



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF404A Perform music as part of a group

Revision Number: 2

CUSMPF404A Perform music as part of a 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 perform music for an audience as part of a group. Performing in a group is a highly collaborative undertaking, so group members need well-developed interpersonal communication skills in addition to their technical and musicianship skills. They must support each other during performances and be willing to work together on improving the overall performance of the group.

Application of the Unit

Instrumentalists and vocalists who perform as members of a group in all musical genres apply the skills and knowledge described in this unit.

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. Perform warm-up routine	1.1 Check instrument and other materials required for the performance to ensure their reliability in performance 1.2 Tune instrument to ensure required pitch throughout the performance and minimal interruption for further tuning 1.3 Warm up for the performance to ensure that sound production is secure before beginning the performance 1.4 Use <i>relaxation techniques</i> to overcome performance anxiety as required
2. Perform work	2.1 Maintain concentration and focus throughout the performance 2.2 Meet the technical and interpretive requirements of the music and the staging requirements of the performance 2.3 Apply <i>music knowledge</i> to enhance performance outcomes 2.4 Monitor instrument tuning and adjust appropriately during the course of the performance with minimal interruption to the flow of the work 2.5 Use a performing style that is appropriate to the context of the music and the performance 2.6 Respond flexibly and effectively to contingencies to maintain the integrity of the performance 2.7 Interact considerately and constructively with stage management and other artistic, venue, studio and organisational staff as required
3. Perform in a group	3.1 Respond promptly and effectively to musical, stage or studio direction 3.2 Sustain the musical line and/or harmony in ensemble as required by the style and context of the performance 3.3 Demonstrate balance in dynamics and style with other players 3.4 Respond effectively and with empathy to other performers and to the music-making process throughout the performance 3.5 Perform music entries and exits consistent with the style of music and as agreed with other players
4. Interact with other performers	4.1 Contribute to a cohesive performance by taking and giving cues reliably, promptly, accurately and sensitively 4.2 Synchronise own playing with that of other performers 4.3 Demonstrate respect for other performers' work using

ELEMENT	PERFORMANCE CRITERIA
	<p>positive and constructive communication in verbal and body language</p> <p>4.4 Contribute constructively to the dynamics of the group to ensure best performance outcome</p> <p>4.5 Listen critically to own and others' performance and adjust playing as necessary to achieve the required sound</p>
5. Evaluate performance	<p>5.1 With other members of the group, measure the performance against previous work to assess technical and artistic development</p> <p>5.2 Discuss weaknesses and errors in the performance and collaboratively identify remedies for improvement in the ensemble</p> <p>5.3 Evaluate repertoire choice and programming to determine suitability for the group's technical standard and style as well as the overall musical balance in the program</p> <p>5.4 Collaboratively and constructively assess the role of individual performers for ensemble balance and for future performance possibilities</p> <p>5.5 Constructively evaluate the group's stage presentation, posture, dress and movement individually and collectively and determine possible improvements</p> <p>5.6 Analyse audience reaction to determine ways in which communication with the audience can be improved or special audience needs can be met more effectively</p> <p>5.7 Collaboratively and constructively plan strategies for refining group performance and technical skills based on outcome of evaluations</p>

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 performances
 - collaborate effectively with other artists and technical personnel involved in performances
 - 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 and adjusting own performance to achieve the required sound
 - recognising intervals, chords, scales and chord progressions in selected area of specialisation
 - demonstrating appropriate intonation, dynamics, phrasing, rhythm and expression to produce the required sound
 - responding to other players and adjusting own performance accordingly
- 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, time signatures, beat patterns and rhythmic styles relevant to specialisation
 - use a variety of scales, chord sequences and music systems in selected area of specialisation
- learning skills in the context of using feedback to identify strengths and weaknesses in technique to improve own technical facility
- self-management and planning skills sufficient to allow sufficient time for warm-up prior to performances
- initiative, enterprise and creativity in the context of:
 - demonstrating originality and innovative approaches in interpretation within the requirements of the group
 - extending musical boundaries in performance for self and audience within the performance context
 - phrasing and shaping music appropriately
 - understanding and expressing appropriate musical nuance
 - achieving own individual style of musical expression
 - performing appropriately for the context of venues, sound forces and perceived audience taste
 - performing in a variety of instrumental combinations

Required knowledge

- music knowledge:
 - repertoire knowledge in selected area of specialisation
 - musical terminology, systems, elements and genres
 - musical styles in selected area of specialisation
 - group and solo performance protocols and customs
- issues and challenges that arise in the context of performing music as part of a group
- OHS principles as they apply to performing:
 - relevant legislation
 - policies and best practice relevant to particular performance contexts
 - preventative practice against overuse injury and hearing damage
 - correct posture

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 as a member of a group before an audience on at least three occasions listen effectively to adjust intonation and nuance in performance apply interpretation and expression skills collaborate effectively with other members of the group during performances participate constructively in evaluations of group performances.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to relevant instruments and equipment opportunities for musical collaboration in performances before an audience appropriate venue with adequate space and acoustic qualities for solo performances 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 recordings of performances in which the candidate is a member of a performing group written or oral questioning on performance strategies discussion of planning for group performances authenticated details of relevant courses or training sessions authenticated details of relevant artistic and/or commercial achievements 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 methods, strategies and other issues in group performances.

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• CUSMPF401A Rehearse music for group performances• CUSMPF402A Develop and maintain stagecraft skills• CUSMPF403A Develop repertoire as part of a backup group• CUSMPF405A Develop instrumental techniques.
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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>Relaxation techniques</i> may include:</p>	<ul style="list-style-type: none"> • mind to muscle: <ul style="list-style-type: none"> • meditation • imagery/conscious visualisation • affirmations • stretching • deep breathing • light aerobic exercises.
<p><i>Music knowledge</i> may include:</p>	<ul style="list-style-type: none"> • repertoire • instruments • music analyses and research in selected area of specialisation • musical forms, systems, practices and customs • reading and writing music using written music, sheet music and chord charts • interpretation of directions for: <ul style="list-style-type: none"> • instrumentation • voicing • expression • timbre • attack • pitch • tempi • dynamics • solo and ensemble protocols for rehearsals and performances • improvisation in performance using aural cues only • chord and melodic formulae.
<p><i>Listening</i> may include:</p>	<ul style="list-style-type: none"> • tuning instrument • using aural imagination to develop interpretation • pattern and sequence recognition and memory • recognising music systems and practices • chords and keys in tonal or other musical

	<p>systems</p> <ul style="list-style-type: none"> • reproducing sequences from memory • adapting own performance to the overall performance of the group • listening critically to own performance • responding to other players in performance.
Strategies for developing skills may include:	<ul style="list-style-type: none"> • seeking and using opportunities to perform in ensembles or groups • participating in groups or associations • participating in professional development and other learning opportunities • attending master classes • attending performances • contributing to and participating in festivals, conferences or other group performance activities • being involved in a range of music-making activities • studying performance techniques in a range of styles.
Technical skills may include:	<ul style="list-style-type: none"> • applying understanding of instruments and specifications • musical elements in selected area of specialisation • range of techniques to control and enhance group performance skills • technical requirements for ensemble partners in rehearsals and performances.

Unit Sector(s)

Performing arts - music performance