



**Australian Government**

# **CUAMPF507 Provide musical leadership in performance**

**Release: 1**

## CUAMPF507 Provide musical leadership in 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 lead a group in ensemble or other musical performance.

It applies to individuals with the responsibility for motivating others to give their best in performance. Individuals apply a range of musicianship and managerial competencies, but are not expected to conduct musical performances.

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. Extend music techniques                       | <p>1.1 Adapt acquired techniques and technical skills to the context of the chosen style or playing environment to achieve best outcomes for self and others</p> <p>1.2 Establish and undertake regular music practice sessions to maintain and develop techniques to meet musical leadership requirements</p> <p>1.3 Develop intellectual and emotional response to, and understanding of, music through exposure to a wide range of stimuli</p> <p>1.4 Focus listening skills in all musical experiences, and use analysis of content and musical intent to enhance musical knowledge</p> <p>1.5 Develop aural memory, and exercise consistently in all musical</p> |

| ELEMENT                                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                   | <p>experiences</p> <p>1.6 Analyse a range of works to develop broad and specialised repertoire knowledge for self and others</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2. Facilitate the expression of ideas and concepts in performance | <p>2.1 Adapt, combine and integrate techniques, disciplines and skills to enable the appropriate physical expression of concepts during performance</p> <p>2.2 Focus and project interpretive response to relevant performers</p> <p>2.3 Demonstrate spatial awareness in a range of playing areas, and give directions to achieve best performance outcomes for self and others</p> <p>2.4 Observe work health and safety (WHS) principles in rehearsals and performances</p> <p>2.5 Develop stagecraft skills by evaluating and using the physical components of performance</p> |
| 3. Evaluate performances                                          | <p>3.1 Participate in debriefing sessions with relevant personnel to identify strengths and weaknesses of performances</p> <p>3.2 Document the outcome of debriefing sessions</p> <p>3.3 Reflect on own performance, and note areas for improvement</p> <p>3.4 Incorporate audience responses and peer feedback on performances into evaluations</p>                                                                                                                                                                                                                               |
| 4. Enhance professional practice                                  | <p>4.1 Identify professional development opportunities in consultation with relevant people</p> <p>4.2 Participate in professional development activities to improve work performance and maintain currency of industry knowledge</p> <p>4.3 Use industry affiliations and strategic alliances to support and maintain professional practice</p> <p>4.4 Seek and apply feedback from others to improve own technical and conceptual skills</p>                                                                                                                                     |

## 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, 4.1-4.4                                    | <ul style="list-style-type: none"> <li>Organises and implements own musical learning and development strategies</li> </ul>                                                                                                                                |
| Writing                    | 3.2                                             | <ul style="list-style-type: none"> <li>Records results of meetings using clear language and an appropriate layout for ease of future reference</li> </ul>                                                                                                 |
| Oral Communication         | 1.4, 1.5, 1.6, 2.2, 2.3, 3.1, 4.1, 4.4          | <ul style="list-style-type: none"> <li>Uses clear and appropriate language to liaise with others</li> <li>Uses questioning and listening skills to clarify understanding</li> <li>Derives meaning from aural sources of information</li> </ul>            |
| Navigate the world of work | 2.4, 4.2                                        | <ul style="list-style-type: none"> <li>Understands the purpose of own role and associated responsibilities</li> <li>Follows work health and safety (WHS) principles</li> </ul>                                                                            |
| Interact with others       | 2.2, 2.3, 3.1, 4.1, 4.4                         | <ul style="list-style-type: none"> <li>Works collaboratively with group to achieve shared goals</li> <li>Selects and uses appropriate communication and practices for a range of people</li> </ul>                                                        |
| Get the work done          | 1.1-1.3, 1.6, 2.1, 2.3, 3.3, 3.4, 4.1, 4.3, 4.4 | <ul style="list-style-type: none"> <li>Plans and implements a range of tasks related to both practice and performances</li> <li>Uses analytical skills to evaluate performance and feedback and decide on improvements to the creative process</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version                      | Code and title<br>previous version                      | Comments                                                                                | Equivalence status |
|--------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------|
| CUAMPF507<br>Provide musical leadership in performance | CUSMPF508A<br>Provide musical leadership in performance | Updated to meet Standards for Training Packages.<br>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 CUAMPF507 Provide musical leadership in performance

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## Performance Evidence

Evidence of the ability to:

- carry out activities to extend own techniques, technical skills, musical leadership skills and aural skills
- provide musical leadership in rehearsal and performance, including:
  - providing directions to others
  - observing health and safety requirements
  - using stagecraft skills
- improve performances through ongoing evaluation.

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 the music skills and expertise required to provide musical leadership in performance
- explain repertoire knowledge and stagecraft skills required to provide musical leadership in performance
- describe ways to enhance professional practice
- describe challenges that typically arise in the context of providing musical leadership in performance, and explain how they might be overcome
- describe work health and safety requirements and procedures in relation to performing.

## 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
- scores, charts or other written music resources
- participants, such as performers and technical crew
- appropriate performance venues 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.

## Links

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