



Australian Government

CUAMPF501 Prepare a program for performance

Release: 1

CUAMPF501 Prepare a program for performance

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 plan and prepare a program for performance.

It applies to instrumentalists and vocalists who have well developed repertoire knowledge and organisational skills. They may have to respond to a brief for a particular style of performance at an event, or may have responsibility within a company or ensemble for preparing programs.

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. Plan performance program	1.1 Confirm performance requirements or brief in consultation with appropriate personnel 1.2 Apply repertoire knowledge to select items that provide a balanced program suited to the purpose of the performance and performers' level of artistic and technical ability, and personal style 1.3 Discuss draft program with appropriate personnel, incorporate feedback as required, and obtain final sign off on program for performance 1.4 Confirm timetable leading up to performance so that sufficient notice is given to colleagues and adequate private practice and rehearsal time is allocated

ELEMENT	PERFORMANCE CRITERIA
2. Prepare for performances	2.1 Confirm nature and extent of own contribution to the performance 2.2 Obtain required resources in line with allocated budget and timelines 2.3 Maintain contact with the venue to ensure mutual understanding of requirements 2.4 Arrange appropriate promotional material as required 2.5 Isolate technically difficult sections of the music and practise systematically, both privately and in rehearsal, to obtain the required standard prior to performance 2.6 Acquire the required level of familiarity with material prior to performance 2.7 Implement work health and safety principles relevant to the performance context
3. Develop interpretation	3.1 Analyse the music to understand its scope, musical elements and underlying intention 3.2 Explore a variety of interpretations, and develop the one most suited to the music and performance context 3.3 Refine and develop interpretation in ensemble, where required, through collaboration in rehearsal with other performers 3.4 Listen critically to own and others' performance, and adjust playing to achieve the required sound 3.5 Develop interpretation that is capable of expression within the constraints of own technical ability 3.6 Demonstrate awareness of the performing space and the audience in interpreting and performing the music 3.7 Practise techniques for sustaining expressive communication with an audience 3.8 Seek feedback on own performance from appropriate personnel, and adjust practice sessions accordingly

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	3.8	Seeks feedback to inform self-development
Reading	1.2, 1.3, 3.1	Identifies and analyses organisational texts to determine business requirements
Writing	1.2, 1.3	Records and updates details of program
Oral Communication	1.1, 1.3, 3.3, 3.4, 3.7, 3.8	- Presents and clarifies information according to requirements and audience - Obtains information by listening and questioning - Derives meaning from aural information
Numeracy	1.4, 2.2	Estimates and calculates time using whole numbers and fractions
Navigate the world of work	2.1, 2.7	Understands and complies with responsibilities of own role
Interact with others	1.1, 1.3, 3.3, 3.7, 3.8	Collaborates with others to achieve shared outcomes
Get the work done	1.1-1.4, 2.1-2.6, 3.2, 3.4, 3.7, 3.8	- Plans and prioritises a range of tasks to achieve requirements - Develops new and innovative ideas through exploration and analysis to achieve outcomes - Uses problem solving techniques to make improvements in the creative process - Takes responsibility for the outcomes of routine decisions related directly to own role as musician

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMPF501 Prepare a program for performance	CUSMPF501A Prepare a program for performance	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 CUAMPF501 Prepare a program for performance

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Performance Evidence

Evidence of the ability to:

- prepare a program for performance in response to specific requirements and in collaboration with others
- organise all ancillary activities and arrangements for program performance, in collaboration with others
- achieve the required level of performance skills and musical interpretation prior to the performance.

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 factors to consider when planning and preparing a program
- explain music elements relevant to interpretation of chosen repertoire
- outline the requirements for finalising a program and preparing for performances
- outline issues and challenges that arise in the context of preparing a program for performance, and describe how they might be overcome.

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
- appropriate venue with adequate space and acoustic qualities for performances.

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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