



Australian Government

Department of Education, Employment and Workplace Relations

CUSMLT402A Articulate ideas about music

Revision Number: 1

CUSMLT402A Articulate ideas about music

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to explore the aesthetic, technical and expressive characteristics of music.</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

Application of the unit	<p>Working musicians, music writers, music performance curators, and festival and concert programmers apply the skills and knowledge outlined in this unit. At this level they require a sound awareness of aesthetics in music as they continue to develop an artistic sensibility in their professional practice. A deep appreciation of music is essential, along with skills in aural discrimination and artistic judgement.</p> <p>More advanced music-appreciation skills are covered in:</p> <ul style="list-style-type: none"> • CUSMLT601A Analyse music.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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
Clarify scope of music exploration	<ol style="list-style-type: none"> 1. Discuss with <i>appropriate personnel</i> the <i>purpose and scope</i> of the music study 2. Identify appropriate <i>methodologies</i> for exploring and understanding the aesthetic, technical and expressive aspects of music 3. Identify musical styles, genres or pieces to be examined 4. Clarify timelines for completion of study and factors that may impact on it
Identify aesthetic and expressive elements of music	<ol style="list-style-type: none"> 5. Assess <i>musical examples</i> to determine the overall style and character of the music 6. Investigate <i>musical elements</i> for their expressive, aesthetic and technical qualities 7. Identify a sufficient range of musical elements to ensure that the analysis is accurate and comprehensive 8. Discuss aspects of work with peers and incorporate different perspectives or ideas about music as appropriate
Convey ideas about music	<ol style="list-style-type: none"> 9. Apply knowledge of the aesthetic, technical and expressive characteristics of music and related <i>music vocabulary</i> in an appropriate way 10. Ensure that the aspects of musical examples are described to the required style and standard 11. Compile and clearly articulate ideas about music in the required format within agreed timelines and in a manner suited to the <i>target audience</i> 12. Seek feedback on developed music perspectives from appropriate personnel and adjust conclusions as required 13. Evaluate the processes followed for exploring and understanding ideas about music and note areas for future improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and literacy skills sufficient to:
 - interpret and clarify written and verbal instructions
 - discuss music and musical ideas with peers
 - respond positively to constructive feedback
 - articulate ideas about music accurately and appropriately using appropriate conventions of music writing and nomenclature
 - read music
 - use language appropriate to the intended audience
- analytical skills sufficient to:
 - retrieve and use appropriate resources to develop analysis
 - focus study on appropriate musical elements within compositions and performances
- initiative and enterprise skills in the context of empathising with the creative work of composers and performers
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - source information and reference material in a timely fashion
 - meet deadlines
 - seek expert assistance when problems arise

Required knowledge

- well-developed understanding of music-related issues, including:
 - styles and genres, and musical forms and conventions relevant to music exploration
 - music notation
 - techniques for discriminating music aurally to analyse music
 - repertoire relevant to chosen musical styles and genres
 - musical and cultural protocols
 - musical form and performance conventions
 - cultural circumstances of music performance and consumption
 - elements of musical organisation in relation to content of written work
 - technical processes and demands of composition and/or music performances
- issues and challenges that arise when developing an understanding of music
- written, aural-presentation and communication techniques for the relevant medium

Evidence Guide

EVIDENCE GUIDE	
<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>	
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"> • demonstrate sound understanding of the aesthetic, technical and expressive characteristics of music • apply analytical, reflective, critical-listening and communication skills in the context of exploring and articulating ideas about music • present the findings of a study of musical examples in an appropriate way.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to printed scores or recorded performances as required by the specialisation to be assessed • 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	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • evaluation of musical studies completed by the candidate • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of exploring and understanding music for a range of purposes • authenticated details of relevant commercial or other examples of musical analysis.
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"> • CUSMLT403A Analyse functional harmony • CUSIND501A Apply music knowledge and artistic judgement • CUSMLT502A Apply concepts about the impact of

EVIDENCE GUIDE

- music to professional practice
- CUSWRT501A Write about music.

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>Appropriate personnel</i> may include:</p>	<ul style="list-style-type: none"> • authors • composers • artists and performers • broadcasters • editors • writers • graphic designers • program or event managers • sound-production or recording personnel • record companies • directors • producers • programmers • academic supervisors • production managers • music promoters, agents and marketers.
<p><i>Purpose and scope</i> may include:</p>	<ul style="list-style-type: none"> • analysis to determine the music's: <ul style="list-style-type: none"> • aesthetic qualities • technical qualities • expressive qualities • capacity for aesthetic and/or literal communication • creative and innovative qualities • expression of new ideas • capacity to reflect value systems • capacity for the aural transmission of knowledge and wisdom • research for: <ul style="list-style-type: none"> • performance • improvisation • academic purposes • written articles, program notes, criticism or

RANGE STATEMENT	
	<ul style="list-style-type: none"> marketing <ul style="list-style-type: none"> • educational purposes and materials • performance commentary • written or electronic media programs, presentations or live events.
<i>Methodologies</i> may include:	<ul style="list-style-type: none"> • reflective listening • studying music notation examples, including specific scores and texts • performance analysis • studying the representation of music as symbols • transcribing and analysing musical examples • investigating the use of conventions of notation and music nomenclature • debating ideas • reviewing and incorporating ideas from relevant literature and methodologies • cross-referencing compositional and performance examples.
<i>Musical examples</i> may include:	<ul style="list-style-type: none"> • music pieces • scores or charts • compositions and improvisations • recordings • other written examples and/or performances • styles and genres, such as: <ul style="list-style-type: none"> • folk and traditional music forms, including European classical or traditional music of any other cultures • all contemporary popular musical styles • jazz • world • country.
<i>Musical elements</i> may include:	<ul style="list-style-type: none"> • acoustics • aesthetic qualities • articulation • beat • cultural context • dynamics • expression • form/structure

RANGE STATEMENT	
	<ul style="list-style-type: none"> • genre • harmony/chords • instrumentation • interpretation • melody • notation • nuance • ornamentation • phrasing • pitch • relationship to text • rhythm • scales • sound production • style • tempo • texture • timbre/tone colour • time signatures • tonality.
<p><i>Music vocabulary</i> may relate to elements, such as:</p>	<ul style="list-style-type: none"> • specialised knowledge of repertoire • specialised knowledge of artists • critical-listening skills • artistic judgement • music history • performance practice in a range of styles and customs • music technology • music texts • aural recognition and comprehension of musical devices and systems, including: <ul style="list-style-type: none"> • melody • harmony • timbre • attack • pitch • tempi • dynamics • expression • physics of music and sound production

RANGE STATEMENT	
	<ul style="list-style-type: none"> • technical requirements for a range of instruments in a range of musical styles and performance contexts • aural imagination and innovation • musical styles and genres.
<i>Target audiences</i> may include:	<ul style="list-style-type: none"> • peers and colleagues • authors • composers • artists and performers • editors • program or event managers • sound-production or recording personnel • record companies • directors • producers • media programmers • academic supervisors • production managers • tutors and teachers • mentors • presenters • general public.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Performing arts - music literacy
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Co-requisite units

Co-requisite units		