



Australian Government

CUAMCP401 Develop techniques for arranging music

Release: 1

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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 rework an existing composition into a different instrumental or vocal grouping to produce a musically distinctive sound.

It applies to individuals who apply well developed skills in aural imagination, aural perception, harmony and counterpoint to arrange music in any genre. They may help songwriters structure their compositions, write versions of songs for performance, recording or publication, provide charts for rhythm sections, or add original musical elements to final arrangements.

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. Explore ways of arranging music	1.1 Consult with people with appropriate expertise to identify factors that may impact on approach to arranging of music 1.2 Experiment with ways that musical elements could be reworked for different types of compositions
2. Generate ideas for musical arrangements	2.1 Clarify scope of music arrangement brief with client 2.2 Prepare a plan for completing work in line with the requirements of the brief, and negotiate a contract as required 2.3 Brief others involved in the music arrangement project as

ELEMENT	PERFORMANCE CRITERIA
	required 2.4 Research arranging conventions of musical style as required 2.5 Generate a range of musical ideas or starting points for arrangements and experiment with options for realising them 2.6 Discuss options with appropriate people and refine ideas as required
3. Arrange music	3.1 Develop and apply a range of techniques to adapt and organise musical elements into working versions of arrangements 3.2 Obtain copyright clearances and address issues regarding intellectual property rights as required 3.3 Listen to work in progress with client and people with appropriate expertise and seek feedback on creative and technical aspects of arrangements 3.4 Incorporate ideas and suggestions into final arrangements 3.5 Use appropriate music technology as required 3.6 Attend rehearsals or performance workshops where arrangements are being played, and make required adjustments 3.7 Present all arrangements in required format by agreed deadline
4. Evaluate own music arrangements	4.1 Identify criteria to measure the success of own arrangements 4.2 Compare work against previous arrangements to assess development of techniques and ideas 4.3 Discuss strengths and weaknesses of arrangements with appropriate people, and identify strategies for improving own arranging techniques

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	4.2, 4.3	Accepts new learning challenges through feedback from others, designing, reflecting on and redesigning approaches to arrangements of music
Reading	2.2, 2.4, 4.2	Evaluates and integrates information and ideas to

		construct meaning from the brief for arranging direction Interprets and critically analyses text in research to implement appropriate strategies for arrangements
Writing	2.2, 2.5, 3.2, 4.1, 4.2	- Documents plans and ideas for music arrangement projects - Communicates complex relationships between ideas and information, based on a range of musical ideas and starting points - Employs appropriate conventions to gain and record copyright
Oral Communication	1.1, 2.1- 2.3, 2.6, 3.3, 3.5, 4.3	- Obtains information, views and opinions through listening and questioning - Demonstrates flexibility in discussions by using language suitable to the audience
Navigate the world of work	2.2, 3.2	- Meets expectations and timeframes associated with own role - Identifies, confirms and applies copyright requirements relevant to role
Interact with others	1.1, 2.1-2.3, 2.6, 3.3, 3.5, 4.3	- Collaborates with others to convey information, develop understanding and gain feedback - Uses a range of strategies, including interpersonal skills, to negotiate agreeable outcomes
Get the work done	1.1, 1.2, 2.1-2.6, 3.1-3.6, 4.1-4.3	- Plans, prioritises and implements a range tasks to achieve requirements - Considers a range of factors to decide on appropriate music arrangements options

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMCP401 Develop techniques for arranging music	CUSMCP401A Develop techniques for arranging music	Updated to meet Standards for Training Packages. Minor edits to elements and 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 CUAMCP401 Develop techniques for arranging music

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Performance Evidence

Evidence of the ability to:

- arrange a selection of musical pieces in response to different briefs
- discuss requirements for selected pieces, document plans and apply, arranging techniques and conventions appropriate to the style
- work with others involved in creating, performing or evaluating the music arrangements.

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 arranging techniques that can be used to manipulate musical elements to achieve musically distinctive pieces
- explain copyright issues in relation to arranging music
- outline music technology options available to the arranger
- describe the ways that musical information is conveyed by various systems of notation
- outline typical formats used for presenting musical arrangements
- describe challenges that typically arise in the context of arranging music, and how they might be overcome.

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:

- software, hardware and audio equipment for arranging, orchestrating and setting down music
- scores relevant to the candidate's selected musical styles.

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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