include:</p>	<ul style="list-style-type: none"> • music performances and recordings • music collectives • funding bodies • music performance venues • community organisations • friends, family, work colleagues and peers • industry practitioners • online databases • media archives • printed references and texts, e.g. books and journals • other media sources, such as: <ul style="list-style-type: none"> • radio • television • DVDs • videos • educational institutions • libraries.
<p>Appropriate personnel may be:</p>	<ul style="list-style-type: none"> • teachers • mentors • arrangers • composers • music editors • musicians • bandleaders • music conductors • choir leaders.
<p>Music areas may include:</p>	<ul style="list-style-type: none"> • any contemporary popular musical style or genre • European classical music forms • jazz • world music • country music • folk music forms.

<i>Critical listening</i> may be applied to:	<ul style="list-style-type: none">• instruments and their combinations• keys, scales and chords in tonal or other relevant music systems• instrument tuning• aural imagination or music innovation• music systems and practices• excellence in music products or events• commercial potential and feasibility of artists, repertoire and music products• impact of music technologies for live and recorded sound production.
<i>Music knowledge</i> may involve knowledge of:	<ul style="list-style-type: none">• artists• styles and genres• repertoire• instruments• music history• performance styles and customs• musical forms, systems, practices and customs• music conventions in identified styles• basic chord and melodic formulae• sound production and other music technologies.

Unit Sector(s)

Performing arts - music literacy