



Australian Government

CUAMPF408 Develop performance techniques on a second instrument

Release: 1

CUAMPF408 Develop performance techniques on a second instrument

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 performance techniques on an instrument other than the primary instrument.

It applies to musicians who want to gain proficiency in a second instrument, including voice, and so develop flexibility in their repertoire. The techniques for playing instruments may be completely different, however, the underpinning music knowledge that needs to be applied in performance remains the same.

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 of the second instrument	1.1 Compare physical characteristics and basic acoustic principles of second instrument with those of primary instrument, in consultation with appropriate people 1.2 Plan development of performance technique to build on applying existing techniques and skills to mastering the second instrument 1.3 Experiment with and develop control of the range and scope of instrument, and apply to performance 1.4 Explore capability of second instrument in line with repertoire requirements

ELEMENT	PERFORMANCE CRITERIA
2. Maintain and care for the instrument	2.1 Use appropriate methods to care for, move, use and store the instrument securely in line with work health and safety (WHS) principles 2.2 Set up and/or warm up the instrument or voice in preparation for practice and performance 2.3 Use instrumental accessories, fittings, maintenance and cleaning products to care for the instrument and enhance performance outcomes 2.4 Tune the instrument appropriately to the required standard and tuning conventions
3. Use practice time to develop performance technique	3.1 Consult with appropriate people to plan practice sessions aimed at developing techniques and overcoming technical challenges 3.2 Apply music knowledge of basic musical elements to develop performance technique 3.3 Systemically practise exercises and/or studies that develop technical fluency in identified areas of weakness, as well as selected pieces 3.4 Incorporate safe and healthy performance habits into practice by using correct posture and 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 personnel, and adjust focus of practice sessions as required
4. Perform pieces	4.1 Play pieces from a range of repertoire using techniques on instrument or voice to produce rhythmic control, applicable intonation and sound or tone production 4.2 Perform all work following agreed tempi and musical markings where relevant 4.3 Apply listening skills in playing or singing simple pieces or accompaniments to monitor and adjust rhythmic control, intonation and sound or tone production
5. Evaluate own performance	5.1 Listen to the work of other musicians to inform own performance goals 5.2 Seek feedback from appropriate others on own performance and level of skill development 5.3 Act on feedback from relevant others and own observations of performance and skill development to plan future improvements.

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	1.2, 3.3, 3.5, 5.1, 5.3	Devises strategies to develop and improve own performance skills
Reading	4.1, 4.2	Interprets the language of music and notation conventions accurately
Writing	1.2, 3.1, 5.3	Records skill development plan in a format that can be easily monitored and annotated
Oral Communication	1.1, 3.1, 3.5, 4.3, 5.1, 5.2	- Participates in discussions using language specific to the development of performance techniques - Obtains information by listening and questioning - Derives meaning from aural information
Numeracy	4.1, 4.2	Comprehends the mathematical structure within musical pieces, and interprets and performs them accurately
Navigate the world of work	2.1-2.4, 3.4	Understands responsibilities associated with own role
Interact with others	1.1, 3.1, 3.5, 5.2	- Works collaboratively to perform to required standard - Selects and uses appropriate communication practices and protocols
Get the work done	1.2-1.4, 2.1-2.4, 3.1-3.5, 4.1, 4.3, 5.3	- 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
CUAMPF408 Develop performance techniques on a second instrument	CUSMPF408A Develop performance techniques on a second instrument	Updated to meet Standards for Training Packages. Minor edits to	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
		performance criteria to clarify intent.	

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 CUAMPF408 Develop performance techniques on a second instrument

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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
- perform at least three pieces that demonstrate an ability to achieve the required sound on an instrument other than the primary one
- aural discrimination to monitor and adjust own performance to achieve the required sound
- develop a personal skill development plan.

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 key considerations for developing performance techniques on a second instrument or voice
- explain physical characteristics, basic acoustic principles and tuning techniques relevant to selected instrument or voice
- describe use and care of second instrument and accessories
- outline work health and safety principles as they apply to playing and performing a second instrument.

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

- a suitable acoustic 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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