



Australian Government

CUAMPF607 Lead music rehearsals

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 direct performers in music rehearsals.

It applies to individuals who have high level musicianship skills and advanced knowledge of the performance capabilities of instruments. They may work as musical directors or conductors, and are responsible for choosing repertoire, selecting musicians, overseeing the organisation of rehearsals, and providing musical leadership during rehearsals and solutions to performance problems.

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. Develop musical direction skills	1.1 Research scores and performances with musical possibilities and outcomes in mind 1.2 Participate in formal and informal learning experiences for own artistic and professional development 1.3 Explore cultural contexts, contemporary issues and other art forms for their potential application in own work 1.4 Plan work opportunities in line with career goals and artistic aspirations
2. Prepare performance	2.1 Discuss vision for programs and expected performance outcomes

ELEMENT	PERFORMANCE CRITERIA
programs	with relevant people 2.2 Propose repertoire after discussing and confirming casting with producers 2.3 Consult appropriate people on repertoire and its suitability to scope, range and capabilities of ensemble instrumentation or vocal ranges of performers 2.4 Evaluate feedback, and use it to inform the final selection of repertoire and program 2.5 Communicate final musical vision to promoters, producers and performers
3. Prepare to rehearse performance programs	3.1 Assess musical and technical aspects of the repertoire to determine their effect on rehearsals 3.2 Prepare repertoire to ensure that performance shape and vision can be achieved with the performers and within allocated rehearsal time 3.3 Confirm that resources required for rehearsals are obtained and available 3.4 Plan specific techniques to assist communication with performers, and optimise learning of the program 3.5 Develop strategies to meet potential technical and artistic challenges 3.6 Evaluate the music and its potential expressive qualities in preparation for own conducting
4. Finalise rehearsal schedule	4.1 Allocate rehearsal time adequate to the repertoire and to achieve agreed outcomes 4.2 Communicate details of rehearsal content and standard of musical preparation required to relevant personnel, allowing sufficient time for preparation 4.3 Communicate details of responsibility for equipment, instruments and accessories, and venue for each rehearsal to relevant personnel 4.4 Confirm that relevant work health and safety (WHS), copyright and performing rights requirements are met 4.5 Anticipate problems that might arise in relation to rehearsal schedule, and develop contingency plans
5. Direct rehearsals	5.1 Apply listening skills to ensure that individual and collective tuning is accurate

ELEMENT	PERFORMANCE CRITERIA
	5.2 Use body to give clear directions for structure, beat, entry cues, dynamics, colour and expression 5.3 Recognise and work with the collective and individual skills of performers 5.4 Apply music knowledge and technical skills to bring out the best in performers and to achieve performance excellence 5.5 Provide feedback to develop performers' work
6. Evaluate rehearsals	6.1 Participate in debriefing sessions with relevant personnel to identify strengths and weaknesses of rehearsal processes, and areas for future improvement 6.2 Document the outcome of debriefing sessions according to enterprise procedures 6.3 Reflect on own performance as rehearsal leader and others' feedback, and note areas for future improvement

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	Identifies and uses opportunities to extend professional knowledge
Reading	1.1, 1.3, 1.4, 3.2, 3.4, 3.5, 4.4, 6.2	- Analyses texts and extracts relevant information for potential use - Compares information located in various textual sources
Writing	1.4, 3.2, 3.4, 3.5, 4.4, 4.5, 6.2, 6.3	- Records results of workplace checks and meetings in required format - Develops documents for personal and professional use using clear, industry-related terminology
Oral Communication	2.1-2.3, 2.5, 4.2, 4.3, 5.1, 5.2, 5.5, 6.1	- 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
Numeracy	3.1, 3.2, 4.1	Performs calculations required to estimate time
Navigate the world of work	1.4, 4.4, 6.2	- Identifies options to facilitate career advancement - Understands responsibilities associated with own role - Complies with legislative requirements
Interact with others	2.1-2.3, 2.5, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1	- Uses interpersonal skills to lead and encourage others - Uses appropriate practices and protocols to communicate with a range of people - Acknowledges and respects different skills, opinions and perspectives
Get the work done	1.1, 1.2, 1.4, 2.1-2.4, 3.1-3.6, 4.1-4.5, 6.3	- Plans, organises and undertakes tasks to meet required outcomes - Analyses information to make decisions directly related to own role - Anticipates potential problems and uses analytical skills to formulate contingency plans - Evaluates outcomes to identify improvement opportunities

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMPF607 Lead music rehearsals	CUSMPF607A Lead music rehearsals	Updated to meet Standards for Training Packages. Minor edits to 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 CUAMPF607 Lead music rehearsals

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Performance Evidence

Evidence of the ability to:

- identify and implement ways to develop own direction skills
- provide musical leadership on at least three occasions, including:
 - discussing and selecting repertoire and program
 - completing required preparations for rehearsals
 - directing performers during rehearsals to achieve performance level required
 - conduct and document post-rehearsal debriefing sessions to improve 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 factors that inform choice of repertoire and the development of performance programs
- describe music knowledge, technical skills and communication skills required to organise and direct music rehearsals
- describe issues that typically arise in the context of leading music rehearsals, 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:

- recordings, scores, charts or other written music resources
- rehearsal opportunities and venues
- performers, relevant instruments and equipment.

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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