



Australian Government

CUAMCP301 Compose simple songs or musical pieces

Release: 1

CUAMCP301 Compose simple songs or musical pieces

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 apply musical styles and conventions to the composition of simple songs or musical pieces.

It applies to individuals who are songwriters, musicians and music producers.

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

Unit Sector

Performing arts – music composition

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. Clarify composition requirements	1.1 Consult with relevant people to identify purpose of composing songs or musical pieces 1.2 Identify musical styles, elements and forms/structures that might suit the purpose of the composition 1.3 Discuss with relevant people how unconventional approaches might be applied 1.4 Identify the range of instruments and playing techniques to suit the purpose of compositions 1.5 Discuss with relevant people the accepted conventions and formats for the final presentation of a song or musical piece 1.6 Agree on format for final presentation of songs or musical pieces
2. Compose melodies	2.1 Apply standard melody conventions to compositions as required

ELEMENT	PERFORMANCE CRITERIA
	2.2 Identify climax points, harmonies and intervals to be used in the songs or musical pieces 2.3 Align lyrics with the starting points, climaxes and cadence points of a song's melody as required 2.4 Use appropriate harmonic/chord progressions or sequences in the melody to suit the style/mood of the song or musical piece 2.5 Ensure melody is rhythmically coherent and rhythm patterns are appropriate to the style/mood of the song or musical piece 2.6 Match the level of difficulty and register of the melody with available performers and characteristics of the musical style used in the song or musical piece
3. Review musical work in progress	3.1 Use critical listening to evaluate and adjust own work 3.2 Use aural imagination to experiment with and manipulate musical elements as required 3.3 Seek feedback on work in progress from relevant personnel and refine compositions accordingly 3.4 Discuss with relevant people how aural perception skills were applied to improve compositional outcomes
4. Finalise compositions	4.1 Apply copyright notice to the composition 4.2 Present compositions in agreed format

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	2.3	Evaluates textual information to establish musical requirements
Writing	2.1, 3.1, 3.2	Prepares compositions according to requirements, including using correct copyright labels
Oral Communication	1.1, 1.3, 1.5, 3.1	- Discusses compositional requirements using language and features appropriate to the audience - Obtains information and understanding by listening and questioning

Numeracy	2.2, 2.4, 2.5	Works within the time signature constructs of the musical piece
Navigate the world of work	1.6	Identifies, confirms and applies copyright requirements relevant to role
Interact with others	1.1, 1.3, 1.5, 3.1	Collaborates with others to explore ideas and concepts, seek feedback and reach agreement
Get the work done	1.1, 1.2, 1.4, 3.1-3.3	Plans and completes own tasks in a logical and efficient sequence, with assistance from others

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMCP301 Compose simple songs or musical pieces	CUSMCP301A Compose simple songs or musical pieces	Updated to meet Standards for Training Packages. 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 CUAMCP301 Compose simple songs or musical pieces

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Performance Evidence

Evidence of the ability to:

- compose simple songs or musical pieces for a specific purpose
- apply music, repertoire and instrument knowledge
- use musical elements and melody conventions
- apply critical listening and aural perception skills.

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 conventional and unconventional musical forms and structures
- describe scope and capacity of instruments for which compositions are developed
- outline the process for composing melodies
- describe techniques for using technology to present musical works for submission or feedback
- identify and overcome issues and challenges that typically arise in the context of composing songs or musical pieces.

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:

- an environment where song writing skills can be applied
- an appropriate range of instruments

- appropriate technology to produce a range of formats for the final presentation of a song or musical piece.

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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