



Australian Government

Department of Education, Employment and Workplace Relations

CUSWRT501A Write about music

Revision Number: 2

CUSWRT501A Write about music

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 write about a range of music-related topics.

Application of the Unit

People applying the skills and knowledge outlined in this unit would be expected to write both original and non-narrative music content for a range of purposes. Often they would be working as freelance writers or journalists.

Typical writing briefs could include creating program notes for recitals or other performances, reviews and/or critiques of live and recorded music performances, as well as music editorials and music commentary pieces for a range of media.

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

<p><i>Elements describe the essential outcomes of a unit of competency.</i></p>	<p><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></p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to write material	1.1 In consultation with relevant personnel , confirm the type of written material required 1.2 Identify factors that may impact on the writing assignment and plan accordingly 1.3 Determine style or tone appropriate to the publication for which written material is being produced 1.4 Discuss plans or preliminary ideas with relevant personnel as required
2. Research topic	2.1 Use appropriate information sources to gather background material 2.2 Conduct interviews with people to gather information as required 2.3 Review information gathered to determine the best approach to writing assignments 2.4 Discuss results of research, ideas and proposed approach with relevant personnel as required
3. Write material	3.1 Ensure that language and writing style are suited to the target audience and publication 3.2 Ensure that specialised vocabulary is appropriate to the context of the brief and subject matter 3.3 Ensure that work is proofed and edited to the standard required 3.4 Present a draft for review by relevant personnel 3.5 Adjust work as required and present final draft in the agreed manner and timeframe 3.6 Evaluate writing process, assessing own performance and noting areas for future improvement

Required Skills and Knowledge

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

Required skills

- communication, teamwork and literacy skills sufficient to:
 - interpret and clarify written and verbal instructions
 - write content in a style appropriate to target users and audience
 - communicate information to specific audiences
 - structure text-based content effectively for target audiences and delivery format
 - respond positively to constructive feedback
- conceptual skills sufficient to generate a range of text-based content ideas in response to a brief
- initiative and enterprise skills in the context of empathising with the creative work of composers and performers
- technical skills sufficient to:
 - proficiently use word-processing tools
 - check and proofread written content using manual and automated systems
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - source information and reference material in a timely fashion
 - meet deadlines
 - seek expert assistance when problems arise

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of project team members
 - issues and challenges that arise when writing about music
- the way readers scan and read written material
- writing and communication principles for the relevant medium
- writing and presentation techniques for the relevant medium
- sound knowledge of grammar and punctuation
- media laws sufficient to identify defamation and obscenity and seek expert advice on issues that could lead to legal action
- copyright clearance procedures
- OHS as it relates to working for periods of time on computers
- well-developed understanding of music-related issues, including:
 - musical styles and genres
 - musical form and performance conventions
 - repertoire as it relates to relevant musical styles and genres
 - music notation

- aural discrimination
- cultural circumstances of music performance and consumption
- elements of musical organisation in relation to content of written work
- technical processes and demands of composition and/or music performances

Evidence Guide

<p><i>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.</i></p>	
<p>Overview of assessment</p>	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • apply the principles of writing and communication to meet the requirements of music-writing briefs • write a range of content for specific target audiences and within timeframes typical in an industry context • demonstrate a sound knowledge of grammar, punctuation and writing styles • work collaboratively with others • work under pressure and meet deadlines.
<p>Context of and specific resources for assessment</p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to: <ul style="list-style-type: none"> • word-processing software • variety of music-related information sources • appropriate learning and assessment support when required • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of the candidate and the work being performed.
<p>Method of assessment</p>	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • evaluation of content written by the candidate in response to a range of briefs • 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 issues and challenges that arise in the context of writing about music.
<p>Guidance information for assessment</p>	<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"> • BSBWRT501A Write persuasive copy • CUFIND401A Provide services on a freelance basis • CUSIND501A Apply music knowledge and artistic

	<p>judgement</p> <ul style="list-style-type: none">• CUSMLT502A Apply concepts about the impact of music to professional practice• CUSMLT601A Analyse music.
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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.

Relevant personnel may include:

- authors
- composers
- artists and performers
- broadcasters
- directors
- editors or other writers
- graphic designers
- program or event managers
- sound-production or recording personnel
- record companies
- producers
- programmers
- academic supervisors
- production managers
- music promoters, agents and marketers
- advertising agencies.

Types of written material may include:

- music reviews and critiques
- programs notes for recitals or other performances
- music copy for interactive media products
- music copy for newsletters or other print media
- items for wikis
- items for the marketing and/or promotion of music products
- educational pieces
- information pieces
- social and/or corporate networking
- band or artist bios.

Factors may include:

- expectations of target audience/readers
- photos or other visual material to accompany written work
- research requirements
- complexity of topic
- structure

	<ul style="list-style-type: none"> • budget • confidentiality • contractual arrangements • copyright clearances • deadlines • length • editing process • intellectual property • location of writing assignment • number of content items • production schedule.
<i>Tone</i> may include:	<ul style="list-style-type: none"> • dramatic • entertaining • formal • humorous • informal or casual • informational.
<i>Publications</i> may include:	<ul style="list-style-type: none"> • books • program notes • corporate documents: <ul style="list-style-type: none"> • reports • newsletters • marketing and promotional materials • print and online publications: <ul style="list-style-type: none"> • literary • magazines • journals • newspapers.
<i>Information sources</i> may include:	<ul style="list-style-type: none"> • music industry events, such as: <ul style="list-style-type: none"> • performances • community activities • conferences • conventions • festivals • functions • trade fairs • competitions and awards • electronic and print media, such as: <ul style="list-style-type: none"> • articles • journals

	<ul style="list-style-type: none"> • magazines • news • reviews • industrial relations publications • industry publications • lifestyle and contemporary issues magazines • government publications, such as: <ul style="list-style-type: none"> • legislation • policy and procedures manuals • internet • libraries and archives, including text, film, video, sound and graphic • peak copyright organisations • personal observations and experience.
<p><i>Vocabulary</i> may relate to elements, such as:</p>	<ul style="list-style-type: none"> • specialised knowledge of repertoire • specialised knowledge of artists • critical-listening skills • artistic judgement • music history • performance practice in a range of styles and customs • music technology • music texts • aural recognition and comprehension of musical devices and systems, including: <ul style="list-style-type: none"> • melody • harmony • timbre • attack • pitch • tempi • dynamics • expression • physics of music and sound production • technical requirements for a range of instruments in a range of musical styles and performance contexts • aural imagination and innovation • musical styles and genres, such as: <ul style="list-style-type: none"> • traditional, including European classical or

	<p>traditional music of any other culture</p> <ul style="list-style-type: none">• jazz• world• popular• independent music• country• folk.
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Unit Sector(s)

Communication - writing