



Australian Government

CUAMCP501 Compose music using electronic media

Release: 1

CUAMCP501 Compose music using electronic media

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 compose a range of musical pieces using electronic music equipment and software.

It applies to individuals who apply well developed skills in aural perception, harmony and counterpoint, and the use of technology based applications, to create music.

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. Keep up to date with technologies that can be used to compose music	1.1 Research developments in computer software and hardware relevant to music composition 1.2 Analyse recordings of music composed using electronic devices as a way of generating ideas in relation to own music practice 1.3 Identify factors that may impact on incorporation of electronic devices into the composition of planned pieces, in consultation with appropriate people
2. Generate ideas for musical pieces	2.1 Clarify scope of composition brief with appropriate people 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

ELEMENT	PERFORMANCE CRITERIA
	required 2.4 Use features of relevant software and/or electronic devices to generate a range of musical ideas or starting points, and experiment with options for realising them 2.5 Investigate the potential of basic structural elements for achieving the desired effect 2.6 Refine ideas in discussion with appropriate people
3. Create musical pieces	3.1 Use electronic media safely, 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 workshops where compositions are being played, and make adjustments to compositions as required 3.5 Attach copyright notices to compositions 3.6 Present all compositions in required file format by agreed deadline
4. Evaluate own musical compositions	4.1 Identify criteria to provide an effective measure of 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 to identify strategies for improving own skills in composing music using electronic media

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	1.1, 2.2, 2.5, 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	1.1, 2.2, 4.1	- Documents plans and ideas for music arrangements projects - Records compositions using appropriate notations and conventions
Oral Communication	1.3, 2.1-2.3, 2.6, 3.2, 4.3	- Uses clear and relevant language to discuss the various options - Uses listening and questioning skills to clarify own understanding
Interact with others	1.3, 2.1-2.3, 2.6, 3.2, 4.3	Provides relevant information to others, collaborating on the task as required
Get the work done	1.1-1.3, 2.1-2.5, 3.1, 3.3-3.6, 4.1-4.3	- Plans, prioritises and implements a range of tasks to meet requirements - Uses exploration and evaluation of information from various sources to generate new or innovative approaches and ideas - Considers a range of factors to decide on appropriate ideas for implementation - Uses appropriate applications and equipment to support music composition and manage its storage and distribution

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMCP501 Compose music using electronic media	CUSMCP501A Compose music using electronic media	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 CUAMCP501 Compose music using electronic media

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Performance Evidence

Evidence of the ability to:

- use electronic media as a creative tool to compose a selection of musical pieces in response to different briefs
- discuss compositional requirements and apply well developed aural skills to the compositional process
- work collaboratively with others involved in creating, playing and evaluating own 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:

- outline information to include in a plan for a composition project
- explain compositional techniques and musical elements used in a range of musical pieces
- describe features of a range of hardware and software tools/packages for composing music and generating music scores
- explain file formats used for electronic compositions
- outline copyright issues associated with composing music
- describe issues and challenges that typically arise in the context of composing music using electronic media 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:

- an environment where music compositional skills can be applied

- software, hardware and audio equipment for composing music.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>