



Australian Government

CUAMPF405 Develop instrumental techniques

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 develop instrumental techniques across a range of performance repertoire.

It applies to individuals who perform as instrumentalists and are developing competence to perform in public. They plan practice regularly and willingly act on feedback from colleagues and mentors.

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. Develop control over instrument	1.1 Extend control over the physical characteristics and range of chosen instrument 1.2 Produce sound reliably and consistently in line with selected musical style and repertoire
2. Maintain and care for instrument	2.1 Use appropriate methods to care for, move, use and store the instrument securely in line with work, health and safety principles 2.2 Set up and/or warm up the instrument in preparation for practice and performance 2.3 Use instrumental accessories, fittings, maintenance and cleaning products to care for the instrument and enhance performance

ELEMENT	PERFORMANCE CRITERIA
	outcomes 2.4 Tune the instrument appropriately to the required standard and tuning conventions
3. Develop techniques	3.1 Consult with appropriate people to plan practice strategies to overcome technical challenges 3.2 Exploit the physical relationship between instrument and player to perform a range of techniques and to develop musical expression 3.3 Learn and practise a set of exercises and/or studies that systematically develop technical fluency in identified areas of weakness 3.4 Incorporate safe and healthy performance habits into practice by using correct postural, finger, hand and/or body positions in line with work health and safety (WHS) principles 3.5 Seek feedback on own skill development from appropriate people, and adjust focus of practice sessions as required
4. Perform pieces from a range of repertoire	4.1 Plan repertoire to advance performance skills in consultation with appropriate people 4.2 Listen to the work of professional musicians to determine goals, and evaluate own performance against those goals 4.3 Listen critically while playing to adjust intonation and musical techniques to enhance own performance 4.4 Play pieces and/or accompaniments with melodic and/or rhythmic precision, attention to dynamic range, and variations in technique as required 4.5 Perform all pieces following agreed tempi and musical markings where relevant 4.6 Use technical facility to achieve sound control, accurate intonation, and variations in sound and tone as appropriate

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, 3.5, 4.2	Uses self-evaluation and input from others to devise strategies to improve own performance skills
Reading	3.3, 4.4	Interprets the language of music and notation conventions accurately
Oral Communication	3.1, 3.5, 4.1-4.3	- Participates in discussions using industry appropriate vocabulary, listening and responding to feedback - Derives meaning from aural information - Obtains information through listening and questioning
Numeracy	4.4, 4.5	Comprehends the mathematical structure within musical pieces
Navigate the world of work	2.1-2.4, 3.4	Understands requirements of own role and associated responsibilities
Interact with others	3.1, 3.4, 3.5, 4.1	- Works collaboratively to perform to required standard - Selects and uses appropriate communication practices and protocols
Get the work done	1.1, 1.2, 2.1-2.4, 3.1-3.5, 4.1, 4.2, 4.3, 4.6	- Plans and completes tasks to achieve required standard of performance - Makes decisions related to own role and responsibilities - Uses analytical skills to evaluate feedback and decide on solutions or improvements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMPF405 Develop instrumental techniques	CUSMPF405A Develop instrumental techniques	Updated to meet Standards for Training Packages. Minor edits to elements and 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 CUAMPF405 Develop instrumental techniques

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Performance Evidence

Evidence of the ability to:

- demonstrate appropriate methods for caring, using, moving, tuning and storing instrument
- plan and practise a selected set of exercises and/or studies, using feedback from others to assess the need to adjust focus of practice
- demonstrate fluent performance on selected instrument for a range of repertoire
- use aural skills to monitor and adjust own performance to achieve the required sound.

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:

- describe accessories, applications, range, capabilities, tuning and care and maintenance for the selected instrument
- describe a repertoire relevant to the selected instrument and area of specialisation
- describe exercises for developing technique
- outline work health and safety (WHS) principles as they apply to correct posture and practices to avoid overuse 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 acoustic space
- opportunities to demonstrate instrumental techniques.

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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