



Australian Government

CUALED502 Provide tuition for composition

Release: 1

CUALED502 Provide tuition for composition

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 tuition in composition as a private teacher to groups of less than five.

It applies to individuals with a thorough grounding in composition 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 1.2 Assist learners to develop listening skills 1.3 Assist learners to develop skills in the craft of music composition 1.4 Assist learners to develop confidence in applying their music knowledge to the process of composition 1.5 Assist learners to develop creative potential
2. Assist learners to explore electronic methods of composition	2.1 Encourage learners to use industry current hardware and software as compositional tools 2.2 Confirm learners have access to electronic media and studios

ELEMENT	PERFORMANCE CRITERIA
	when composing 2.3 Encourage learners to participate in electronic media and technology forums and organisations 2.4 Provide learners with mentoring or other opportunities that will allow them to develop skills in composition using electronic media
3. Facilitate learners' professional development	3.1 Advise learners on how to record and present creative ideas through performance 3.2 Assist learners to develop critical self-reflection skills, and advise them on how to develop realistic career plans 3.3 Assist learners to understand the function and context in which work is being created 3.4 Provide learners with opportunities to consider audience needs and tastes 3.5 Advise learners on the typical requirements of a compositional brief, and how to respond to these requirements

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
Reading	1.1	Interprets and uses textual information from relevant sources
Writing	1.1	Develops materials using clear and detailed language to convey explicit information
Oral Communication	1.2-1.5, 2.1, 2.3, 2.4, 3.1-3.3, 3.5	- Provides explanations using language appropriate to audience and environment - Uses listening and questioning techniques to check understanding and assist in evaluation of composition
Interact with others	1.2-1.5, 2.1, 2.3, 2.4, 3.1-3.3, 3.5	- Builds rapport to establish an effective learning environment - Uses interpersonal skills to facilitate reflection, understanding and development with a range of individuals
Get the work	1.1-1.5, 2.1-2.4,	Plans, organises and implements a range of tasks required to achieve goals

done	3.1-3.5	- Reviews progress against goals, adjusting plans as required - Keeps up to date with, and uses, digital technologies applicable to music composition
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUALED502 Provide tuition for composition	CUSLED502A Provide tuition for composition	Updated to meet Standards for Training Packages.	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 CUALED502 Provide tuition for composition

Modification History

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Performance Evidence

Evidence of the ability to:

- demonstrate high level music composition skills and knowledge
- plan and offer learning programs appropriate to the needs of learners and their level of musical development
- assist learners to develop music literacy and aural skills relevant to music composition
- assist learners to develop music composition skills using electronic media
- provide assistance and advice to support learners' professional development.

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
 - techniques to help develop learners' creative potential
- outline relevant music knowledge in their 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
- describe the different sources of career advice
- explain the operational principles for a range of industry current hardware and software applications that are used as compositional tools.

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:

- industry current compositional hardware and software
- electronic media and studios
- relevant composition equipment
- 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.

Links

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