



Australian Government

CUAMPF403 Develop repertoire as part of a backup group

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 select and rehearse repertoire as part of a backup group.

It applies to musicians and vocalists who accompany and support solo artists and contribute to the selection of repertoire. They could be performing in any genre.

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 backup requirements	1.1 Confirm overall performance requirements in consultation with appropriate personnel 1.2 Develop familiarity with work of solo artist for whom backup is being provided 1.3 Discuss and clarify number and type of performers required in the backup group with the solo artist 1.4 Confirm nature and extent of own contribution to the backup group 1.5 Confirm timetable leading up to performance, and allocate private practice and rehearsal times
2. Select repertoire	2.1 Collaborate with appropriate people to select a range of items

ELEMENT	PERFORMANCE CRITERIA
	suited to the purpose of the performance and solo artist's style 2.2 Discuss pros and cons of items, and agree on a program that provides balance and variety in line with performance requirements 2.3 Obtain final sign off on program as required
3. Rehearse repertoire	3.1 Use personal practice time to develop own accompaniment performance skills to achieve the required performance standard of the repertoire 3.2 Attend rehearsals punctually, and bring required materials. 3.3 Setup and warmup in group rehearsal, paying attention to work health and safety (WHS) principles to avoid injury 3.4 Rehearse repertoire pieces together as a group, with solo artist as required, listening critically and adjusting playing and volume to achieve the required sound and balance between lead and backing players 3.5 Discuss stylistic and interpretive issues appropriately so as to maintain the flow of rehearsals and quality of performance 3.6 Identify and resolve technical or stagecraft issues in collaboration with other members of the group 3.7 Incorporate relevant feedback to advance quality of own performance

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, 3.7	Identifies and applies strategies develop own backup skills
Oral Communication	1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 3.4-3.7	- Obtains information by listening and questioning - Participates in verbal exchanges of ideas or solutions, using detailed and industry specific language
Numeracy	1.3, 1.5	Uses simple calculations to arrange rehearsal and performance times
Navigate the world of work	1.4, 3.1-3.4, 3.7	- Identifies expectations of own role - Follows work health and safety (WHS) principles

Interact with others	1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 3.4-3.7	• Works collaboratively to identify and complete task requirements • Uses appropriate communication practices to discuss and collaborate on tasks
Get the work done	1.1-1.5, 2.1-2.3, 3.1, 3.2, 3.4-3.6	• Plans and prioritises a range of tasks to achieve required outcomes • Uses discussion with others to aid in decision making about repertoire choices • Evaluates feedback and applies problem-solving processes to determine solutions and improvements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMPF403 Develop repertoire as part of a backup group	CUSMPF403A Develop repertoire as part of a backup group	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.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>