



Australian Government

CUAMPF606 Conduct musical performances

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 conduct musical performances for orchestral, chamber ensemble or musical theatre productions.

It applies to individuals who are responsible for communicating the style and intent of works they conduct to performers and to audiences. They have high level skills in reading and memorising orchestral and vocal scores, and a sound knowledge of the range and capability of instruments being used in 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. Prepare for performances	1.1 Study performance works prior to rehearsals 1.2 Confirm that the warm up facility and the venue meet work health and safety (WHS) requirements 1.3 Complete pre-performance checks of equipment, instruments and accessories to confirm that resources are available as required 1.4 Use appropriate warm up to assist self and performers to prepare psychologically, physically and artistically 1.5 Communicate last minute contingency measures calmly where required, and anticipate consequences 1.6 Apply listening skills to confirm that individual and collective

ELEMENT	PERFORMANCE CRITERIA
	tuning of instruments is accurate
2. Observe protocols during performances	2.1 Dress appropriately for the performance occasion 2.2 Acknowledge the concertmaster and audience according to stage protocols 2.3 Observe performers and audience to ascertain and expedite performance readiness 2.4 Engage and communicate with audience appropriate to the performance context 2.5 Acknowledge performers and audience at the conclusion of performances or at other appropriate times
3. Interact with performers	3.1 Demonstrate knowledge of the score during performances 3.2 Communicate musical leadership clearly to performers through demeanour, body language and cues 3.3 Maintain the engagement of all performers, and direct energy throughout performance 3.4 Maintain acoustic balance of instrumental and/or electronic forces 3.5 Apply music and instrument or vocal knowledge and technical skills to enhance individual and collective performance 3.6 Monitor the body language of performers and ensemble members, and respond appropriately 3.7 Respond to performance variations and adapt to minimise any disruptions to performance flow 3.8 Maintain balance between the aspirations of different performers and their functions within the overall work
4. Evaluate performance	4.1 Evaluate performances against planned outcomes in discussion with relevant people 4.2 Review own performance for its success in achieving the potential of musical works and performers, and identify aspects that could be improved 4.3 Assess performances for potential contribution they may make to future work

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
Reading	1.1, 1.3	Interprets textual information from relevant sources
Writing	1.3	Records results of workplace checks
Oral Communication	1.5, 1.6, 2.4, 2.5, 3.2, 3.6, 4.1	- Articulates clearly, using language appropriate to audience and environment - Uses questioning and listening skills to clarify understanding - Interprets and responds to non-verbal messages - Uses words and non-verbal features to communicate messages
Navigate the world of work	1.2, 1.4, 2.1-2.5	- Follows work health and safety principles - Understands the purpose of own role and associated protocols and responsibilities
Interact with others	1.5, 2.2, 2.4, 2.5, 3.2, 3.3, 3.6, 4.1	- Uses interpersonal skills to lead others and encourage contributions from others to achieve creative objectives - Uses appropriate practices and protocols to communicate with a range of people
Get the work done	1.1-1.5, 2.3, 2.4, 3.7, 3.8, 4.1-4.3	- Plans and undertakes tasks according to requirements - Makes decision directly related to own role - Applies problem solving processes to achieve creative outcomes - Evaluates performance and feedback to improve creative process

Range of Conditions

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMPF606 Conduct musical performances	CUSMPF606A Conduct musical	Updated to meet Standards for	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
	performances	Training Packages. Minor edits to elements and performance criteria to clarify intent.	

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 CUAMPF606 Conduct musical performances

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Performance Evidence

Evidence of the ability to:

- conduct at least three musical performances, including:
 - carrying out pre-performance checks and warmups
 - dressing appropriately
 - observing performance protocols
 - providing music conducting leadership to performers
- evaluate ensemble and own performance, incorporating feedback from others and considering improvement for future performances.

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 how to interpret and prepare a score for conducting
- describe music knowledge, technical skills and communication skills required by a conductor
- explain stage and performance protocols relevant to conducting
- describe issues that typically arise in the context of conducting musical performances, and explain how they might be overcome
- describe work health and safety (WHS) requirements and procedures in relation to conducting and 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:

- scores, charts or other written music resources
- ensemble performers
- performance venues and audiences.

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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