



Australian Government

CUAMCP302 Write song lyrics

Release: 1

CUAMCP302 Write song lyrics

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 write song lyrics.

It applies to individuals who apply their understanding of musical styles, song structures, copyright and royalties to song writing. They may work alone, or in collaboration with others, and write lyrics for music which has already been composed or as the basis for music compositions.

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 lyric writing requirements	1.1 Identify purpose of lyrics to be written in consultation with relevant people 1.2 Identify appropriate cultural and stylistic contexts to suit the purpose of songs 1.3 Agree on nature of collaborative arrangements with composers or performers as required 1.4 Agree on the accepted conventions and formats for the final presentation of song lyrics in consultation with relevant people
2. Develop lyrical elements	2.1 Use own imagination and lyric writing resources to generate a range of ideas that suit the purpose and musical style of songs

ELEMENT	PERFORMANCE CRITERIA
	2.2 Develop the message of songs, using a range of writing techniques and rhyme patterns to convey appropriate meaning, mood or effect 2.3 Apply knowledge of song structures and song formats to enhance the effect of songs 2.4 Align lyrics with starting points, climaxes and cadence points of a song's melody 2.5 Review work in progress with relevant people and make adjustments as required 2.6 Present lyrics in agreed format 2.7 Review process for writing lyrics and note areas for future improvement
3. Promote own work	3.1 Address copyright issues to maximise income from song writing 3.2 Develop networks to maximise exposure of own songs

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	1.2, 2.5, 2.6, 2.8	- Evaluates and reviews texts to establish and confirm musical requirements - Evaluates and integrates information and ideas to construct lyrics around a theme or topic
Writing	2.2, 2.3, 2.5, 2.6, 2.8	- Presents and reviews lyrics in the agreed format, using a range of writing techniques to convey desired effects - Records notes in format appropriate for personal use
Oral Communication	1.1, 1.3, 1.4, 2.6, 3.2	- Uses clear and relevant language to discuss the various features of different lyrics and to clarify the purpose - Listens and responds to feedback adjusting own work accordingly
Navigate the world of work	3.1	Identifies, confirms and applies copyright requirements relevant to role
Interact with others	1.1, 1.3, 1.4, 2.6, 3.2	Builds rapport with colleagues to explore ideas and concepts and support positive working relationships

		Collaborates with others to confirm requirements, reach agreement, and seek and discuss feedback
Get the work done	1.1-1.4, 2.1-2.8, 3.1, 3.2	- Plans and completes own tasks in a logical and efficient sequence - Uses exploration and imagination to produce original lyrics - Reviews results of song writing decisions to identify opportunities for improvement

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Knowledge of copyright must include:	- royalty entitlements, such as from: - sale of recordings - broadcasting, including radio, internet or television - use of songs in movies, e.g. royalties from the sale of the soundtrack album - role of Australasian Performing Rights Association (APRA) - sharing song royalties, e.g. with other band members - correct format for copyright notices: - copyright symbol, followed by the name of the copyright owner and the year of first publication - for sound recordings, the letter P (for phonogram) in a circle or in brackets is used.
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMCP302 Write song lyrics	CUSMCP302A Write song lyrics	Updated to meet Standards for Training Packages. Minor edits to performance criteria.	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 CUAMCP302 Write song lyrics

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Performance Evidence

Evidence of the ability to:

- write lyrics for at least four songs in two different musical styles, applying knowledge of song structures and formats
- apply copyright processes to song writing activities.

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:

- explain different aspects of music literacy, including:
 - musical styles
 - song structures
 - standard melody conventions
 - basic composition processes and notation
- explain common lyric writing techniques, including:
 - meter
 - rhyme
 - story telling
- outline the process for collaborating with performers and recording personnel to make music demos
- explain the relationships between cultural and stylistic contexts to the purpose of songs.

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:

- lyric writing resources
- an environment where lyric writing skills can be applied.

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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