



Australian Government

CUAVOS301 Use music and singing in performance

Release: 2

CUAVOS301 Use music and singing in performance

Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package.
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 1.0.

Application

This unit describes the performance outcomes, skills and knowledge required by singers and performers to develop their appreciation of rhythm and vocal expression of songs and the playing of percussion instruments in performances. Styles and genres of music include traditional, cultural, jazz, rock or contemporary. Performances could be in commercial, community or open space settings and performers may be performing solo or as members of an ensemble.

At this level work is normally supervised, though some autonomy and judgement can be expected in live performance situations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Performing arts – voice and singing

Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Follow safe voice practices	1.1 Apply a knowledge of basic anatomy and physiology to breath control, voice production and articulation of speech 1.2 Demonstrate correct physical posture and stance to enhance efficient breathing and voice production 1.3 Discuss with relevant personnel activities and factors that may

	inhibit or damage voice, voice projection and singing 1.4 Perform relaxation and warm-up routines suitable for the voice in performance
2. Practise technical control and vocal range	2.1 Apply vocal techniques to show freeing and breathing exercises and flexibility and control of articulation 2.2 Extend personal potential by practising intricate arrays of singing sound through technical speech and voice exercises 2.3 Reinforce strength of voice and throat by undertaking ongoing exercises to maintain and develop posture, breathing control and vocal range 2.4 Enhance vocal technique, harmony, accuracy and strength through regular practice 2.5 Incorporate music and vocal practice terminology into activities and discussions
3. Perform elements of a major scale and its modes	3.1 Determine the characteristics of a style or piece of music in terms of the way musical elements are combined and manipulated or interpreted through voice and body movements 3.2 Develop a repertoire of basic music knowledge and appreciation to identify styles of composition and sounds 3.3 Read and interpret a set of notes in treble and bass clef and notes performed through singing 3.4 Reproduce through sound a course of principal chords, intervals and tetrachords of a major scale from a keyboard and from a piece of music 3.5 Sing alone, or with others, sequences of notes of a major scale using a range of pitch, time, rhythm and diatonic intervals
4. Play rhythmic music on percussion instruments	4.1 Apply understanding of the relationships between the body, voice, posture and playing musical instruments when producing sound and singing 4.2 Identify how the physical characteristics and parts of conventional and non-conventional percussion instruments produce sound 4.3 Identify the way in which musical elements and sounds produced by percussion instruments form a distinctive character of a piece of music or performance 4.4 Maintain and care for instruments and store according to manufacturer requirements 4.5 Prepare the physical environment, instruments and voice in preparation for practice and performance

	4.6 Comply with health and safety requirements to minimise environmental impact of performances 4.7 Develop technical skills and proficiency in producing the required patterns, elements and techniques of singing and playing percussion instruments
5. Sing in an ensemble and solo	5.1 Play and sing a range of rhythms and styles of music on different forms of percussion instruments, solo and ensemble 5.2 Perform an ensemble of simple songs, a cappella and accompanied by music, musicians or instruments 5.3 Apply dramatic or emotive nuances to the performance of accompanied and unaccompanied songs 5.4 Apply understanding of the principles of non-verbal communication to changes of tone, timbre of voice and projection of vocal sound 5.5 Discuss performance with relevant personnel and use feedback to identify and develop ways to improve own performance 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
Learning	5.5	Seeks feedback and accepts guidance from others to improve technique
Reading	1.1, 3.3, 4.4	Analyses musical notations and texts or scripts for performance
Oral communication	1.3, 2.5, 5.5	Obtains information by listening and questioning
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.2, 4.4, 4.3, 4.6, 4.7	- Follows accepted industry practices in relation to safe vocal practices - Follows protocols for performing live - Develops relevant skills and knowledge
Interact with others	1.3, 2.5, 3.5, 5.2, 5.3, 5.5	Works collaboratively with others involved in classes and performances
Get the work done	1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.3, 3.4, 3.5,	- Adopts a logical and methodical approach to the process of developing performance skills - Uses visualisation and physical posture

	4.1, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4	techniques to enhance the outcomes of practice sessions • Interprets sound and musical expression from pieces of music • Uses appropriate sound and tone production for instrument or voice • Reproduces basic musical patterns • Uses basic percussion instrumental techniques
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAVOS301 Use music and singing in performance (Release 2)	CUAVOS301 Use music and singing in performance (Release 1)	Updated assessment conditions section. Updated modification history section to reflect changed name of training package.	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 CUAVOS301 Use music and singing in performance

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Performance Evidence

Evidence of the ability to:

- interpret basic notation and apply information to singing and playing percussion instruments
- accurately reproduce musical elements and play simple rhythms on percussion instruments, solo and in an ensemble
- sing in unison and in harmony in an ensemble
- sing solo
- sing accompanied and a cappella
- use music terminology correctly.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

Knowledge Evidence

To complete the unit requirements the individual must:

- demonstrate knowledge of:
 - work health and safety (WHS) standards as they apply to music and singing in performance in a range of environments
 - relationship between body movement, music and voice
 - non-verbal communication and body language concepts
 - characteristics of a range of percussion instruments
 - training techniques for voice registration, resonance, diction and articulation
 - process for producing sound in chosen instruments and in voice

- musical notation
- musical elements of time signatures, beat, tempo and syncopation
- describe issues and challenges that arise when preparing for performances and suggest solutions to address them
- explain the relevance of the following physiological and anatomical systems to vocalists and musicians:
 - skeletal and muscular
 - cardiovascular and cardio-respiratory
 - circulatory
 - aural and visual
- describe how the following gender differences affect voice and speech:
 - body shape
 - size
 - muscular construction
- describe how food choices affect the wellbeing of performers.

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 instruments and equipment
- performance opportunities
- appropriate venue with adequate space and acoustic qualities.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

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