



Australian Government

CUAMPF507 Provide musical leadership in performance

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 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	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 1.2 Establish and undertake regular music practice sessions to maintain and develop techniques to meet musical leadership requirements 1.3 Develop intellectual and emotional response to, and understanding of, music through exposure to a wide range of stimuli 1.4 Focus listening skills in all musical experiences, and use analysis of content and musical intent to enhance musical knowledge 1.5 Develop aural memory, and exercise consistently in all musical

ELEMENT	PERFORMANCE CRITERIA
	experiences 1.6 Analyse a range of works to develop broad and specialised repertoire knowledge for self and others
2. Facilitate the expression of ideas and concepts in performance	2.1 Adapt, combine and integrate techniques, disciplines and skills to enable the appropriate physical expression of concepts during performance 2.2 Focus and project interpretive response to relevant performers 2.3 Demonstrate spatial awareness in a range of playing areas, and give directions to achieve best performance outcomes for self and others 2.4 Observe work health and safety (WHS) principles in rehearsals and performances 2.5 Develop stagecraft skills by evaluating and using the physical components of performance
3. Evaluate performances	3.1 Participate in debriefing sessions with relevant personnel to identify strengths and weaknesses of performances 3.2 Document the outcome of debriefing sessions 3.3 Reflect on own performance, and note areas for improvement 3.4 Incorporate audience responses and peer feedback on performances into evaluations
4. Enhance professional practice	4.1 Identify professional development opportunities in consultation with relevant people 4.2 Participate in professional development activities to improve work performance and maintain currency of industry knowledge 4.3 Use industry affiliations and strategic alliances to support and maintain professional practice 4.4 Seek and apply feedback from others to improve own technical and conceptual 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
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Learning	1.2, 4.1-4.4	Organises and implements own musical learning and development strategies
Writing	3.2	Records results of meetings using clear language and an appropriate layout for ease of future reference
Oral Communication	1.4, 1.5, 1.6, 2.2, 2.3, 3.1, 4.1, 4.4	- Uses clear and appropriate language to liaise with others - Uses questioning and listening skills to clarify understanding - Derives meaning from aural sources of information
Navigate the world of work	2.4, 4.2	- Understands the purpose of own role and associated responsibilities - Follows work health and safety (WHS) principles
Interact with others	2.2, 2.3, 3.1, 4.1, 4.4	- Works collaboratively with group to achieve shared goals - Selects and uses appropriate communication and practices for a range of people
Get the work done	1.1-1.3, 1.6, 2.1, 2.3, 3.3, 3.4, 4.1, 4.3, 4.4	- Plans and implements a range of tasks related to both practice and performances - Uses analytical skills to evaluate performance and feedback and decide on improvements to the creative process

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMPF507 Provide musical leadership in performance	CUSMPF508A Provide musical leadership in 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.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>