



**Australian Government**

# **CUAMPF101 Develop skills to play or sing music**

**Release: 1**

## CUAMPF101 Develop skills to play or sing music

### 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 develop elementary skills in singing or tuning, playing and caring for an instrument.

It applies to individuals with little or no musical experience who are embarking on a career in singing or playing a specific musical instrument and need close guidance and supervision.

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

### Unit Sector

Performing arts – music performance

### 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. Become familiar with chosen instrument or voice | <p>1.1 Use appropriate methods and cleaning products to care for, move and store instrument and accessories</p> <p>1.2 Identify how the physical characteristics of the instrument or voice, and the performer, affect the sound they produce, in consultation with colleagues or teachers</p> <p>1.3 Explore the range, capability and sound characteristics of chosen instrument or voice</p> <p>1.4 Listen to live or recorded music featuring the chosen instrument or voice, and discuss with colleagues and/or teacher how sounds and effects are achieved</p> <p>1.5 Set goals for own skill development in consultation with relevant people</p> |

| ELEMENT                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Prepare to play instrument or sing | <p>2.1 Set up instrument or warm up voice as required</p> <p>2.2 Tune instrument with assistance from relevant people as required</p> <p>2.3 Experiment with different techniques to adjust the elements of pitch, rhythm, volume and sound colour (including timbre, articulation and production techniques) to produce the required sound during practice sessions</p> <p>2.4 Develop listening skills in the process of producing a range of notes, rhythms and/or chords</p> <p>2.5 Use correct posture to develop technique and healthy performance habits in line with particular instrument or voice</p> <p>2.6 Consult with relevant people to choose simple pieces suitable for own stage of skill development</p> |
| 3. Play or sing simple pieces         | <p>3.1 Use listening skills while playing or singing selected pieces to adjust intonation, use appropriate sound and tone production, and reproduce basic musical patterns.</p> <p>3.2 Listen and recognise simple musical elements including melodies, rhythms, and/or chords</p> <p>3.3 Seek feedback on own skill development from relevant people, and evaluate progress against personal goals</p>                                                                                                                                                                                                                                                                                                                     |

## 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                   | 1.5, 3.3                         | <ul style="list-style-type: none"> <li>Plans and monitors personal learning goals</li> </ul>                                                                                                                                                                          |
| Oral Communication         | 1.2, 1.4, 1.5, 2.4, 2.6, 3.1-3.3 | <ul style="list-style-type: none"> <li>Participates in discussions using appropriate language</li> <li>Listens and responds appropriately to guidance and feedback from relevant people</li> <li>Listens carefully to construct meaning from aural sources</li> </ul> |
| Navigate the world of work | 1.1, 2.1, 2.5                    | <ul style="list-style-type: none"> <li>Complies with requirements for working safely and looking after instruments and equipment</li> </ul>                                                                                                                           |
| Interact with              | 1.2, 1.4, 1.5, 2.6, 3.3          | <ul style="list-style-type: none"> <li>Uses appropriate communication practices to consult,</li> </ul>                                                                                                                                                                |

|                   |                         |                                                                                                                                                                                                                                                                 |
|-------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| others            |                         | elicit and accept feedback others                                                                                                                                                                                                                               |
| Get the work done | 1.3, 1.5, 2.3, 2.6, 3.3 | <ul style="list-style-type: none"> <li>• Makes decisions related to own skill development with input from others</li> <li>• Evaluates outcomes of decisions</li> <li>• Uses exploration and experimentation to discover ways to improve own practice</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version              | Code and title<br>previous version              | Comments                                                                                                                           | Equivalence status |
|------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| CUAMPF101 Develop skills to play or sing music | CUSMPF101A Develop skills to play or sing music | <p>Updated to meet Standards for Training Packages.</p> <p>Minor edits to elements and performance criteria to clarify intent.</p> | 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 CUAMPF101 Develop skills to play or sing music

### Modification History

| Release   | Comments                                                                                     |
|-----------|----------------------------------------------------------------------------------------------|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

### Performance Evidence

Evidence of the ability to:

- set up instrument or warm up voice as required, ready to play or sing
- demonstrate basic physical capacity and coordination required to play or sing simple melodies, chords and rhythm patterns in selected pieces
- use listening skills to adjust intonation, sound and tone production in reproducing basic musical patterns
- listen and recognise simple musical elements
- seek and use feedback from others to improve own playing or singing music.

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 the following as relevant to selected instrument or voice repertoire:
  - instrument (or voice) parts, characteristics, techniques, applications, range, capabilities, care and maintenance
  - basic musical elements including pitch, rhythm, volume and sound colour
  - healthy posture and performance habits that apply to own instrument or voice.

### 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:

- relevant instruments and equipment
- suitable physical and acoustic environment.

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>