



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF405A Develop instrumental techniques

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 develop instrumental technique across a range of performance repertoire. A commitment to well-planned and regular practice is essential, along with a willingness to act on feedback from colleagues and mentors.

Application of the Unit

This unit builds on CUSMPF301A Develop technical skills in performance. A higher level of competence in areas such as performance preparation, craft skills and musicianship is required of musicians as they prepare to perform in public.

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 control over instrument	1.1 Extend control over the physical characteristics and <i>range</i> of chosen <i>instrument</i> 1.2 Produce sound reliably and consistently in line with selected musical style and <i>repertoire</i> 1.3 Use control over chosen instrument to perform music proficiently in a range of repertoire in selected musical style
2. Maintain and care for instrument	2.1 Use appropriate methods to care for, move, use and store the instrument securely 2.2 Set up and/or warm up the instrument in preparation for practice and performance 2.3 Use instrumental <i>accessories</i> , fittings, maintenance and cleaning products to care for the instrument and enhance performance outcomes 2.4 <i>Tune</i> the instrument appropriately to the required standard and tuning conventions
3. Use practice time to develop technique	3.1 In consultation with <i>appropriate personnel</i> , plan practice sessions and <i>strategies</i> aimed at developing <i>techniques</i> and overcoming technical challenges 3.2 Exploit the physical relationship between instrument and player to perform a range of techniques and to develop musical expression 3.3 Systemically practise pieces using <i>exercises</i> that develop technical fluency in identified areas of weakness 3.4 Plan repertoire to advance performance skills 3.5 Use good posture and appropriate finger, hand and/or body positions to maintain technical facility and healthy performance habits 3.6 Seek feedback on own skill development from appropriate personnel and adjust focus of practice sessions as required
4. Perform pieces from a range of repertoire	4.1 Use activities and physical exercises to perform pieces from a range of repertoire in the selected style of music 4.2 Listen to the work of professional musicians to determine goals and evaluate own performance against those goals 4.3 Seek and use advice on skill development in own performance 4.4 Play pieces and/or accompaniments with rhythmic precision, attention to dynamic range, and variations in

ELEMENT	PERFORMANCE CRITERIA
	technique as required 4.5 Perform all work following agreed tempi and musical markings where relevant 4.6 Use technical facility to achieve sound control, accurate intonation, and variations in sound and tone as appropriate

Required Skills and Knowledge

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

Required skills

- communication, teamwork and organisational skills sufficient to:
 - interpret music appropriately for performance practice
 - analyse and discuss with colleagues musical elements, form and style in selected area of specialisation
 - respond appropriately to constructive feedback on own performance
- self-management and planning skills sufficient to:
 - plan own practice time
 - set development goals
 - identify areas of weakness and plan practice accordingly
- 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
 - produce a controlled sound with variations in tone as required
- initiative and enterprise skills in the context of:
 - producing sounds in a range of ways appropriate to selected musical style and repertoire
 - developing an increased awareness of the subtleties and variations of tone colour available on chosen instrument and their use in performance
- 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
 - tune instrument to achieve intonation
 - play an extensive range of scales, rhythms or chord patterns in selected area of specialisation
 - produce planned sound consistently
 - discriminate and adjust pitch to produce the required sound

Required knowledge

- acoustic principles relevant to selected instrument and area of specialisation
- instrument parts, applications, range, capabilities, care and maintenance
- repertoire relevant to the selected instrument and area of specialisation
- issues and challenges that arise in the context of extending performance technique
- 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"> • use aural discrimination to monitor and adjust own performance to achieve the required sound • demonstrate fluent performance on the selected instrument/voice in selected area of specialisation • learn and practise to improve own performance • respond positively to constructive feedback on own performance.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant instruments and equipment • access to suitable acoustic space • 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 instrumental techniques.
Method of assessment	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • observation of practice or performance • written or oral questioning on technical development strategies, planning and goals • video and/or audio recordings of performances or practice sessions • self-evaluation sheets • samples of work plans for private practice sessions • simulation of a performance practice session • case studies and scenarios as a basis to discuss technical issues, and strategies to deal with them, in 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 • CUSMPF303A Contribute to backup accompaniment

	<ul style="list-style-type: none">• CUSMPF305A Develop improvisation skills• CUSMPF401A Rehearse music for group performances• CUSMPF402A Develop and maintain stagecraft skills• CUSMPF404A Perform music as part of a group.
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Range Statement

<p><i>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.</i></p>	
<p>Range of an instrument may involve:</p>	<ul style="list-style-type: none"> • tone colour • articulation • physical attributes and components • dynamics, and volume control and contrast • pitch and register • specific effects available using a range of attacks.
<p>Instruments may refer to first or second instruments and may include:</p>	<ul style="list-style-type: none"> • acoustic or electronic instruments • voice • stringed • keyboards • wind • percussion • brass • plucked.
<p>Repertoire may include:</p>	<ul style="list-style-type: none"> • pieces appropriate to the selected instrument • improvisations on rhythmic, harmonic or melodic structures • songs and tunes • traditional patterns • own original work.
<p>Accessories may include:</p>	<ul style="list-style-type: none"> • reeds • strings • plectrums • mouth pieces • sticks, mallets, brushes and beaters • stands • pedals • microphones • amplifiers • samplers • mixers • enhancers.
<p>Tuning an instrument may</p>	<ul style="list-style-type: none"> • adjusting:

involve:	<ul style="list-style-type: none"> • pitch • tone colour • oral tract, including lip pressure and intensity of breath • position of the diaphragm and larynx • sound production • diameter or other instrumental dimensions, such as: <ul style="list-style-type: none"> • length of strings • tautness of skins • length of tubing or pipes • embouchure • settings of the instrument and relevant accessories • using: <ul style="list-style-type: none"> • appropriate tuning options • tuning keys or other tuning implements, such as tuning forks and electronic tuners • pitch pipes • electronic pitch or frequency controls • other musicians.
<i>Appropriate personnel</i> may include:	<ul style="list-style-type: none"> • musical director • performer • mentor • teacher • coach • tutor • conductor • sound engineer.
<i>Strategies</i> may include:	<ul style="list-style-type: none"> • working effectively with an appropriate tutor • practising as a performer • participating in relevant groups or associations • participating in professional development and other learning opportunities • attending master classes • attending performances • listening critically to a wide range of live and recorded music.
<i>Techniques</i> may involve developing:	<ul style="list-style-type: none"> • vocal and instrumental sound production • physical coordination • ability to play rhythms and rhythm patterns

	<ul style="list-style-type: none"> • ability to play chords and chord patterns • ability to reproduce pieces from written notation, chord charts and/or aural memory and imitation.
<i>Exercises</i> may include:	<ul style="list-style-type: none"> • scales • arpeggios • range of triads, chords or rhythms • breathing exercises to achieve good breath control and tone colour • bowing techniques to increase fluency, variety and coordination • embouchure to achieve correct tone production and a well-centred sound • fingering patterns with appropriate phrasing, articulation and dynamics • hand and foot patterns • plucking and picking patterns and exercises • drumming exercises with hands, mallets and beaters • pedalling • vocal exercises to produce clear and even tone, agility and flexibility.

Unit Sector(s)

Performing arts - music performance