



**Australian Government**

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

# **CUSMPF203A Develop ensemble skills for playing or singing music**

**Revision Number: 2**

## CUSMPF203A Develop ensemble skills for playing or singing music

### 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 extend elementary skill development in singing or playing a musical instrument and to perform simple repertoire as part of an ensemble.

### Application of the Unit

People with some musical experience who perform in an ensemble apply the skills and knowledge outlined in this unit. In this performance context an understanding of group dynamics is essential since members of the group need to develop a rapport with each other as they practise and play together. More complex skills associated with ensemble performance are covered in:

- CUSMPF404A Perform music as part of a group.

### 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. Develop an understanding of ensemble playing	1.1 In a learning environment, develop an understanding of the different <i>types</i> of ensembles and <i>instrument combinations</i> 1.2 With <i>appropriate personnel</i> , discuss <i>issues and challenges</i> that arise in the context of playing in an ensemble 1.3 Confirm own role in ensemble
2. Use group practice time to develop performance skills	2.1 Guided by a teacher or mentor, select repertoire suited to the performance skills of ensemble members 2.2 Practise performing pieces together as a group 2.3 In collaboration with other members of the group identify areas that need to be improved and incorporate into practice sessions as required
3. Perform short, simple pieces as part of an ensemble	3.1 Perform warm-up routines as required 3.2 Contribute to a cohesive performance by taking and giving cues reliably, promptly, accurately and sensitively 3.3 Synchronise own playing or singing with that of other performers 3.4 Maintain accuracy in own musical entries and exits throughout the performance 3.5 Apply <i>listening</i> skills and adjust own playing or singing as necessary to achieve required sound 3.6 Comply with <i>OHS principles</i> in practice sessions and performances 3.7 After performances, collaboratively and constructively assess how well the group played together and agree on ways to improve performances

## Required Skills and Knowledge

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

### Required skills

- communication, teamwork and organisational skills sufficient to:
  - contribute to discussions about suitable repertoire for the ensemble
  - collaborate effectively with other members of the group during performances
  - respond appropriately to constructive feedback on own performance
- contribute constructive planning skills sufficient to:
  - arrive punctually at group practice sessions
  - allow sufficient time for warm-up prior to performances
- listening skills sufficient to:
  - monitor and adjust intonation as required
  - recognise intervals, chords, scales and chord progressions in selected area of specialisation
  - use appropriate sound and tone production for instrument or voice
  - adjust own playing or singing in line with requirements of ensemble performance
- initiative and enterprise skills in the context of:
  - producing sounds in a range of ways appropriate to the ensemble repertoire
  - responding appropriately to the unexpected during performances
- learning skills in the context of improving music performance skills and expression through practice
- technical and problem-solving skills sufficient to:
  - use a range of instrumental techniques on either a first or second instrument
  - use a variety of rhythms and rhythmic styles relevant to specialisation

### Required knowledge

- broad understanding of:
  - industry, repertoire and musical terminology
  - acoustic principles relevant to selected instrument and area of specialisation
  - instrument parts, applications, range, capabilities, care and maintenance
  - group and solo performance protocols and customs
- issues and challenges that arise in the context of performing in an ensemble
- OHS practices, procedures and standards as they apply to performing in a range of environments

## Evidence Guide

<p><i>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.</i></p>	
<p><b>Overview of assessment</b></p>	
<p><b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b></p>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>perform proficiently as a member of a group before an audience on at least two occasions</li> <li>collaborate effectively with other members of the group during performances</li> <li>participate constructively in evaluations of group performances.</li> </ul>
<p><b>Context of and specific resources for assessment</b></p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>access to relevant instruments and equipment</li> <li>opportunities for musical collaboration in performances before an audience</li> <li>appropriate venue with adequate space and acoustic qualities</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>
<p><b>Method of assessment</b></p>	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>observation or video recordings of performances in which the candidate is a member of an ensemble</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 discussing issues and challenges that arise in the context of performing in an ensemble.</li> </ul>
<p><b>Guidance information for assessment</b></p>	<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>CUSMLT201A Develop and apply musical ideas and listening skills</li> <li>CUSMPF201A Play or sing simple musical pieces</li> <li>CUSMPF202A Incorporate music technology into performance</li> <li>CUSMPF204A Play music from simple written</li> </ul>

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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><b>Types</b> of ensembles may include:</p>	<ul style="list-style-type: none"> <li>• jazz:             <ul style="list-style-type: none"> <li>• duo</li> <li>• trio</li> <li>• quartet</li> <li>• larger</li> </ul> </li> <li>• rock and pop line-ups:             <ul style="list-style-type: none"> <li>• lead vocals, bass guitar, drums and percussion</li> <li>• lead vocals, bass guitar, lead guitar, keyboards, backing vocals, drums and percussion</li> <li>• lead vocals, lead guitar, rhythm guitar, backing vocals, bass guitar, DJ, synthesiser, drums and percussion</li> </ul> </li> <li>• classical chamber music:             <ul style="list-style-type: none"> <li>• duet</li> <li>• trio</li> <li>• quartet</li> <li>• quintet</li> <li>• sextet</li> <li>• septet</li> <li>• octet</li> <li>• nonet.</li> </ul> </li> </ul>
<p><b>Instruments</b> may be:</p>	<ul style="list-style-type: none"> <li>• acoustic or electronic</li> <li>• voice</li> <li>• stringed</li> <li>• keyboards</li> <li>• wind</li> <li>• percussion</li> <li>• brass</li> <li>• plucked.</li> </ul>
<p><b>Appropriate personnel</b> may include:</p>	<ul style="list-style-type: none"> <li>• musical director</li> <li>• performer</li> <li>• mentor</li> </ul>



	<ul style="list-style-type: none"> <li>• teacher</li> <li>• coach</li> <li>• tutor.</li> </ul>
<i>Issues and challenges</i> may include:	<ul style="list-style-type: none"> <li>• interaction with other ensemble members: <ul style="list-style-type: none"> <li>• showing respect for the skills of others</li> <li>• synchronising playing</li> <li>• offering constructive feedback on group performance</li> <li>• responding positively to constructive feedback on own performance</li> </ul> </li> <li>• contributing to a cohesive performance</li> <li>• listening critically to own and others' performance</li> <li>• adjusting own playing to achieve the required sound.</li> </ul>
<i>Listening</i> may include:	<ul style="list-style-type: none"> <li>• tuning instrument</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> <li>• adapting own performance to the overall performance of the group</li> <li>• listening critically to own performance</li> <li>• responding to other players in performance.</li> </ul>
<i>OHS principles</i> may include:	<ul style="list-style-type: none"> <li>• industry practice and legislation</li> <li>• posture</li> <li>• appropriate hearing and volume levels for self and others</li> <li>• electrical hazards</li> <li>• length of performance and practice sessions</li> <li>• preventative practice against overuse injury.</li> </ul>

## Unit Sector(s)

Performing arts - music performance