



Australian Government

Department of Education, Employment and Workplace Relations

CUSMLT501A Refine aural-perception skills

Revision Number: 1

CUSMLT501A Refine aural-perception skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to improve aural-perception skills.</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>Musicians, songwriters, composers, arrangers, conductors and musical directors apply the skills and knowledge described in this unit.</p> <p>Well-developed aural-perception skills are essential for success in the music industry and can be applied in a range of contexts, for example, transcribing live or recorded music and preparing charts and other forms of notated music. An ability to discuss sophisticated music structures and components with peers and other industry personnel is required, along with a willingness to work consistently on improving one's own aural-perception skills.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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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
Set personal goals for extending own aural-perception skills	<ol style="list-style-type: none"> 1. In consultation with <i>appropriate personnel</i>, identify the <i>applications</i> of aural-perception skills most relevant to own music practice 2. Determine how own mastery of rhythmic, melodic and harmonic <i>music structures</i> can be improved 3. Identify the <i>genres and styles</i> in own music practice that need attention in the context of refining aural-perception skills 4. Prepare a plan for own skill development, including a timeline and criteria for measuring improvements 5. Discuss plan with appropriate personnel and incorporate feedback as required
Expand methods for the aural recognition of music	<ol style="list-style-type: none"> 6. Analyse <i>conventions of language and terminology</i> in the context of improving own aural-perception skills 7. Expand ways of hearing music, as well as listening for and naming relevant music structures 8. Expand knowledge of <i>music-writing conventions</i> connected with aural skill development 9. Explore more advanced rhythmic, melodic and harmonic structures connected with aural skill development
Apply improved aural-perception skills to own music practice	<ol style="list-style-type: none"> 10. Focus on applying improved aural-perception skills in rehearsals or other practice activities 11. Adhere to conventions of language and terminology 12. Discuss application of aural-perception skills with peers and incorporate new ideas and techniques into own music practice
Evaluate own skill development	<ol style="list-style-type: none"> 13. Monitor own progress against personal goals and skill-development plan 14. Discuss progress of skill development with appropriate personnel and act on feedback as required 15. Identify personal strengths and weaknesses as a means of improving own work 16. Evaluate overall effectiveness of learning methods in the expansion of aural-perception skills

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- listening skills in the context of recognising how more advanced intervals, chords, scales and chord progressions are used in music
- communication skills sufficient to:
 - read and understand relevant sources of information
 - discuss with peers ideas and techniques associated with aural-perception skills
 - seek and respond to feedback on own skill development
- initiative and enterprise skills in the context of analysing and recognising music structures and elements
- problem-solving skills sufficient to:
 - troubleshoot difficulties connected with the aural recognition of music
 - plan work tasks in a logical sequence
- planning and organisational skills sufficient to:
 - set goals and plan own skill development
 - research information on musical styles, elements and forms/structures
- self-management skills sufficient to:
 - work to personal goals
 - seek expert assistance when problems arise
- learning skills sufficient to aurally recognise music structures accurately
- technical skills sufficient to accurately analyse:
 - scales
 - chord sequences and music systems
 - rhythms
 - time signatures
 - beat patterns of musical organisation relevant to specialisation

Required knowledge

- musicianship, including:
 - well-developed understanding of repertoire relevant to chosen musical specialisation
 - well-developed understanding of musical protocols and customs for listening to music relevant to the music specialisation
 - deep awareness of genres and styles, and their musical forms and conventions
 - sophisticated aural recognition and interpretation of chords, scales, melodies, forms, textures or other conventions in music
 - well-developed understanding of musical form in the selected specialisation

REQUIRED SKILLS AND KNOWLEDGE

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| <ul style="list-style-type: none">• issues and challenges that arise in the context of improving aural-perception skills |
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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"> hear and recognise complex music structures accurately adhere to the conventions of music language and terminology within selected styles apply aural-perception skills to own music practice plan and monitor progress in refining own aural-perception skills.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to a selection of recorded or performed music for investigation and skill development use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed opportunities to demonstrate improvement in aural-perception skills.
Method of assessment	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> direct observation or video recording of the candidate's ability to aurally recognise complex music structures evaluation of candidate's plan for improving own aural-perception skills, including evidence of monitoring progress against goals discussion and/or case studies to determine candidate's ability to deal with challenges that arise in the context of improving aural-perception skills written or oral questioning or interview to test knowledge as listed in the required knowledge section of this unit and to assess the refinement of aural-perception skills.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p>

EVIDENCE GUIDE

- CUSMCP401A Develop techniques for arranging music
- CUSMCP402A Develop techniques for composing music
- CUSMCP501A Compose music using electronic media
- CUSMCP502A Compose music for screen
- CUSMPF506A Develop technical skills and expand repertoire.

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"> • teachers • mentors • arrangers • composers • music editors • musicians • bandleaders • music conductors • choir leaders.
<p><i>Applications</i> of aural-perception skills may include:</p>	<ul style="list-style-type: none"> • ability to identify and discuss sophisticated music components with peers and other industry personnel • capacity to transcribe complex live or recorded music • developed appreciation of music subtleties and complexities • developed overall musicianship • preparation of scores, charts and other forms of notated music • access to new forms of music.
<p><i>Music structures</i> may include:</p>	<ul style="list-style-type: none"> • key signatures • developed harmonic and melodic structures • grouping of complex rhythmic structures • time signatures, including compound and odd time signatures • note pitch • note duration • scales and associated modes • accidentals • chords and chord progressions, including chord substitutions.
<p><i>Genres and styles</i> may include:</p>	<ul style="list-style-type: none"> • classical • jazz

RANGE STATEMENT	
	<ul style="list-style-type: none"> • popular music • church • folk • world.
<i>Conventions of language and terminology</i> may relate to:	<ul style="list-style-type: none"> • music structures • music notation, including: <ul style="list-style-type: none"> • bar lines • repeats • sign • coda • ties • rests • phrases • ornaments • music forms, including: <ul style="list-style-type: none"> • popular • jazz • classical.
<i>Music-writing conventions</i> may include:	<ul style="list-style-type: none"> • manuscript layout • more sophisticated methods of notation • rehearsal figures • bar lines • ownership and copyright information.

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	
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