



Australian Government

CUAMPF503 Perform accompaniment

Release: 1

CUAMPF503 Perform accompaniment

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 perform as an accompanist to complement the performance of solo performers or groups, such as choirs.

It applies to individuals who may be a solo accompanist on the piano or another instrument.

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. Prepare to perform accompaniment	1.1 Discuss and confirm artistic vision and expected performance outcomes with appropriate people 1.2 Confirm own status and contribution to performance concept, ensuring that own artistic and professional integrity are maintained 1.3 Confirm that accompaniment is within own technical and artistic level of ability 1.4 Undertake adequate personal practice to achieve the required standard before combined rehearsal period begins 1.5 Confirm availability and attend scheduled rehearsals punctually 1.6 Take direction from and maintain support for the principal artist(s) in rehearsals 1.7 Establish rehearsal and performance conditions that are ergonomically appropriate and allow for reasonable rest breaks in

ELEMENT	PERFORMANCE CRITERIA
	line with work health and safety (WHS) principles 1.8 Develop and use strategies to overcome the effects of performance anxiety
2. Provide accompaniment for performers	2.1 Collaborate with appropriate people, and apply music knowledge to adapt music appropriately for the content and context of the performance 2.2 Ensure that musical emphasis of the accompaniment underpins and enhances the performance 2.3 Play and replay accompaniment exactly to guide performers as required 2.4 Maintain energy levels, concentration and focus throughout rehearsals and performances
3. Interact with performers	3.1 Take and give cues to contribute to a coherent performance 3.2 Listen, monitor and adjust playing to the needs of performer(s) and the context of activity, and to maintain balance throughout the performance 3.3 Respond sensitively to performers' emotional states and artistic requirements to ensure planned performance outcomes are achieved 3.4 Support performer(s) to deal with contingencies during performances by altering accompaniment to cover any irregularities 3.5 Maintain own conduct and appearance appropriate to the performance context
4. Evaluate performance	4.1 Contribute to evaluation of the performance 4.2 Evaluate own performance as accompanist, and note areas for future improvement 4.3 Seek feedback on own performance from appropriate people, and incorporate suggestions into strategies for improving own accompaniment skills

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	4.2, 4.3	Plans, implements and adjusts processes as required to achieve learning outcomes
Writing	4.2, 4.3	Documents strategies in suitable format for personal use
Oral Communication	1.1, 1.2, 1.6, 2.1, 2.2, 3.1-3.3, 4.1, 4.3	Uses clear and appropriate language to liaise with others, listening and responding appropriately to feedback and direction to ensure best possible outcome
Navigate the world of work	1.1-1.3, 1.5, 1.7, 2.3, 3.2, 3.5	- Understands the purpose of own role and associated responsibilities, and how they contribute to the work of others in the immediate work context - Follows safety protocols and procedures
Interact with others	1.1, 1.2, 1.6, 2.1, 2.4, 3.1, 3.3, 4.1, 4.3	Works collaboratively to identify and complete task requirements
Get the work done	1.2-1.8, 2.1-2.4, 3.1-3.4, 4.3	- Plans and prioritises a range of tasks, including practice and performances - Uses innovative techniques to organise work and support the creative process - 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
CUAMPF503 Perform accompaniment	CUSMPF503A Perform accompaniment	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 CUAMPF503 Perform accompaniment

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Performance Evidence

Evidence of the ability to:

- perform proficiently as an accompanist before an audience on at least three occasions, including:
 - listening effectively while accompanying to adjust musical aspects to match and balance with solo performer or performers
 - adapting accompaniment prior to and during performance as necessary
 - taking and giving cues
- evaluate own performance and use feedback from others to identify areas for improvement.

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:

- explain accompaniment performance protocols and customs
- describe key technical and personal requirements needed by accompanists
- describe techniques to overcome performance anxiety
- describe strategies for improving own accompaniment skills
- outline issues that arise in the context of performing as an accompanist, and explain how they might be overcome
- outline work health and safety (WHS) principles relevant to performing as an accompanist.

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
- opportunities to accompany performers before an audience
- appropriate venue with adequate space and acoustic qualities.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

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