



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF401A Rehearse music for group performances

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 rehearse for a group performance.

Application of the Unit

Musicians and vocalists in all genres need to rehearse prior to performances. In addition to knowing their repertoire and being able to perform to the required standard, they must also be disciplined enough to arrive at rehearsals on time and participate in a collaborative way with other members of the group. They are also expected to hone their skills in private practice time outside rehearsals.

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. Prepare for rehearsals	1.1 Confirm <i>rehearsal requirements</i> with <i>relevant personnel</i> 1.2 Confirm <i>repertoire</i> for performance and <i>materials and equipment</i> required at rehearsals 1.3 Confirm that rehearsals are of reasonable length and include appropriate breaks to allow for the physical needs of performers 1.4 Confirm that facilities and equipment provide an environment that is safe and conducive to learning and performance 1.5 Discuss and negotiate changes to rehearsal arrangements with relevant personnel as required
2. Prepare own performance for rehearsal in private practice	2.1 Identify and implement <i>strategies for developing rehearsal skills</i> 2.2 Allocate sufficient private practice time to prepare individual performance to the required standard 2.3 Where required, ensure that sight reading will be performed accurately and to the required standard 2.4 Develop instrumental or vocal technique to the standard required by the repertoire 2.5 Identify and remedy areas of deficiency in the performance repertoire
3. Participate in rehearsals	3.1 Attend rehearsals punctually with required materials to hand 3.2 Respond promptly and accurately to directions as required 3.3 Take and give cues reliably, promptly, accurately and sensitively 3.4 Communicate problems or issues that are relevant to the group in a constructive and timely manner, reflecting an understanding of the group and the achievement of rehearsal outcomes 3.5 Maintain effective eye contact with the director and/or other ensemble players where appropriate to ensure a cohesive performance 3.6 Discuss stylistic and interpretive questions at appropriate times and in an appropriate manner so as to maintain the flow of the rehearsal and quality of performance 3.7 Discuss and resolve technical or other problems in a positive and appropriate manner

ELEMENT	PERFORMANCE CRITERIA
	3.8 Incorporate relevant advice about own playing as required to advance quality in performance
4. Perform to the required professional standard in rehearsal	4.1 Identify, interpret and prepare musical line within the overall work to the standard required for performance 4.2 Integrate own part within overall presentation to advance best performance outcomes 4.3 Contribute to a shared response to work and adjust playing to the performing group style 4.4 Adapt contribution to the performing group and the particular context as required 4.5 Recognise and support the contribution of other artists appropriately 4.6 Respect the working methods, personalities and special needs of other performers 4.7 Harness and pace energy during the process to enable sustained input and consistent performance quality 4.8 Apply <i>listening skills</i> to continuously evaluate and adjust own work 4.9 Apply <i>music knowledge</i> to enhance own performance
5. Contribute to a rehearsal culture	5.1 Prepare own instrument, music and/or equipment in time to meet the demands of the rehearsal schedule 5.2 Establish and maintain empathy and rapport in performance with all members of the group to advance performance outcomes 5.3 Refine own interpretation through appropriate interaction with other performance participants 5.4 Support all performers to encourage artistic commitment

Required Skills and Knowledge

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

Required skills

- communication and teamwork skills sufficient to:
 - interpret music appropriately for rehearsals and performances
 - recognise and support the contribution of other artists appropriately
 - collaborate effectively with other artists during rehearsals according to agreed schedule
- listening skills in the context of:
 - listening critically to the performance of others
 - listening critically to and adjusting own performance to achieve the required sound
 - recognising intervals, chords, scales and chord progressions in selected area of specialisation
 - responding to other players and adjusting own performance accordingly
- self-management and planning skills sufficient to:
 - plan practice time prior to rehearsals
 - arrive punctually at rehearsals
- initiative and enterprise skills in the context of:
 - experimenting with a variety of musical interpretations
 - understanding and expressing appropriate musical nuance
- learning skills in the context of improving music performance skills and expression through rehearsal and performance
- technical and problem-solving skills sufficient to:
 - use a range of instrumental techniques in selected area of specialisation
 - tune instrument to achieve intonation
 - use a variety of rhythms and rhythmic styles relevant to specialisation
 - use appropriate chords and scales, forms, textures or other elements of musical organisation in performance for selected area of specialisation

Required knowledge

- sound knowledge of:
 - range of genres and their musical forms and conventions in performance
 - solo or group performance protocols and customs in selected area of specialisation
 - technical requirements of relevant instruments for accurate and appropriate performance in selected area of specialisation
- issues and challenges that typically arise in the context of rehearsals
- OHS practices, procedures and standards as they apply to using musical instruments and performing in a range of environments

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"> • perform proficiently on chosen instrument in at least three rehearsals • listen effectively for and adjust intonation and nuance in performance • apply interpretation and expression skills • communicate effectively with other performers to achieve the required standard of performance.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate instruments, equipment and rehearsal space • opportunities to rehearse • 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"> • observation or video recording of candidate during rehearsals • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • evaluation of documented discussion of time-management strategies with the candidate • relevant samples of artistic work with candidate's evaluation of rehearsal planning • samples of work plans for rehearsal • case studies as a basis for discussion of issues, methods and strategies in rehearsing music for performance.
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"> • CUSMPF302A Prepare for performances • CUSMPF402A Develop and maintain stagecraft skills

	<ul style="list-style-type: none">• CUSMPF403A Develop repertoire as part of a backup group• CUSMPF404A Perform music as part of a group.
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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><i>Rehearsal requirements</i> may include:</p>	<ul style="list-style-type: none"> • duration • frequency • schedule • procedures • pre-rehearsal preparation • venues • musical context • artistic and commercial objectives • other people involved in rehearsals.
<p><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • performers • ensemble members • presenters • artists • musical directors • conductors • tutors • mentors • sound engineers.
<p><i>Repertoire</i> may include:</p>	<ul style="list-style-type: none"> • movements and/or pieces appropriate to the selected instrument • improvisation on specific/harmonic structures • songs and tunes • own original pieces • traditional patterns.
<p><i>Materials and equipment</i> may include:</p>	<ul style="list-style-type: none"> • instruments and accessories • scores, charts, tapes and CDs • pencils to make notes or mark music scores • electrical equipment • sound enhancement • music and/or microphone stands • electronic hardware and software for performance relevant to selected area of specialisation • music-recording equipment

	<ul style="list-style-type: none"> • special-effects devices.
<i>Strategies for developing rehearsal skills</i> may include:	<ul style="list-style-type: none"> • listening to and learning from a musical director and performance peers • participating in a range of rehearsals in selected area of specialisation • participating in professional development and other learning opportunities in selected area of specialisation • attending performances in selected area of specialisation • being involved in a range of music-making activities • studying performance techniques in a range of styles in selected area of specialisation.
<i>Listening skills</i> may include:	<ul style="list-style-type: none"> • tuning instrument • aural imagination to explore interpretation options • pattern and sequence recognition and memory in selected area of specialisation • reproducing sequences from memory • recognising music systems and practices in selected area of specialisation • chords and keys in tonal or other musical systems in selected area of specialisation • listening to own and others' performance in an ensemble to guide and adjust own work • effective musical interaction with other members of the ensemble.
<i>Music knowledge</i> may include:	<ul style="list-style-type: none"> • repertoire in selected area of specialisation • using vocabulary relevant to area of music specialisation • instrument knowledge in selected area of specialisation • musical forms, systems, practices and customs in selected area of specialisation • reading and writing music using written music, sheet music and chord charts relevant to selected area of specialisation • interpretation of directions relevant to selected area of specialisation for: <ul style="list-style-type: none"> • instrumentation • voicing • expression

	<ul style="list-style-type: none">• timbre• attack• pitch• tempi• dynamics• following solo and ensemble protocols in selected area of specialisation• following rehearsal and performance protocols in selected area of specialisation• improvisation in performance using aural cues only where relevant to selected area of specialisation• chord and melodic formulae in selected area of specialisation.
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Unit Sector(s)

Performing arts - music performance