



Australian Government

Department of Education, Employment and Workplace Relations

CUSMCP303A Develop simple musical pieces using electronic media

Revision Number: 2

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Modification History

Release	Comments
Release 2	Created to fix formatting errors only. Released with CUS09 Music Training Package version 1.2

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use electronic media to develop simple musical pieces.

Application of the Unit

Musicians involved in the development of musical pieces apply the skills and knowledge outlined in this unit, which deals with the process of using computer-based technology as the primary development tool. They could be working alone or with other musicians in one or more musical styles.

Skills associated with more complex music composition projects in this field are covered in:

- CUSMCP501A Compose music using electronic media.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable

Employability Skills Information

Not applicable

Elements and Performance Criteria Pre-Content

<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to develop music using electronic media	1.1 Discuss with appropriate personnel the ways in which digital equipment can be used to develop music 1.2 Use practice sessions to explore the features of software applications and computer-based technology used to develop music 1.3 Confirm purpose of musical pieces to be developed with appropriate personnel 1.4 Identify appropriate musical styles, elements and forms/structures to suit the purpose of the musical pieces 1.5 Identify the range of instruments and playing techniques to suit the style/mood of the musical pieces 1.6 Identify standard melody conventions to be used in the musical pieces
2. Develop simple musical pieces	2.1 Use electronic media to organise musical elements into working versions of musical pieces 2.2 Ensure that musical input maintains style of music being created 2.3 Listen to work in progress with appropriate personnel and seek feedback on how well the musical pieces meet creative and technical requirements 2.4 Incorporate ideas and suggestions into final pieces 2.5 Use notation features of software to set down musical pieces as required 2.6 Apply copyright notice to the song/musical piece with the name of the songwriter and year of first publication 2.7 Present all musical pieces in required file format by agreed deadline
3. Evaluate own musical works	3.1 Compare work against previous musical pieces to assess development of techniques and ideas 3.2 Discuss strengths and weaknesses of musical works with appropriate personnel and identify strategies for improving own skills in developing music using electronic media

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and teamwork skills sufficient to:
 - discuss musical requirements in a collaborative manner
 - respond positively to constructive feedback on own work
 - work collaboratively with others involved in the music development process
- numeracy skills sufficient to determine duration of musical pieces
- listening skills in the context of:
 - using aural imagination when manipulating musical elements
 - applying aural-perception skills to improve musical outcomes
- initiative and enterprise skills sufficient to:
 - develop original and innovative approaches to developing music with electronic media
 - experiment with musical styles and elements to develop own style
- planning, organising and self-management skills sufficient to:
 - gather information on musical styles, elements and forms/structures
 - seek expert assistance when problems arise
 - prioritise work tasks
 - meet deadlines
 - demonstrate reliability in all agreed work commitments
- learning skills sufficient to:
 - identify and use techniques to develop aural memory and imagination
 - continuously evaluate and adjust own work via critical listening
- technology skills sufficient to:
 - use appropriate and current software and hardware for developing music
 - resolve operational problems with equipment or software and seek advice as required

Required knowledge

- features of standard hardware and software tools/packages for developing and notating music
- issues and challenges that typically arise in the context of developing music using electronic media
- OHS principles of:
 - safe listening, including safeguards against hearing loss
 - using a computer and keyboard for periods of time

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • develop a selection of simple musical works using electronic media • respond positively to constructive feedback on own musical works.
Context of and specific resources for assessment	Assessment must ensure: • access to an environment where music development skills can be applied • access to industry-current electronic media used to develop musical works • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of the candidate and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • case studies to assess ability to use musical elements and standard melody conventions • direct observation of the candidate developing musical pieces using electronic media • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that typically arise in the context of developing simple musical pieces using electronic media.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Appropriate personnel may include:	• performer • composer • sound engineer • client • marketing and promotions personnel • artist's agent • tutor • mentor.
Features may include:	• virtual instruments • music notation • tracks: • drum • other instruments • harmonic progression • bass line • melodies • harmonies • recording and adding parts to tracks: • in real time • in step time • by importation from other sources • channels • file output formats • audio capture • MIDI support • loops • mixing: • delaying harmonies • adding or changing harmonies • introducing instrumental effects and distortion • adjusting balance, tone and intonation • adding sound elements and effects

	• note editing: • note on or off • note or pitch bend • control change • program change • keyboard after touch • modulation • pitch wheel • sequencing • changing velocity and volume • mastering • samples • specialist plug-ins.
Software applications may include:	• Pro Tools • Logic • Cubase • Ableton Live • Reason • Nuendo • Garage Band • Digital Performer • Soundscape • Sonic Studio.
Purpose of musical pieces may be for:	• computer game • screen production • music demo • specific performer or band • mood music as background to an event or function • own personal development.
Styles may include:	• acoustic: • blues • folk • gospel • classical • contemporary: • country • electronic • heavy metal • hip hop

	• industrial • pop • punk • rap • reggae • rock • jazz • dance.
Elements may include:	• acoustics • aesthetic qualities • articulation • attack • beat • cultural context • duration • dynamics • expression • form • harmony/chords • instrumentation • interpretation • intonation • melody • notation • nuance • orchestration • ornamentation • phrasing • pitch • relationship to song lyrics • rhythm • scales • shape • sound production • suspensions • tempo • texture • timbre/tone colour • time signatures • tonality • transposition

	• unity and contrast • voicing • volume.
Forms/structures may include:	• air • binary • free/through-composed • mobile • rondo • sonata • strophic • ternary • variation • verse-chorus, i.e. combinations of verse, chorus, bridge and/or other contrasting sections, such as ABA, AABA, etc.
Standard melody conventions may include:	• diatonic • embellishments • harmonic rhythm • imitation • leap • melisma • phrase • pitch • repeated notes • sequence • step • turnaround • unison.
Copyright notice may include:	• copyright symbol, followed by the name of the copyright owner and the year of first publication • for sound recordings, the letter P (for phonogram) in a circle or in brackets is used.
File formats may include:	• AIFF • AC3 • WAV • WMA • MIDI • Real Audio • QuickTime • MP3.

Unit Sector(s)

Performing arts - music composition