



Australian Government

Department of Education, Employment and Workplace Relations

CUSMLT401A Notate music for performance

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 analyse and refine notated music for performance.

Application of the Unit

Music copyists, composers, arrangers, conductors, performers, producers, editors and publishers apply the skills and knowledge described in this unit. Music copyists in particular are responsible for notating and editing music to the standard required by musicians and vocalists during performances. A thorough grounding in the conventions and techniques of music notation is required, along with the ability to liaise on a professional level with performers. This unit builds on the skills covered in:

- CUSMLT303A Notate music.

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. Analyse music notation	1.1 In consultation with appropriate personnel , confirm music style that needs to be analysed and notated 1.2 Analyse examples of notated music in the selected music style 1.3 Confirm purpose, structure and instrumentation of musical pieces 1.4 Identify appropriate musical elements and forms/structures to suit the purpose of the songs or musical pieces 1.5 Anticipate problems that might arise during the process of notating music, and plan accordingly
2. Develop music notation	2.1 Write rhythmic, melodic and harmonic structures 2.2 Ensure appropriate use of form and music structures 2.3 Apply the use of dynamics and expression marks 2.4 Notate music within the required stylistic conventions
3. Present written music for performance	3.1 Prepare final manuscript in a suitable format for performers 3.2 Provide performers with music for reading purposes 3.3 Seek feedback on notation from performers and adjust as required 3.4 Complete all work within agreed timeframes
4. Review effectiveness of music writing	4.1 Seek feedback from appropriate personnel on the process used to analyse and notate music 4.2 Identify personal strengths and weaknesses as a means of improving own work 4.3 Evaluate overall effectiveness of notated music and its use in performance

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
 - work collaboratively with performers and other personnel
 - negotiate changes to notation and final manuscripts in a cooperative fashion
- initiative and enterprise skills in the context of interpreting music structures and elements to enhance musical outcomes in performance
- 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
 - produce final notated music by agreed 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
 - accurately analyse scales, chord sequences and music systems, rhythms, time signatures, and beat patterns of musical organisation
 - use music notation software applications

Required knowledge

- well-developed understanding of musicianship issues, including:
 - repertoire relevant to chosen musical specialisation
 - performers' requirements in relation to notation of music
 - musical protocols and customs for notating and editing notation of 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
 - options for using computer applications to notate music
- issues and challenges that typically arise in the context of notating music for

performance

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: • notate music accurately • adhere to the conventions of music notation within the selected style • produce notated music that meets performance requirements • work cooperatively with performers.
Context of and specific resources for assessment	Assessment must ensure: • access to a selection of notated music for analysis • access to performers • access to industry-current software and hardware for setting down music relevant to the candidate's selected musical styles • 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: • direct observation or video recording of the candidate notating music • authenticated samples of notated music with candidate's self-evaluation • written or oral questioning or interview to test knowledge as listed in the required knowledge section of this unit • case studies as a basis for discussion of issues and challenges that arise in the context of notating music for performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMCP301A Compose simple songs or musical pieces • CUSMCP401A Develop techniques for arranging

	music • CUSMCP402A Develop techniques for composing music • CUSMPF410A Perform music from written notation.
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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.

<i>Appropriate personnel</i> may be:	• teachers • mentors • arrangers • composers • music editors • musicians • bandleaders • music conductors • choir leaders.
<i>Music styles</i> may be:	• classical • jazz • popular music • church • folk • world.
<i>Musical elements and forms/structures</i> may be:	• bar lines • repeats • signs • coda • ties • rests • phrases • ornaments • popular music forms • jazz forms • classical forms.
<i>Rhythmic, melodic and harmonic structures</i> may be:	• key signatures • harmonic and melodic structures • grouping of simple rhythmic structures • 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 • note pitch • note duration • accidentals

	• chords, where appropriate.
<i>Dynamics and expression marks</i> may be:	• tempo • volume • accents • phrasing • articulation • special effects.
<i>Format</i> may be:	• computer-based • paper-based.

Unit Sector(s)

Performing arts - music literacy