



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF601A Present a music performance

Revision Number: 2

CUSMPF601A Present a music performance

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 present music performances in all musical genres. The unit also describes the well-developed stagecraft skills and high-level technical and musicianship skills required to engage audiences, which will involve a wide range of repertoire in the area of specialisation.

Application of the Unit

Instrumentalists and vocalists in all musical genres apply the skills and knowledge described in this unit. At this level, they are usually performing as soloists and need the confidence and self-assurance to perform live before an audience for short or long intervals.

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. Plan music performance program	1.1 In consultation with <i>appropriate personnel</i> , clarify <i>expectations</i> with regard to the music performance 1.2 Assess own <i>repertoire</i> to identify appropriate components that may contribute to the music performance program and research new repertoire possibilities 1.3 Sequence components of the music performance program to maximise audience engagement and to meet own physical requirements in presenting the performance 1.4 Assess each component of the music performance program against own strengths and weaknesses in performance, taking advice from others as required 1.5 Assess and obtain <i>resources</i> that may be required to present the piece 1.6 Finalise the music performance program in consultation with appropriate personnel as required
2. Prepare for the music performance	2.1 Engage in coaching, private practice and/or rehearsal sessions to ensure that the required performance standard is achieved 2.2 Where accompanists or other artists are involved in the performance, ensure that close rapport and musical empathy are developed through rehearsals in time to achieve the required performance standard 2.3 Seek and incorporate advice during performance preparation to ensure the best possible performance
3. Develop interpretation	3.1 Analyse the repertoire to interpret its scope, possibilities and underlying intention 3.2 Exploit a variety of interpretations in preparing the performance to develop musical expression and to identify the most appropriate interpretations within the constraints of own technical ability 3.3 Demonstrate awareness of the performing space and the intended audience in preparing the musical interpretation
4. Warm up for the music performance	4.1 Secure an appropriate warm-up space to tune instruments and check all other resources 4.2 Warm up physically to ensure that sound production is secure from the beginning of the performance 4.3 Centre thoughts to focus positively on the performance and relax effectively using techniques for overcoming

ELEMENT	PERFORMANCE CRITERIA
	performance anxiety
5. Perform before an audience	<p>5.1 Maintain communication with the audience, other artists and stage personnel using appropriate eye contact and other body language as required to ensure a cohesive performance</p> <p>5.2 Adjust own performance as required to ensure that instrumental/vocal tuning, sound production and technical performance standard are maintained throughout the performance</p> <p>5.3 Sustain interpretation and expressive communication with the audience coherently and consistently, and maintain energy and focus throughout the performance</p> <p>5.4 Recover errors in performance with minimum disruption to performance and audience experience</p> <p>5.5 Respond to the audience as required by the custom or tradition of the performance context in entering and leaving the stage, accepting applause, acknowledging other artists or relevant personnel and providing encores</p> <p>5.6 Present the performance with due regard to <i>OHS considerations</i></p>
6. Evaluate the music performance	<p>6.1 Use objective measures to evaluate the success of the music performance</p> <p>6.2 Measure own performance against previous work to assess technical and artistic development</p> <p>6.3 Identify and note weaknesses and errors in the performance for analysis and remediation</p> <p>6.4 Assess feedback and use for possible adjustment in future work</p>

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
 - work collaboratively with others involved in music performances
 - respond positively to constructive feedback on own performance
 - respond appropriately to audiences
- self-management and planning skills sufficient to:
 - plan a music performance program
 - use practice time effectively to prepare for performances
 - identify areas of weakness and plan practice accordingly
- listening skills sufficient to:
 - monitor and adjust intonation as required
 - use appropriate sound and tone production for instrument or voice
 - apply acoustic principles to own playing
- 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
 - adapting repertoire to own performance in area of specialisation
 - responding appropriately to the unexpected during performances
- learning skills in the context of:
 - improving music performance skills and expression through practice
 - using appropriate repertoire for technical development
 - critically evaluating own performance
- technical and problem-solving skills sufficient to:
 - use a range of instrumental techniques in selected area of specialisation
 - tune instrument to achieve intonation
 - apply sound-production techniques
 - produce planned sound consistently across a wide dynamic range
 - 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 presenting a music performance

- OHS principles relevant to particular performance contexts, such as:
 - legislation
 - policies and best practice
 - hearing protection
 - protection of body against overuse injury
 - safe lifting practices
 - performance anxiety

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"> • plan at least two music performances • confidently present at least two music performances on the selected instrument in area of specialisation • use aural discrimination to monitor and adjust own performance to achieve the required sound • 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 instrument and equipment • opportunities to present music performances before an audience • 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.
Method of assessment	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • observation of candidate presenting a music performance • video and/or audio recordings of candidate presenting a music performance • self-evaluation sheets • case studies and scenarios to discuss the identification of technical methods, strategies and issues in music performance and how 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"> • CUSMPF602A Manage stagecraft aspects of performance • CUSMPF603A Refine performance techniques and expand repertoire • CUSMPF605A Develop advanced vocal techniques.

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>Appropriate personnel</i> may include:</p>	<ul style="list-style-type: none"> • musical director • performer • mentor • teacher • coach • tutor • conductor • producer • agent • client • sound engineer.
<p><i>Expectations</i> may include:</p>	<ul style="list-style-type: none"> • duration • purpose • scope • venue • style of music • number of performers • rehearsals • whether music is to be recorded • publicity and promotion • target audience.
<p><i>Repertoire</i> may include:</p>	<ul style="list-style-type: none"> • pieces appropriate to the selected instrument • solo and ensemble pieces • improvised pieces • works from a range of genres and styles.
<p><i>Resources</i> may include:</p>	<ul style="list-style-type: none"> • sheet music or scores for own use and that of other performers • instruments: <ul style="list-style-type: none"> • acoustic or electronic • voice • stringed • keyboards • wind • tuned and untuned percussion

	<ul style="list-style-type: none"> • instrumental accessories: <ul style="list-style-type: none"> • reeds • strings • plectrums • mouth pieces • sticks, mallets, brushes and beaters • stands • pedals • microphones • amplifiers • samplers • mixers • enhancers • practice, rehearsal, coaching and music venues • rÃ©pÃ©titeurs, accompanists and other performers • electronic or electrical sound equipment • microphones • leads and racks • packing cases • music stands • lighting • props and stage decorations, including floral arrangements • gifts required for presentations at the conclusion of the music • costumes and personal accessories • trolleys or other lifting and carrying equipment • transport • stage personnel.
<p><i>OHS considerations</i> may include:</p>	<ul style="list-style-type: none"> • correct posture to support facility and longevity in practice • ensuring that practice sessions are of reasonable duration to avoid fatigue • hearing protection • protection of body against overuse injury • safe lifting techniques • strategies to overcome performance anxiety, such as: <ul style="list-style-type: none"> • focussing on a single element or action at a time • relaxation techniques, such as meditation

	and deep breathing <ul style="list-style-type: none">• focussing on patterns rather than individual notes• warm-up routines.
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Unit Sector(s)

Performing arts - music performance