



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF102A Develop ensemble skills to perform simple musical parts

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 follow a musical director and musical instructions to perform simple musical parts in an ensemble situation.

Application of the Unit

People with little or no musical experience apply the skills and knowledge outlined in this unit. Typically they would be performing in community workshops, one-off or short programmes of musical instruction, and in remote communities.

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

People with little or no musical experience apply the skills and knowledge outlined in this unit. Typically they would be performing in community workshops, one-off or short programmes of musical instruction, and in remote communities.

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 perform simple musical parts	1.1 Set up equipment , tune instrument and confirm requirements with relevant personnel 1.2 Set instrument to appropriate volume as directed 1.3 Sit or stand and warm up for performance as directed
2. Perform simple musical parts	2.1 Perform notated or memorised musical part at appropriate volume 2.2 Take cues from relevant personnel to start and end musical part 2.3 Take cues as required for entry and exit points of musical part
3. Improve own performance	3.1 Seek feedback on own performance from relevant personnel 3.2 Consider and note aspects of own performance that could be improved 3.3 Respond positively to constructive feedback from others on own performance and take action to improve as required

Required Skills and Knowledge

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

Required skills

- communication, teamwork and organisational skills sufficient to:
 - interpret music at a basic level for performance practice
 - respond appropriately to constructive feedback on own performance
 - plan own practice time
- self-management and learning skills sufficient to:
 - follow ensemble protocol and musical instruction
 - improve performance skills through practice and rehearsal
- technical skills sufficient to:
 - perform simple pieces on chosen instrument as part of an ensemble
 - tune instrument to achieve intonation

Required knowledge

- basic understanding of music structures, styles and forms
- basic understanding of OHS procedures in relation to performing in a range of environments

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: • follow ensemble protocol • follow musical instruction.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate repertoire, instrumentation and sheet/recorded music • access to an appropriate performance space • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • direct observation of the candidate performing simple musical parts in an ensemble situation • video or audio recordings of candidate's performance or practice sessions • written or oral questioning to assess knowledge of ensemble protocol.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF101A Develop skills to play or sing music.

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.

Equipment may include:	• chairs • electronic tuners • music stands • PA system and microphones • percussion instruments • stringed instruments • wind instruments.
Relevant personnel may include:	• musical director • performer • mentor • teacher • coach • tutor • conductor • sound engineer.
Warm up may include:	• chords • physical stretching • scales • vocal scales.
Cues may include:	• notation in music score • body movement • musical • verbal or written.

Unit Sector(s)

Performing arts - music performance