



Australian Government

CUAMPF302 Prepare for performances

Release: 1

CUAMPF302 Prepare for performances

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 use practice time to prepare for performances.

It applies to individuals who perform as musicians and/or vocalists and need to practise the pieces to be performed, applying strategies to overcome performance anxiety and take care of own health and safety.

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. Clarify performance requirements and develop own performance pieces	1.1 Discuss performance requirements with appropriate people 1.2 Confirm own role and level of responsibility in relation to performances 1.3 Obtain required resources in time and in line with level of responsibility 1.4 Listen to recordings of professionals to inform own knowledge of beginning level repertoire as recommended by appropriate people 1.5 Determine suitable performance pieces in consultation with appropriate people and accompanist(s) as applicable
2. Practise instrument	2.1 Maintain personal practice to achieve the required standard for

ELEMENT	PERFORMANCE CRITERIA
and/or voice	rehearsals and performance 2.2 Develop technical facility, and address performance issues and weaknesses during private practice sessions 2.3 Develop interpretation of performance pieces in consultation with appropriate people 2.4 Participate in rehearsals as required, adjusting performance techniques in response to feedback from others 2.5 Listen critically to own performance and the performance of others to inform own work 2.6 Respond to other players, and adjust own performance in ensemble as required
3. Observe work health and safety (WHS) principles in private practice, rehearsals and performance	3.1 Perform warm-up exercises as part of practice routines 3.2 Apply correct physical stance, posture and movement during practice sessions and performance 3.3 Ensure that practice sessions are of a suitable length by planning reasonable breaks to avoid fatigue and mental or physical stress 3.4 Assess and monitor possible stresses and strains of activity on specific parts of the body and take suitable preventative measures 3.5 Seek advice promptly from appropriate sources and take recommended remedial action where damage is done or suspected
4. Implement strategies to overcome the effects of performance anxiety	4.1 Identify the symptoms and likely causes of performance anxiety in consultation with appropriate people 4.2 Identify and implement a range of strategies to overcome performance anxiety to suit own needs and circumstances 4.3 Evaluate the effectiveness of strategies used to overcome performance anxiety and modify those strategies as required

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	1.4, 2.5	Demonstrates some awareness of learning needs and begins to plan and manage the learning process

Oral Communication	1.1, 1.4, 1.5, 2.3-2.6, 3.5, 4.1	• Uses appropriate language and listening and questioning skills to confirm understanding of requirements and to seek out new information and guidance • Interprets meaning from aural sources of information
Navigate the world of work	1.2, 1.3, 2.1, 3.1-3.5	• Identifies and understands own role in performance • Follows health and safety practices relevant to own work
Interact with others	1.1, 1.5, 2.3, 2.4, 2.6, 4.1	• Collaborates with others to complete tasks
Get the work done	1.1-1.3, 1.5, 2.1-2.3, 2.5, 2.6, 3.1, 3.3-3.5, 4.1-4.3	• Plans, organises and implements required tasks • Makes decisions about appropriate musical techniques, resources and equipment for performance • Seeks assistance when problems are beyond immediate responsibilities or experience

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMPF302 Prepare for performances	CUSMPF302A Prepare for performances	Updated to meet Standards for Training Packages. Minor edits to elements and 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 CUAMPF302 Prepare for performances

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:

- use personal practice time to reach the musical and technical standard required for performances
- plan and develop performance pieces in consultation with appropriate people
- incorporate feedback from others and own observations on own performance in practice sessions and rehearsals
- implement personal health and safety considerations during practice sessions.

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 repertoire relevant to the selected instrument
- describe strategies to minimise performance anxiety
- outline requirements when preparing for performances
- describe health and safety principles as they apply to correct posture and prevention of personal injury.

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 practice or rehearsal space
- interaction with others.

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>