



**Australian Government**

# **CUALED501 Provide instrumental or vocal tuition**

**Release: 1**

## CUALED501 Provide instrumental or vocal tuition

### Modification History

| Release   | Comments                                                                                     |
|-----------|----------------------------------------------------------------------------------------------|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

### Application

This unit describes the skills and knowledge required to provide instrumental or vocal tuition as a private teacher to groups of less than five.

It applies to individuals with a thorough grounding in the techniques of their area of specialisation, and the ability to impart skills and knowledge to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Workforce development – learning and development

### Elements and Performance Criteria

| ELEMENT                                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes.</i>                  | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>                                                                                                                                                                                                                                                                                                                                                             |
| 1. Plan and implement individual and small group tuition programs | 1.1 Develop learning programs that incorporate sound educational principles<br>1.2 Assist learners to develop music knowledge appropriate to their level of musical development and to their area of specialisation<br>1.3 Assist learners to develop memory and aural skills<br>1.4 Assist learners to develop technical skills in performance<br>1.5 Assist learners to develop techniques in the care and maintenance of equipment, instruments and accessories |
| 2. Teach performance skills                                       | 2.1 Assist learners to develop expressive skills<br>2.2 Allow time for learners to evaluate and perform music of their own choice, where possible                                                                                                                                                                                                                                                                                                                  |

| ELEMENT                                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | <p>2.3 Encourage learners to experiment with technology to enhance performance outcomes, where appropriate</p> <p>2.4 Assist learners to develop performance presentation skills</p> <p>2.5 Assist learners to develop work health and safety (WHS) techniques relating to safe rehearsal practices</p> <p>2.6 Assist learners to develop WHS techniques relating to their area of specialisation</p>                      |
| 3. Provide effective career advice        | <p>3.1 Provide career counselling to learners</p> <p>3.2 Advise learners on future artistic directions, including courses suited to their specific needs</p> <p>3.3 Advise learners on how to prepare and present an appropriate and effective audition program</p> <p>3.4 Advise learners on how to prepare audition recordings, as required</p> <p>3.5 Assist learners to become self-directed, lifelong learners</p>    |
| 4. Evaluate own and learners' performance | <p>4.1 Develop evaluation plan and indicators appropriate to teaching practice and context, and use it to continuously evaluate own performance</p> <p>4.2 Seek learner input into evaluation plan, where appropriate</p> <p>4.3 Evaluate individual learners against appropriate, fair and consistent criteria</p> <p>4.4 Encourage learners to participate in self-assessment and peer assessment, where appropriate</p> |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill    | Performance Criteria | Description                                                                                                                                                                                                        |
|----------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning | 4.1                  | <ul style="list-style-type: none"> <li>Self directs learning, reviewing teaching practices and applying relevant strategies</li> </ul>                                                                             |
| Writing  | 1.1, 4.1             | <ul style="list-style-type: none"> <li>Prepares information which incorporates evaluation of information and specialised and cohesive language in a format and style appropriate to a specific audience</li> </ul> |

|                            |                                     |                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Oral Communication         | 1.3-1.5, 2.1, 2.3-2.6, 3.1-3.5, 4.2 | <ul style="list-style-type: none"> <li>• Articulates information clearly, using appropriate tone, pace and language to convey information and express requirements</li> <li>• Uses a range of listening and questioning techniques</li> </ul>                                                                                                            |
| Navigate the world of work | 2.5, 2.6                            | <ul style="list-style-type: none"> <li>• Understands and observes work health and safety obligations</li> </ul>                                                                                                                                                                                                                                          |
| Interact with others       | 1.3-1.5, 2.1, 2.3-2.6, 3.1-3.5, 4.2 | <ul style="list-style-type: none"> <li>• Builds rapport to establish an effective learning environment</li> <li>• Use a range of interpersonal skills to encourage others and assist in evaluation of performance</li> </ul>                                                                                                                             |
| Get the work done          | 1.1-1.5, 2.1-2.6, 3.1-3.5, 4.1-4.4  | <ul style="list-style-type: none"> <li>• Plans and prioritises a range of routine tasks and achieves goals efficiently</li> <li>• Systematically sources and analyses information to solve problems and develop techniques</li> <li>• Reviews progress against goals, adjusting plans and resources according to feedback and evaluation data</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version                  | Code and title<br>previous version               | Comments                                                                                                       | Equivalence status |
|----------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------|
| CUALED501<br>Provide instrumental or vocal tuition | CUSLED501A Provide instrumental or vocal tuition | Updated to meet Standards for Training Packages.<br><br>Minor edits to performance criteria to clarify intent. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUALED501 Provide instrumental or vocal tuition

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## Performance Evidence

Evidence of the ability to:

- demonstrate a high level of performance skills and knowledge in area of specialisation in which tuition is provided
- plan and implement learning programs appropriate to the needs of learners and their level of musical development
- convey relevant music literacy and repertoire knowledge
- provide advice and tuition to support the development of talent.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the elements of good teaching practice, including:
  - learning principles appropriate to age of students
  - methods to affect skill development
  - strategies to stimulate an interest in learning
  - relationship between skill levels and learning strategies
- outline music knowledge in area of specialisation, including:
  - interpreting music in performance
  - improvisation conventions
  - sight reading from charts or musical notation
  - appropriate repertoire
  - musical terminology
  - musical genres and styles
  - solo and group performance protocols

- composition process
- care and maintenance of equipment, instruments and accessories
- describe the different sources of career advice
- describe the techniques for moving the body and breathing to enhance musical performance
- describe the health and safety requirements and procedures that relate to safe rehearsal and performing practices.

## **Assessment Conditions**

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- relevant musical instruments, equipment and accessories
- learners of different ages and musical knowledge/performance levels
- appropriate teaching facilities.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

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