



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF409A Perform music using digital media

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 perform a range of musical pieces using digital media as the vehicle for performance.

Application of the Unit

This unit builds on CUSMPF202A Incorporate music technology into performance. A higher level of competence in skills, such as exploring the potential of the technology and applying the technology, and a higher level of musical aptitude are required of musicians as they prepare their performance with digital media. Musical experience is required to undertake 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. Generate ideas for performance	1.1 Plan the scope of improvised and composed musical work for performance 1.2 Discuss and evaluate the musical effectiveness of work in progress with appropriate personnel 1.3 Incorporate feedback into preparation of digital media performance
2. Develop facility with digital media	2.1 Perform a range of <i>techniques</i> in musical ways 2.2 Identify a range of <i>sounds</i> for incorporation into improvised and self-composed performances 2.3 Extend control over the technology to build creative ways to use <i>digital media</i> as the performance instrument 2.4 Listen to or view recordings of performances that use digital media as the performance instrument 2.5 In consultation with <i>appropriate personnel</i> , identify <i>factors</i> that may affect how digital media is used in performance 2.6 In consultation with appropriate personnel, plan practice sessions aimed at developing technical facility suited to using digital media in performance
3. Develop appropriate notation	3.1 Undertake research to identify the range of ways in which music is notated for performance using digital media 3.2 Incorporate notation into performance using digital media
4. Perform a range of pieces	4.1 Listen to the work of professional musicians to determine goals and evaluate own performance against those goals 4.2 Seek and use advice on skill development in own performance 4.3 Play pieces and/or accompaniments with appropriate attention to rhythmic detail and dynamic range, and variations in technique as required 4.4 Perform all work following notated instructions where relevant 4.5 Use technical facility to achieve variations in sound and tone as appropriate 4.6 Display musical aptitude in performance using digital media

Required Skills and Knowledge

Required skills

- musical skills sufficient to:
 - recognise intervals and rhythmic patterns
 - produce a controlled sound with variations in tone as required
 - distinguish pitch and digitally adjust intonation where required
- listening skills sufficient to select and adjust sound and tone as required
- communication, teamwork and organisational skills sufficient to:
 - undertake research into the ways digital media can be used in performance
 - follow written and verbal instructions
 - understand information in equipment and software user guides
 - respond appropriately to constructive feedback on own performance
 - plan own practice time and set skill-development goals
- literacy skills sufficient to:
 - read and understand user manuals
 - read and understand appropriate notation
- learning skills sufficient to:
 - improve skills through practice
 - remain up to date with new versions and applications of digital media
- initiative and enterprise skills in the context of:
 - using digital media to produce sounds in a variety of ways
 - developing increased awareness of subtleties and variations of sound possible through the use of digital media
- technical skills sufficient to explore the full range of features of digital media applications in the context of performing music
- problem-solving skills sufficient to:
 - use a range of techniques in performance
 - produce planned sound consistently
 - discriminate and adjust sound

Required knowledge

- music knowledge, including musical notation and terminology
- industry knowledge, including:
 - ways in which digital media can be used to perform music
 - features of standard digital media equipment and related software
- repertoire relevant to digital media in performance
- challenges that typically arise in the context of performing music using digital media
- OHS practices, procedures and standards as they apply to using music technology

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	Evidence of the ability to: <ul style="list-style-type: none">• perform music competently using digital media• respond positively to constructive feedback on own skill development in relation to using digital media in performance.
Context of and specific resources for assessment	Assessment must ensure: <ul style="list-style-type: none">• access to digital media, including related software• 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 application of digital media through performance.
Method of assessment	The following assessment methods are appropriate for this unit: <ul style="list-style-type: none">• direct observation or video recordings of candidate using digital media in practice sessions or performances• testimonial from individual tutors• written or oral questioning to assess knowledge as listed in the required knowledge section of this unit• self-evaluation sheets• samples of work plans for practice sessions• case studies and scenarios as a basis for discussing technical issues and strategies to deal with them in performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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.

<i>Techniques</i> may include:	<ul style="list-style-type: none"> • digitally-generated sounds • digital manipulation of acoustic sound • musical articulation • musical phrasing • musical shading • improvisation of rhythmic and melodic material • physical coordination.
<i>Sounds</i> may include:	<ul style="list-style-type: none"> • any form of sound produced by digital media • instrumental sounds or sequences from MIDI devices, software programs or other devices.
<i>Digital media</i> may include:	<ul style="list-style-type: none"> • digital audio workstation (DAW) with a range of appropriate software • electronic instruments.
<i>Appropriate personnel</i> may include:	<ul style="list-style-type: none"> • musical director • performer • mentor • teacher • coach • tutor • sound technician.
<i>Factors</i> may include:	<ul style="list-style-type: none"> • purpose of performance: <ul style="list-style-type: none"> • entertainment for the general public • concert • dance • corporate purposes • cultural purposes • marketing and promotion • educational purposes • schools or other institutions • special communities • special occasions • public and/or religious ceremonies

	<ul style="list-style-type: none">• auditions• audio or video recordings for online products or interactive games• available personnel• available resources• available budget• client's expectations• intellectual property• venue and facilities• technical parameters, including:<ul style="list-style-type: none">• technology constraints• console• platform• bandwidth• memory/RAM• timelines• target audience.
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Unit Sector(s)

Performing arts - music performance