



Australian Government

CUAMLT403 Develop skills in analysis of functional harmony

Release: 1

CUAMLT403 Develop skills in analysis of functional harmony

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 understand and use functional harmony.

It applies to individuals who incorporate into their own practice a working knowledge of functional harmony and related theoretical language of music. They may be working as musicians, songwriters or music producers.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Performing arts – music literacy

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 requirements for analysis	1.1 Discuss with appropriate people the purpose and scope of the harmonic analysis 1.2 Identify the musical styles, genres or pieces for harmonisation 1.3 Identify appropriate methods for analysing harmony in the context of the required task 1.4 Clarify factors that may impact on the analysis, and plan accordingly
2. Identify theoretical elements of music	2.1 Identify key signatures, accidentals and other harmonic indicators 2.2 Identify chords and chord progressions, both in notation and

ELEMENT	PERFORMANCE CRITERIA
	through aural recognition 2.3 Identify how the selected chords in the progression are used to create harmonic motion and resolution 2.4 Assess music pieces, recordings, compositions, written examples and/or performances to identify elements of functional harmony 2.5 Apply knowledge of a range of relevant functional harmonic and melodic elements to harmonising short musical extracts
3. Analyse the contribution of functional harmony to performance and compositional outcomes	3.1 Listen to musical examples, and identify and discuss with appropriate people the way in which harmony functions 3.2 Investigate musical examples for the way harmonic elements are combined, manipulated and interpreted for aesthetic, technical and/or expressive outcomes 3.3 Discuss aspects of own harmonisations in progress with appropriate people, and incorporate different angles or ideas into the work as required
4. Finalise analyses and harmonisations	4.1 Apply theory of functional harmony and related vocabulary to harmonic analyses and harmonisation 4.2 Present and discuss own analysis and harmonisation exercises with appropriate people 4.3 Seek feedback from appropriate people on own analyses and harmonisations, and note areas for future improvement

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	2.1-2.4, 3.2	Interprets textual information in a variety of forms, and applies the information gained to evaluate methodologies and elements according to music requirements
Writing	1.4, 2.3, 2.4, 3.2, 4.1, 4.2	- Conveys a plan to address factors which may impact work output - Communicates relationships between the elements of functional harmony in a style that is appropriate for the intended audience

Oral Communication	1.1, 2.2, 2.4, 3.1, 3.3, 4.2, 4.3	- Participates in discussions to check understanding of harmonic analysis, using language appropriate to the audience - Listens for relevant information in aural examples of musical works - Uses appropriate language and vocabulary to express own opinion
Interact with others	1.1, 3.1, 3.3, 4.2, 4.3	Collaborates with appropriate people to convey and elicit information, develop and confirm understanding, and gain feedback
Get the work done	1.1-1.5, 2.5, 3.2, 3.3, 4.1, 4.2	- Plans and completes own tasks in a logical and efficient sequence - Makes decisions directly related to own role, with the assistance of relevant people

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMLT403 Develop skills in analysis of functional harmony	CUSMLT403A Analyse functional harmony	Updated to meet Standards for Training Packages. Title changed. 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 CUAMLT403 Develop skills in analysis of functional harmony

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Performance Evidence

Evidence of the ability to:

- complete at least three harmonic analyses
- harmonise at least three musical extracts using functional harmony and appropriate conventions of music writing and terminology.

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:

- describe how to deconstruct musical examples into theoretical components for analysis
- describe elements of functional harmony
- summarise methods used for analysis of functional harmony
- describe the contribution of harmony to selected musical compositions and performances.

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:

- printed scores, recorded performances and notation tools
- excerpts for harmonisation.

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

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