



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **LMFPT3001A Develop knowledge of piano industry**

**Revision Number: 1**

## LMFPT3001A Develop knowledge of piano industry

### Modification History

Not applicable.

### Unit Descriptor

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|------------------------|--|
| <b>Unit descriptor</b> | This unit describes the skills and knowledge required to understand the origins of the piano industry and how the different innovations in piano building have impacted on the piano technology sector of the furnishing industry. |
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### Application of the Unit

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| <b>Application of the unit</b> | <p>This unit applies to the skills and knowledge required to understand the origins of the piano and how changes in design, construction and materials have led to the evolution of the modern piano.</p> <p>The type of work tasks performed in acquiring knowledge of the piano industry will include research, investigation and some computing skills. Participation in teams including group or team coordination may be included and may be conducted in small to large scale enterprises.</p> |
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |     |  |
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| <b>Prerequisite units</b> | Nil |  |
|                           |     |  |
|                           |     |  |

## Employability Skills Information

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| <b>Employability skills</b> | This unit contains employability skills. |
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## Elements and Performance Criteria Pre-Content

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| 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. |
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## Elements and Performance Criteria

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>   |
|--|---|
| 1. Describe historical development of keyboards to modern pianos | 1.1.Original keyboard instruments are identified.<br>1.2.Evolutionary development of upright pianos is investigated.<br>1.3.Materials selected for use in pianos are investigated, with reasons for changes occurring examined. |
| 2. Identify changes in design of pianos                          | 2.1.Changes to design of pianos are investigated and explained.<br>2.2.Difference in playing mechanisms is explained.   |
| 3. Identify types of pianos                                      | 3.1.Modern piano types are identified.<br>3.2.Differences between pianos are investigated.  |
| 4. Identify basic piano components                               | 4.1.Construction of piano infrastructure is identified.<br>4.2.Major systems are identified, with all parts and functions listed.   |
| 5. Describe role of Piano Technician                             | 5.1.Role of technician is identified.<br>5.2.Changes to role identified.  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- types, characteristics, uses, limitations and preparation of materials and equipment used in piano tuning and repair
- origin and types of pianos
- piano infrastructure including systems
- terms used to describe piano components and systems
- role of piano technicians
- established lines of communication and protocols

#### Required knowledge

- State or Territory OHS legislation, regulations, standards and codes of practice relevant to the piano tuning and repair industry
- read and understand documentation
- work collaboratively with others to complete tasks in a timely manner
- identify and select practical solutions to problems using analytical skills
- show independence and initiative in making decisions
- collect and organize information for the purpose of:
  - planning tasks
  - planning use of resources
  - assessing and prioritizing tasks
  - managing time and resources
- manage own work performance to:
  - follow OHS and workplace practices
  - plan and organize work schedules and routines
  - maintain required production output
  - assess quality of own work
- locate, interpret and apply information on piano technology
- use workplace technology related to piano technology, including specified tools, equipment, calculators and measuring devices for piano tuning and repair

## Evidence Guide

### 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.

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Locate, interpret and apply information relevant to piano tuning and repair industry
- Identify different pianos and their construction
- Role of piano technician is identified and understood
- Communicate and work with others in the work area
- Apply safe handling practices and safe operating procedures for equipment, products and materials to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment and products

#### Context of and specific resources for assessment

Assessment may occur on the job or in a simulated workplace environment in accordance with work practices and safety requirements

Assessment is to occur under standard work practices, and to comply with legislative and regulatory requirements.

The following resources should be made available:

- upright and grand pianos
- workplace location or simulated workplace

#### Method of assessment

Assessment must confirm consistency (over time and in a range of workplace relevant contexts) in application of skills and knowledge when:

- organising work
- completing tasks according to instructions
- working systematically with attention to detail
- identifying improvements and avoiding damage
- using workplace practices
- using OHS practices
- assessing operational readiness of tools and equipment
- recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions

Assessment must include a variety of project or work activities that allow the candidate to demonstrate

**EVIDENCE GUIDE**

knowledge of the piano industry

Assessment should be by direct observation of tasks and include questioning on required knowledge and skills to ensure correct interpretation and application.

Assessment should be conducted over time and may be in conjunction with assessment of other units of competency

## Range Statement

| <b>RANGE STATEMENT</b>   |   |
|--|---|
| <p>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> |   |
| <b>Legislative/regulatory requirements</b>   | All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.   |
| <b>Original keyboard instruments may include</b>   | <ul style="list-style-type: none"> <li>• zither</li> <li>• clavichord</li> <li>• harpsichord</li> <li>• forte piano</li> <li>• piano</li> </ul>   |
| <b>Periods may include</b>   | <ul style="list-style-type: none"> <li>• antique (1700-1850)</li> <li>• Victorian (1850-1900)</li> <li>• modern (1900-2000)</li> <li>• current (2000 onwards)</li> </ul>  |
| <b>Types of pianos may include</b>   | <ul style="list-style-type: none"> <li>• vertical               <ul style="list-style-type: none"> <li>• upright</li> <li>• spinet</li> <li>• console</li> <li>• player</li> </ul> </li> <li>• grand               <ul style="list-style-type: none"> <li>• baby (4'6"-6')</li> <li>• professional (6'-7'6")</li> <li>• concert (7'6"-9'+)</li> </ul> </li> <li>• square</li> </ul> |
| <b>Piano infrastructure may include</b>  | <ul style="list-style-type: none"> <li>• the case</li> <li>• timing pins</li> <li>• soundboard and bridges</li> <li>• strings</li> <li>• pinblock and tuning pins</li> <li>• keys and actions</li> </ul>  |
| <b>Systems may include</b>   | <ul style="list-style-type: none"> <li>• actions</li> <li>• soundboard/bridges</li> <li>• strings</li> </ul>  |

| <b>RANGE STATEMENT</b>                          |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• structural</li> </ul>  |
| <b>Role of technicians may include</b>          | <ul style="list-style-type: none"> <li>• quotations</li> <li>• tuning</li> <li>• repairs</li> <li>• rebuilding</li> <li>• restoration</li> <li>• polishing</li> <li>• piano moving</li> <li>• selling</li> <li>• advice on purchases</li> </ul> |
| <b>Changes to technician's role may include</b> | <ul style="list-style-type: none"> <li>• restriction to tuning or repairs only</li> <li>• less or more restoration</li> <li>• less or more major repairs</li> <li>• increased use of technology in tuning process</li> </ul>                    |

## Unit Sector(s)

|                    |                  |
|--------------------|------------------|
| <b>Unit sector</b> | Piano Technology |
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## Competency field

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| <b>Competency field</b> |  |
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## Co-requisite units

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| <b>Co-requisite units</b> |  |  |
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