



Australian Government

CUAMPF102 Develop ensemble skills to perform simple musical parts

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 follow a musical director and musical instructions to perform simple musical parts in an ensemble situation.

It applies to individuals with little or no musical experience who need close guidance and supervision. Typically, these skills could apply to performing in community workshops or short programs of musical instruction.

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. Prepare to perform simple musical parts	1.1 Set up equipment, tune instrument and confirm ensemble protocol requirements with relevant personnel 1.2 Set instrument or equipment to appropriate volume as directed 1.3 Use healthy performance habits in setting up and warming up
2. Perform simple musical parts	2.1 Take cues from relevant personnel to start and end musical part at the appropriate places 2.2 Use correct posture to perform notated or memorised musical part at appropriate volume 2.3 Take note of musical structure of overall ensemble repertoire and

ELEMENT	PERFORMANCE CRITERIA
	how own part fits in 2.4 Respond to direction in playing or singing in appropriate style 2.5 Listen to others in group and apply awareness of others' playing and/or singing to ensure own playing and/or singing is in time and in tune with ensemble
3. Improve own performance	3.1 Seek feedback on own performance from relevant personnel, and take action to improve 3.2 Note aspects of own performance that could be improved 3.3 Practise own parts individually prior to ensemble rehearsals to ensure sufficient technical skills to perform musical parts accurately

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	3.1, 3.2	Demonstrates some awareness of learning strengths and areas of need, and begins to plan and manage the learning process
Reading	2.2	Correctly interprets the language of music at a basic level
Writing	3.2	Records areas for future improvement in a format that can be easily monitored and annotated as changes occur
Oral Communication	1.1, 1.2, 2.1, 2.3-2.5, 3.1	- Listens and responds to feedback in an appropriate manner to improve own practice - Follows non-verbal cues
Navigate the world of work	1.1-1.3, 2.2	With guidance, identifies responsibilities and some practical implications for maintaining correct posture
Interact with others	1.1, 3.1	Uses appropriate communication practices to seek and respond to feedback
Get the work done	3.2, 3.3	Plans own practice time

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMPF102 Develop ensemble skills to perform simple musical parts	CUSMPF102A Develop ensemble skills to perform simple musical parts	Updated to meet Standards for Training Packages. Minor edits to performance criteria to clarify intent.	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 CUAMPF102 Develop ensemble skills to perform simple musical parts

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Performance Evidence

Evidence of the ability to:

- follow ensemble protocol, directions and cues
- perform musical parts accurately and using correct technique
- use listening skills to check that own intonation, timing, volume and musical style is in line with the ensemble
- improve own ability to perform in an ensemble.

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 individuals know their own part in the overall ensemble repertoire
- explain what is meant by 'ensemble protocol'
- outline healthy posture, setting up and performance habits in relation to performing in an ensemble environment.

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:

- instrument and/or equipment as required
- appropriate repertoire, instrumentation and sheet/recorded music
- an appropriate performance space.

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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