



Australian Government

CUAMPF515 Develop instrumental techniques and expand repertoire

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 5.0.

Application

This unit describes the skills and knowledge required to refine instrumental techniques and expand the range of practical performance repertoire.

The unit applies to those who are musicians and who apply high levels of technical and expressive skills to performance preparation, craft skills and musicianship.

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. Maintain and care for instrument	1.1 Use required methods to move, use and store instrument 1.2 Set up instrument and undertake warm up routine in preparation for practice and performance 1.3 Care for instrument and enhance performance outcomes using instrumental accessories, fittings, maintenance and cleaning products as required 1.4 Tune instrument to required standard according to tuning conventions
2. Practise techniques and assess own development	2.1 Plan practice sessions and strategies aimed at extending techniques and expanding repertoire in consultation with required personnel 2.2 Identify and document personal goals and technical development

ELEMENT	PERFORMANCE CRITERIA
	areas in consultation with required personnel 2.3 Use technical exercises or studies applicable to chosen instrument that address specific technical development areas 2.4 Create individual style and extend musical expression in selected repertoire, using physical and acoustic capabilities of chosen instrument 2.5 Maintain correct posture and required finger, hand and body positions in line with work health and safety (WHS) principles 2.6 Listen to own work and confirm required intonation and tone colour across a wide dynamic range 2.7 Assess progress in skill development against personal goals and adjust practice sessions as required
3. Apply refined skills to perform musical pieces	3.1 Interpret music and play a range of repertoire for performance program 3.2 Use control of physical characteristics and expressive qualities of chosen instrument during performance 3.3 Use variety of instrumental techniques in performance 3.4 Control intonation, rhythm, tempo, expression, phrasing and nuance required for the instrument, repertoire and musical style
4. Review performances	4.1 Evaluate own performance and note areas for future improvement 4.2 Seek feedback on own performance from required personnel and develop strategies for improving own skills and knowledge

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Learning	- Develops strategies and improves own skills and knowledge - Develops individual style in performing on chosen instrument
Oral communication	Uses clear industry language required for audience and context
Writing	Records areas for future improvement in a format that can be easily monitored and annotated as changes occur
Problem solving	Determines solutions and improvements using feedback and problem solving processes
Teamwork	Works collaboratively with others in the creative process

Unit Mapping Information

Supersedes and is equivalent to for CUAMPF505 Develop technical skills and expand repertoire.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAMPF515 Develop instrumental techniques and expand repertoire

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- perform proficiently at least two repertoires on selected instrument, at least one of which is a solo repertoire and at least one of which is an ensemble repertoire.

In the course of the above, the candidate must:

- demonstrate fluency, individual style and musical expression when performing repertoires
- demonstrate use of correct posture and required finger, hand and body positions in line with work health and safety (WHS) principles
- perform a specific set of technical exercises or studies.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- methods to care for, move, use and store chosen instrument
- acoustic principles required for chosen instrument
- tuning conventions for chosen instrument
- advanced instrumental elements and techniques, including:
 - intonation
 - rhythm
 - tempo
 - musical expression
 - phrasing
 - tone colour
 - musical styles
- techniques for applying control in relation to chosen instrument

- strategies and exercises for developing technical techniques
- extended repertoire that can be used for chosen instrument
- qualities of musical performance that would reflect refinement of technical playing skills
- WHS principles for correct posture and required finger, hand and body positions
- strategies to evaluate and improve own performance and respond to feedback.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- instrument and equipment required to demonstrate the performance evidence
- acoustic space required for performing musical pieces.

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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