



Australian Government

CUAMPF201 Play or sing simple musical pieces

Release: 1

CUAMPF201 Play or sing simple musical pieces

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 prepare for and perform a simple musical sequence or piece.

It applies to individuals with some musical experience who perform in situations that allow them to extend elementary skills in singing or playing a specific musical instrument.

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. Explore the range and capability of chosen instrument or voice	1.1 Explore the physical characteristics and basic acoustic principles of instrument or voice in producing sound 1.2 Experiment with the scope, capability and sound characteristics of instrument or voice in music making 1.3 Listen to live or recorded music, and explore a range of ways in which sound can be produced in line with selected musical style and repertoire
2. Maintain and care for instrument or voice	2.1 Use appropriate methods and cleaning products to care for, safely move, use and store instrument and accessories 2.2 Set up and/or warm up instrument or voice in preparation for practice and performance

ELEMENT	PERFORMANCE CRITERIA
	2.3 Tune instrument appropriately, and seek feedback from relevant personnel or tuning device to confirm accuracy of tuning
3. Use personal practice time to develop skills	3.1 Listen to the work of professional musicians to identify own goals and evaluate own work against those goals 3.2 Plan activities and physical exercises to expand capacity to perform a range of short, simple pieces and a range of notes, rhythms and/or chord patterns as guided by a teacher or mentor 3.3 Use personal practice to develop physical facility, confidence and interpretation of musical terminology on instrument or voice as applicable to selected musical pieces 3.4 Listen to own work carefully to develop intonation, harmonies and/or rhythm in playing selected musical pieces, and seek feedback from relevant personnel to guide practice 3.5 Use appropriate posture and finger, hand and/or body positions to develop technical facility and maintain healthy performance habits 3.6 Develop listening skills to recognise and identify pitch, rhythm, instrumentation and musical style
4. Perform short pieces	4.1 Play or sing short, simple pieces and/or accompaniments using a basic range of techniques on instrument or voice to produce rhythmic control, applicable intonation and sound or tone production 4.2 Perform all work following agreed tempi 4.3 Apply listening skills in playing or singing short, simple pieces or accompaniments to monitor and adjust rhythmic control, intonation and sound or tone production 4.4 Apply healthy performance habits and principles in practice sessions and performances

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, 3.3, 3.4, 3.6	Demonstrates some awareness of learning needs, and begins to plan and manage the learning process

Writing	3.2	Records areas for development of skills in a format that can be easily monitored and annotated as changes occur
Oral Communication	1.1-1.3, 2.3, 3.1, 3.2, 3.4, 3.6, 4.3	- Asks questions to check understanding of directions and feedback, - Carefully listens to extract meaning from aural sources - Applies appropriate strategies to listen for musical constructs, and applies these in own practice
Numeracy	3.2	Counts to rhythm and beat
Navigate the world of work	2.1, 3.5, 4.4	Complies with requirements for working safely and looking after instruments and equipment
Interact with others	2.3, 3.2, 3.4	Uses appropriate communication practices to respond to directions or feedback
Get the work done	1.1-1.3, 2.1-2.3, 3.1-3.3, 4.2	- Completes tasks according to directions - Uses exploration to discover ways to improve own practice

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMPF201 Play or sing simple musical pieces	CUSMPF201A Play or sing simple musical pieces	Updated to meet Standards for Training Packages. Minor edits to 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 CUAMPF201 Play or sing simple musical pieces

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Performance Evidence

Evidence of the ability to:

- play or sing selected simple pieces, demonstrating:
 - that applicable instrument maintenance, tuning and warmup activities have been applied
 - physical capacity, coordination and technical facility required for playing musical pieces accurately
 - a range of applicable techniques and basic control of rhythm, intonation and sound or tone production
- incorporate feedback from others and self-evaluation into improvement measures.

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 a basic understanding of the following points in relation to own instrument or voice:
 - common repertoire as recommended by relevant personnel (teacher or mentor)
 - musical terminology as applicable to the performance pieces
 - basic acoustic principles in producing sound
 - instrument parts or voice characteristics, applications, range, capabilities, care and maintenance
- outline correct posture and setup/warmup routines to develop healthy performance habits.

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

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