



Australian Government

CUAMCP601 Extend 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 refine skills in arranging music for any music genre.

It applies to individuals who apply commitment and high level skills in aural imagination, melodic and harmonic development, instrumentation and orchestration to extend the range of music arranging briefs to which they can confidently respond.

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. Set professional development goals	1.1 Listen to and critique recordings of own arrangements with appropriate people 1.2 Evaluate and discuss factors that contribute to excellence in music arranging 1.3 Listen to and evaluate the work of master composers and arrangers, and identify techniques that could be applied to own practice 1.4 Develop networking strategies to cultivate relationships that will enhance own professional practice 1.5 Document professional development goals, and establish criteria for monitoring and evaluating own skill development

ELEMENT	PERFORMANCE CRITERIA
2. Practice to refine techniques	2.1 Devise a practice plan that incorporates goals for refining arranging techniques 2.2 Seek feedback from others and critically review own arrangements 2.3 Experiment with ways of improving own arrangements 2.4 Discuss revised arrangements with peers and/or mentors, and use their feedback to inform continuous improvement strategies
3. Arrange music	3.1 Seek music arranging work that extends own creative practice 3.2 Generate a range of musical ideas or starting points in response to briefs 3.3 Experiment with options for realising musical ideas and refine in discussion with appropriate people 3.4 Apply a wide range of arranging techniques to organise musical elements into working versions of musical pieces 3.5 Obtain copyright clearances and address intellectual property rights as required 3.6 Listen to and evaluate work in progress with appropriate people, and seek creative and technical feedback 3.7 Incorporate ideas and suggestions into final arrangements 3.8 Attend rehearsals or performance workshops where arrangements are being played, and make adjustments to arrangements as required 3.9 Present all arrangements in required format by agreed deadline
4. Review own skill development	4.1 Compare work against previous arrangements to assess development of techniques and ideas 4.2 Evaluate level of improvement in own arranging techniques against agreed criteria 4.3 Seek feedback on arrangements from appropriate personnel, and incorporate their suggestions and ideas into own future professional development strategies

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	1.1-1.5, 4.1-4.3	- Uses self-evaluation and feedback from others to set and monitor own professional development goals - Explores a range of familiar strategies to new contexts and approaches to enhance skills in arranging music
Reading	3.5, 4.1, 4.2	Interprets, comprehends and evaluates texts relevant to own work
Writing	1.4, 1.5, 3.5, 3.7, 4.1-4.3	- Records work plan and approach in the designated format, using appropriate language and sentence structures - Employs appropriate conventions to arrange music and record it using the set criteria - Records results of copyright clearances in required format
Oral Communication	1.1-1.4, 2.2, 2.4, 3.1, 3.3, 3.6, 4.3	- Participates in discussions using detailed and clear language - Obtains information and clarifies understanding by listening and questioning - Comprehends aural texts and extracts information relevant to own needs
Navigate the world of work	3.5, 3.9	Understands legal rights and obligations in relation to copyright and intellectual property
Interact with others	1.1, 1.2, 1.6, 2.1, 2.3, 3.1, 3.3, 3.6, 4.3	- Collaborates with others to convey and elicit information, develop and confirm understanding, and gain feedback - Follows accepted communication practices and protocols in building networks and collaborating with others
Get the work done	1.1-1.5, 2.1-2.3, 3.1-3.3, 3.5, 3.7-3.9, 4.1-4.3	- Plans and prioritises a range of routine and non-routine tasks required to achieve set goals - Develops new or innovative ideas through practice or experimentation

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMCP601 Extend techniques for	CUSMCP602A Extend techniques for	Updated to meet Standards for	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
arranging music	arranging music	Training Packages. Minor edits to performance criteria.	

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 CUAMCP601 Extend techniques for arranging music

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Performance Evidence

Evidence of the ability to:

- practice, plan and monitor progress in own professional skill development
- arrange, in response to different briefs, a selection of musical pieces that demonstrate advanced skills in arranging techniques
- evaluate own arrangements, and seek and use feedback from others to extend arranging 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:

- explain factors and techniques that contribute to excellence in music arranging
- explain music and other criteria that might be used to measure skill development
- analyse issues and challenges that typically arise in the context of extending techniques for arranging music, and explain how they may 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 composing, 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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