



Australian Government

CUAMCP402 Develop techniques for composing 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 apply aural imagination and perception skills to compose a range of musical pieces.

It applies to individuals creating music in any genre for a wide range of ensemble, band or solo performances in a range of contexts.

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 expressing ideas musically	1.1 Consult personnel with appropriate expertise to identify factors that may impact on approach to the composition of music 1.2 Experiment with ways musical elements could be organised for different purposes and types of musical pieces
2. Generate ideas for musical pieces	2.1 Clarify scope of composition 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 other people involved in the composition project as required 2.4 Generate a range of musical ideas or starting points, and experiment with options for realising them

ELEMENT	PERFORMANCE CRITERIA
	2.5 Investigate the potential of basic structural elements for achieving the desired effect 2.6 Discuss options with appropriate people and refine ideas as required
3. Create musical pieces	3.1 Develop and apply a range of compositional techniques to organise musical elements into working versions of musical pieces 3.2 Listen to work in progress with appropriate people, and seek feedback on creative and technical aspects of compositions 3.3 Incorporate ideas and suggestions into final compositions 3.4 Attend rehearsals or performance workshops where compositions are being played, and make any required adjustments 3.5 Use appropriate music technology as required 3.6 Apply copyright notice to the composition, and present all compositions in required format by agreed deadline
4. Evaluate own musical compositions	4.1 Identify criteria to measure the success of own compositions 4.2 Compare work against previous compositions to assess development of techniques and ideas 4.3 Discuss strengths and weaknesses of compositions with appropriate people, and identify strategies for improving own compositional 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, explicitly designing, reflecting on and redesigning approaches to meet the requirements of the brief, based on feedback
Reading	2.2, 4.1, 4.2	- Interprets and analyses complex texts to determine the requirements of the brief - Evaluates and integrates information and ideas to construct measuring criteria to determine the success of meeting the brief requirements

Writing	2.2, 3.1, 3.3, 3.6, 4.1	- Documents plans and ideas for music arrangements projects - Records compositions using appropriate notations and conventions in the required format
Oral Communication	1.1, 2.1, 2.3, 2.6, 3.2, 4.3	- Participates in discussions using clear and relevant language - Uses listening and questioning skills to clarify own understanding
Navigate the world of work	3.6	Understands and applies legislative responsibilities
Interact with others	1.1, 2.1-2.3, 2.6, 3.2, 4.3	- Provides relevant information to others, collaborating on the task as required - Uses appropriate vocabulary, including musical language, to convey information about the compositional work to others - Seeks clarification when meanings and intended actions are open to interpretation
Get the work done	1.1, 1.2, 2.1-2.6, 3.2-3.6, 4.1-4.3	- Plans and prioritises a range of tasks to meet required timeframes - Uses exploration to generate new or innovative approaches and ideas - Considers a range of factors to decide on appropriate ideas for implementation - Uses appropriate digital tools to complete tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMCP402 Develop techniques for composing music	CUSMCP402A Develop techniques for composing 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 CUAMCP402 Develop techniques for composing music

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Performance Evidence

Evidence of the ability to:

- compose a selection of musical pieces in response to different briefs
- discuss requirements, document plans for selected pieces, and apply composition techniques appropriate to the intended purpose
- work with others involved in creating, performing or evaluating the compositions.

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 composition techniques that can be used to manipulate musical elements when composing musical pieces
- explain copyright issues in relation to composing music
- outline music technology options available to the composer
- describe the ways that musical information is conveyed by various systems of notation
- outline typical formats used for presenting musical compositions
- describe challenges that typically arise in the context of composing 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:

- appropriate range of instruments relevant to the candidate's selected musical styles
- software, hardware and audio equipment for composing, orchestrating and setting down music.

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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