



Australian Government

CUAMPF605 Develop advanced vocal techniques

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 perform as a vocalist at an advanced level, demonstrating higher levels of technical and expressive skills.

It applies to vocalists with a higher level of competence in areas such as performance preparation and craft skills, and as they seek regular professional performance opportunities. They are expected to show a real commitment to improving their skills and expanding their repertoire in ways that allow them to demonstrate higher levels of technical and expressive skills. A willingness to act on feedback from colleagues and mentors is also essential.

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. Use personal practice time to refine skills	1.1 Identify strengths and weaknesses in own performance skills in consultation with appropriate people 1.2 Develop a practice plan and strategies that incorporate realistic goals for refining performance technique 1.3 Identify and incorporate into practice plan repertoire to achieve technical and expressive development goals 1.4 Ensure that practice routine optimises use of voice, time and performance space 1.5 Develop technical control of voice to enhance musical

ELEMENT	PERFORMANCE CRITERIA
	expression and refine individual style 1.6 Experiment with repertoire and exercises to refine technical accuracy 1.7 Listen critically to own performance to evaluate technical strengths and weaknesses, and adjust practice regime accordingly 1.8 Ensure that practice is undertaken with due consideration to personal health and safety
2. Plan repertoire to meet performance goals	2.1 Research new repertoire to identify pieces or works that advance performance scope and skills 2.2 Use opportunities to trial new work for peers and/or mentors, and incorporate their feedback into private practice 2.3 Practise a range of pieces or works that focus on identified areas of technical development 2.4 Select repertoire, ensuring that relevant copyright and performing rights requirements are met, and determine order of items for performance 2.5 Devise a program for performance, and source any accessories or equipment required 2.6 Rehearse program with accompanist(s) or band as applicable
3. Convey interpretive and expressive qualities in performance	3.1 Use vocal articulation and tone colours to interpret and realise the emotional content of songs 3.2 Demonstrate control of sound production across the range of repertoire for the selected musical style 3.3 Extend physical coordination and control over the voice to produce a highly accomplished standard of performance 3.4 Listen to own work critically to produce accurate intonation and tone colour across the dynamic range of the instrument
4. Present a professional performance program to an audience	4.1 Undertake appropriate psychological and vocal warm up and warm down activities to enhance performance outcomes 4.2 Interpret songs, perform from memory, improvise or read from charts or musical notation as required 4.3 Use verbal and non-verbal cues to indicate start, end and changes throughout the performance 4.4 Use vibrato and a range of vocal techniques to create a variety of musical effects as required 4.5 Control intonation, rhythm, tempi, expression, phrasing and nuance to a professional performance standard appropriate to the

ELEMENT	PERFORMANCE CRITERIA
	repertoire and musical style 4.6 Use performance recovery measures to mitigate errors, with minimum disruption to performance flow and audience experience 4.7 Maintain stage fitness to ensure a professional technical standard in performance
5. Evaluate technical skills in performance	5.1 View or listen to recordings of own performance to analyse technical and expressive execution 5.2 Note areas for improvement, and take action accordingly 5.3 Seek feedback on performances from appropriate people, and incorporate their feedback into own strategies for future improvements

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	1.1-1.3, 1.7, 5.2, 5.3	Employs a range of strategies to refine performance skills and continuously develop technical skills
Reading	2.1, 4.2	- Accurately interprets written music conventions - Uses multiple sources to inform self of relevant knowledge and skills to enhance performance
Writing	1.2, 1.3, 2.5, 5.2	- Records areas for future improvement in a format that can be easily monitored and annotated as changes occur - Uses appropriate terminology and text for the performance piece, using the conventions of style and genre
Oral Communication	1.1, 1.7, 2.2, 2.6, 3.1, 3.4, 4.3, 5.1, 5.3	- Uses clear and appropriate language to liaise with others, listening and responding to feedback to ensure best possible performance - Uses and responds to non-verbal methods of communication - Applies appropriate strategies to listen for musical constructs and apply these in own practice
Navigate the	1.4, 1.8, 2.4	Considers legislative responsibilities in carrying out

world of work		tasks
Interact with others	1.1, 2.2, 2.6, 4.3, 5.3	• Collaborates and consults on creative processes
Get the work done	1.1-1.7, 2.1-2.4, 2.5, 3.1, 3.4, 4.1, 4.1, 4.6, 4.7, 5.1-5.3	• Plans and implements tasks to achieve set goals • Makes decisions directly related to own role • Evaluates performance and feedback to improve the creative process • Develops new and innovative ideas through exploration and analysis

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMPF605 Develop advanced vocal techniques	CUSMPF605A Develop advanced vocal techniques	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 CUAMPF605 Develop advanced vocal techniques

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Performance Evidence

Evidence of the ability to:

- develop and implement a plan to refine own performance technique
- demonstrate practice routine that incorporates vocal warm ups and warm downs
- plan and present a performance program of a professional standard, on at least two occasions, to an audience
- monitor progress in own skill development, expanding repertoire in area of specialisation and incorporating feedback on own 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:

- explain strategies and exercises for refining vocal techniques
- explain factors to consider when developing a program for performance
- describe qualities that contribute to a professional standard performance
- describe work health and safety principles relevant to vocal performance.

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 equipment
- accompanist(s) or band
- opportunities to present performance programs before an audience
- suitable acoustic space.

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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