



**Australian Government**

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

# **CUSMPF403A Develop repertoire as part of a backup group**

**Revision Number: 2**

## CUSMPF403A Develop repertoire as part of a backup group

### 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 select and rehearse repertoire as part of a backup group.

### Application of the Unit

Musicians and vocalists who perform in backup groups apply the skills and knowledge outlined in this unit. Typically they are supporting solo artists and could be performing in any genre. In addition to contributing to the selection of 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

*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.*

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Clarify backup requirements	<p>1.1 Confirm overall performance <i>requirements</i> in consultation with <i>appropriate personnel</i></p> <p>1.2 As required, become familiar with work of solo artist for whom backup is being provided</p> <p>1.3 Confirm number and type of <i>performers</i> required in the backup group</p> <p>1.4 Participate in organising members of backup group as required</p> <p>1.5 Confirm nature and extent of own contribution to the backup group</p> <p>1.6 Confirm timetable leading up to performance so that sufficient notice is given to colleagues and adequate private practice and rehearsal time is allocated</p>
2. Select repertoire	<p>2.1 Collaborate with appropriate personnel to select a range of items suited to the <i>purpose</i> of the performance and solo artist's style</p> <p>2.2 Discuss <i>pros and cons</i> of items and agree on a program that provides balance and variety in line with performance requirements</p> <p>2.3 Obtain final sign-off on program as required</p>
3. Rehearse repertoire	<p>3.1 Use personal practice time to develop own instrumental or vocal technique to the standard required by the repertoire</p> <p>3.2 Attend rehearsals punctually with required materials to hand</p> <p>3.3 Perform repertoire pieces together as a group with solo artist as required</p> <p>3.4 Discuss stylistic and interpretive questions at appropriate times and in an appropriate manner so as to maintain the flow of rehearsals and quality of performance</p> <p>3.5 Discuss and resolve technical or stagecraft issues in a positive and appropriate manner</p> <p>3.6 Incorporate relevant advice about own performance as required to advance quality in performance</p> <p>3.7 In collaboration with other members of the group identify areas that need to be improved and incorporate into personal practice sessions and rehearsals as required</p>

## Required Skills and Knowledge

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

### Required skills

- communication and teamwork skills sufficient to:
  - discuss repertoire requirements in a collaborative manner
  - collaborate effectively with other musicians and performers during rehearsals
  - provide constructive feedback on group performances to other members of the group
  - respond positively to constructive feedback on own performance in the group
- 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
  - responding to other players and/or vocalists 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 contributing to the development of repertoire that best meets the requirements of performances
- learning skills in the context of:
  - improving music performance skills and expression through rehearsal
  - extending repertoire knowledge
- technical skills sufficient to use a range of techniques on chosen instruments

### Required knowledge

- sound knowledge of:
  - range of genres and their musical forms and conventions in performance
  - solo or group performance protocols and customs in area of specialisation
  - technical requirements of relevant instruments for accurate and appropriate performance in selected area of specialisation
- issues and challenges that arise in the context of developing repertoire as part of a backup group
- 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.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• contribute to the selection of repertoire for at least three performances where the candidate is a member of a backup group</li> <li>• work cooperatively with members of a backup group to prepare for performances</li> <li>• communicate effectively with other performers to achieve the required standard of performance.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to appropriate instruments, equipment and rehearsal space</li> <li>• opportunities to rehearse</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>
<b>Method of assessment</b>	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• observation or video recording of rehearsals where the candidate is a member of a backup group</li> <li>• written or oral questioning to test knowledge as listed in the required knowledge section of this unit</li> <li>• samples of work plans for rehearsals</li> <li>• case studies as a basis for discussion of issues and challenges that arise in the context of developing repertoire as part of a backup group.</li> </ul>
<b>Guidance information for assessment</b>	<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>• CUSMPF302A Prepare for performances</li> <li>• CUSMPF401A Rehearse music for group performances</li> <li>• CUSMPF402A Develop and maintain stagecraft skills</li> <li>• CUSMPF404A Perform music as part of a group.</li> </ul>



## 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>Requirements</b> may include:</p>	<ul style="list-style-type: none"> <li>• time</li> <li>• venue</li> <li>• length of performance</li> <li>• content</li> <li>• ensemble size</li> <li>• improvisation</li> <li>• stagecraft aspects, including:               <ul style="list-style-type: none"> <li>• movement and actions</li> <li>• dress</li> <li>• make-up and hair styling</li> <li>• special effects</li> <li>• audience interaction</li> </ul> </li> <li>• resources, including:               <ul style="list-style-type: none"> <li>• instruments</li> <li>• instrumental accessories</li> <li>• sound equipment</li> <li>• microphones</li> <li>• sheet music</li> <li>• music scores</li> <li>• music stands.</li> </ul> </li> </ul>
<p><b>Appropriate personnel</b> may include:</p>	<ul style="list-style-type: none"> <li>• solo artist</li> <li>• musical director</li> <li>• producer</li> <li>• performer</li> <li>• technical crew</li> <li>• mentor</li> <li>• teacher</li> <li>• coach</li> <li>• tutor</li> <li>• conductor</li> <li>• agent.</li> </ul>
<p><b>Performers</b> may include:</p>	<ul style="list-style-type: none"> <li>• instrumentalists</li> <li>• vocalists</li> </ul>



	<ul style="list-style-type: none"><li>• electronic music performers.</li></ul>
<b>Purpose</b> of the performance may be for:	<ul style="list-style-type: none"><li>• general public</li><li>• entertainment</li><li>• concert</li><li>• dance</li><li>• corporate purposes</li><li>• cultural purposes</li><li>• marketing and promotion</li><li>• a specific age group</li><li>• educational purposes</li><li>• schools or other institutions</li><li>• special communities</li><li>• special occasions</li><li>• public and/or religious ceremonies</li><li>• auditions</li><li>• audio or video recordings.</li></ul>
<b>Pros and cons</b> of items may include:	<ul style="list-style-type: none"><li>• technical facility required to perform items</li><li>• ability of group members to perform pieces</li><li>• length of item</li><li>• potential for showcasing solo artist</li><li>• potential for providing a varied program</li><li>• potential for audience participation.</li></ul>

## Unit Sector(s)

Performing arts - music performance