



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUSMLT303A Notate music**

**Revision Number: 2**

## CUSMLT303A Notate music

### Modification History

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

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to set down music in a notated form.

### Application of the Unit

Emerging composers, copyists, arrangers, conductors, performers, musicians, music producers, music editors and publishers apply the skills and knowledge described in this unit. Traditionally notation was done by hand, but now a range of computer-based music notation applications can be used for the task. More complex skills in this area are covered in:

- CUSMLT401A Notate music for performance
- CUSMPF410A Perform music from written notation.

### 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

|                                                                          |                                                                                                                                                                                                                                                                                                                         |
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| <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. Identify notated music for analysis   | 1.1 Investigate the uses of notated music forms<br>1.2 Establish a <b><i>primary style</i></b> for analysis<br>1.3 Select suitable repertoire for analysis                                                                                                                                                       |
| 2. Deconstruct music conventions         | 2.1 Explore <b><i>rhythmic, melodic and harmonic structures</i></b> within the selected style<br>2.2 Examine conventions of <b><i>form and music structures</i></b><br>2.3 Investigate the application of <b><i>dynamics and expression marks</i></b><br>2.4 Investigate <b><i>music-writing conventions</i></b> |
| 3. Notate music extracts                 | 3.1 Identify notation requirements through discussion with <b><i>appropriate personnel</i></b><br>3.2 Notate music in required <b><i>format</i></b><br>3.3 Adhere to music-writing conventions<br>3.4 Complete all work within agreed timeframes                                                                 |
| 4. Review effectiveness of music writing | 4.1 Seek feedback on developed work from appropriate personnel<br>4.2 Identify personal strengths and weaknesses as a means of improving own work<br>4.3 Evaluate overall effectiveness of developed notated music extracts                                                                                      |

## Required Skills and Knowledge

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

### Required skills

- communication and teamwork skills sufficient to:
  - read and understand relevant sources of information
  - set down music in a required format
  - seek and respond positively to constructive feedback on work in progress
- initiative and enterprise skills in the context of interpreting music structures
- problem-solving skills sufficient to:
  - troubleshoot music notation problems
  - plan work tasks in a logical sequence
- planning and organisational skills sufficient to:
  - set work goals
  - gather information on musical styles, elements and forms/structures
  - work to deadlines
- self-management skills sufficient to:
  - work to personal goals
  - seek expert assistance when problems arise
- learning skills sufficient to notate music accurately
- technical skills sufficient to:
  - apply knowledge of musical forms in the selected specialisation to written music
  - interpret musical elements to provide appropriate musical outcomes in performance
  - accurately analyse scales, chord sequences and music systems, rhythms, time signatures, and beat patterns of musical organisation relevant to specialisation

### Required knowledge

- sound understanding of musicianship issues, including:
  - repertoire relevant to chosen musical specialisation
  - musical protocols and customs for notating music relevant to chosen music specialisation
  - song-writing techniques
  - genres and styles, and their musical forms and conventions in written notation
  - interpretation of chords, scales, melodies, forms, textures or other conventions found within music notation

## 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.*

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• notate music accurately</li> <li>• adhere to the conventions of music notation within the selected style.</li> </ul>                                                                                                                                                                                                                                                       |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to a selection of notated music for investigation</li> <li>• access to industry-current software and hardware for setting down music relevant to the candidate's selected musical styles</li> <li>• use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of the candidate and the work being performed.</li> </ul> |
| <b>Method of assessment</b>                                                                         | <p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct observation or video recording of the candidate's ability to notate music</li> <li>• written or oral questioning or interview to test knowledge as listed in the required knowledge section of this unit.</li> </ul>                                                                                                            |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• CUSMCP301A Compose simple songs or musical pieces</li> <li>• CUSMCP401A Develop techniques for arranging music</li> <li>• CUSMCP402A Develop techniques for composing music</li> <li>• CUSMPF410A Perform music from written notation.</li> </ul>                            |

## 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.*

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Primary style</b> may include:                             | <ul style="list-style-type: none"> <li>• classical</li> <li>• jazz</li> <li>• popular music</li> <li>• church</li> <li>• folk</li> <li>• world.</li> </ul>                                                                                                                                                                                                                     |
| <b>Rhythmic, melodic and harmonic structures</b> may include: | <ul style="list-style-type: none"> <li>• key signatures</li> <li>• harmonic and melodic structures</li> <li>• grouping of simple rhythmic structures</li> <li>• time signatures, including 2/4, 3/4, 4/4, 5/4, 7/4 3/8, 5/8, 6/8, 7/8, 9/8, 2/2 and 3/2</li> <li>• note pitch</li> <li>• note duration</li> <li>• accidentals</li> <li>• chords, where appropriate.</li> </ul> |
| <b>Form and music structures</b> may include:                 | <ul style="list-style-type: none"> <li>• bar lines</li> <li>• repeats</li> <li>• sign</li> <li>• coda</li> <li>• ties</li> <li>• rests</li> <li>• phrases</li> <li>• ornaments</li> <li>• popular music forms</li> <li>• jazz forms</li> <li>• classical forms.</li> </ul>                                                                                                     |
| <b>Dynamics and expression marks</b> may include:             | <ul style="list-style-type: none"> <li>• tempo</li> <li>• volume</li> <li>• accents</li> <li>• phrasing</li> <li>• articulation</li> <li>• special effects.</li> </ul>                                                                                                                                                                                                         |
| <b>Music-writing conventions</b> may                          | <ul style="list-style-type: none"> <li>• manuscript layout</li> <li>• rehearsal figures</li> </ul>                                                                                                                                                                                                                                                                             |

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| include:                                         | <ul style="list-style-type: none"><li>• bar lines</li><li>• ownership and copyright information.</li></ul>                                                                                                                                 |
| <b><i>Appropriate personnel</i></b> may include: | <ul style="list-style-type: none"><li>• teachers</li><li>• mentors</li><li>• arrangers</li><li>• composers</li><li>• music editors</li><li>• musicians</li><li>• bandleaders</li><li>• music conductors</li><li>• choir leaders.</li></ul> |
| <b><i>Format</i></b> may be:                     | <ul style="list-style-type: none"><li>• computer-based</li><li>• paper-based.</li></ul>                                                                                                                                                    |

## Unit Sector(s)

Performing arts - music literacy