



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF201A Play or sing simple musical pieces

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 prepare for and perform a simple musical sequence or piece.

Application of the Unit

Application of the unit	People with some musical experience apply the skills and knowledge outlined in this unit. They are performing in situations that allow them to extend elementary skills in singing or playing a specific musical instrument.
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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. Explore the range and capability of chosen instrument or voice	1.1 Explore the physical characteristics of instrument or voice in music making 1.2 Explore the scope, capability and sound characteristics of instrument or voice in music making 1.3 Explore a range of ways in which sound can be produced in line with selected musical style and repertoire
2. Maintain and care for instrument	2.1 Use appropriate methods and cleaning products to care for, move, use and store instrument and accessories 2.2 Set up and/or warm up instrument or voice in preparation for practice and performance 2.3 Tune instrument appropriately and seek feedback from relevant personnel to confirm accuracy of tuning
3. Use personal practice time to develop skills	3.1 Listen to own work carefully to develop intonation, harmonies and/or rhythm, and seek feedback from relevant personnel to guide practice 3.2 Use personal practice to develop physical facility and confidence with instrument or voice 3.3 Use good posture and appropriate finger, hand and/or body positions to develop technical facility and maintain healthy performance habits 3.4 Develop listening skills to recognise and identify pitch, rhythm, instrumentation and musical style
4. Perform short pieces	4.1 Guided by a teacher or mentor, plan activities and physical exercises to expand capacity to perform a range of short, simple pieces and a range of notes, rhythms and/or chord patterns 4.2 Listen to the work of professional musicians to identify own goals and evaluate own work against those goals 4.3 Play or sing short, simple pieces and/or accompaniments using rhythmic control and tuning 4.4 Perform all work following agreed tempi 4.5 Apply listening skills in playing or singing short, simple pieces or accompaniments 4.6 Comply with OHS principles in practice sessions and performances

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 and set skill-development goals
- listening skills sufficient to:
 - monitor and adjust intonation as required
 - use appropriate sound and tone production for instrument or voice
 - reproduce basic musical patterns
- learning skills in the context of:
 - using printed or audio tutoring resources
 - improving skills through practice
- technical and problem-solving skills sufficient to:
 - use a basic range of techniques on chosen instrument
 - tune instrument to achieve intonation
 - discriminate pitch and produce the required sound
 - discriminate rhythm
 - reproduce musical patterns

Required knowledge

- basic understanding of:
 - repertoire relevant to selected instrument or voice
 - musical terminology
 - acoustic principles relevant to selected instrument or voice
 - instrument parts, applications, range, capabilities, care and maintenance
 - performance and instrumental protocol and customs in selected musical style and repertoire
- OHS practices, procedures and standards as they apply to performance practice

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: • demonstrate the physical capacity and coordination required to play or sing simple pieces • respond appropriately to constructive feedback on own performance.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • suitable physical and acoustic environment • 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 candidate in practice sessions or performances • testimonial from individual tutors • video or audio recordings of candidate's performance or practice sessions • written or oral questioning to assess knowledge as listed in the required knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMLT201A Develop and apply musical ideas and listening skills • CUSMPF202A Incorporate music technology into performance • CUSMPF203A Develop ensemble skills for playing or singing music • CUSMPF204A Play music from simple written notation.

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.

Instruments may include:	• acoustic or electronic • voice • stringed • keyboards • wind • percussion • brass • plucked.
Scope of an instrument may include:	• tone colour: • instrumental attack • range of accessories • interaction between player and instrument • performer's physique • voice production • sound production • effects • dynamics and volume • pitch, register and tessitura • specific effects available using a range of attacks.
Capability of an instrument may include its:	• application to a range of music-making activities and outcomes • scope and potential for solo or group performance • adaptability • size.
Repertoire may include:	• short, simple pieces appropriate to the selected instrument • song forms and their relevant components, such as: • riffs • sequences • rhythm patterns • pieces composed for or by the performer.

Accessories may include:	• reeds • strings • plectrums • mouth pieces • sticks, mallets, brushes and beaters • stands • pedals • microphones • amplifiers • samplers • mixers • enhancers, such as pitch and tone modulators.
Tuning an instrument may involve:	• adjusting: • pitch • tone colour • oral tract, including lip pressure and intensity of breath • position of the diaphragm and larynx • sound production • diameter or other instrumental dimensions, such as: • length of strings • tautness of skins • length of tubing or pipes • embouchure • settings of the instrument and relevant accessories • using: • appropriate tuning options • tuning keys or other tuning implements, such as tuning forks and electronic tuners • pitch pipes • electronic pitch or frequency controls • other musicians.
Relevant personnel may include:	• musical director • performer • colleague • mentor • teacher • coach • tutor

	• family member.
Facility with instrument or voice may include:	• physical coordination in one or more of: • tonguing • fingering • plucking • beating • pedalling • vocal technique • attack • dynamics • tempi • intonation • sound production • rhythms and rhythm patterns • chords and chord patterns • melodic patterns.
Exercises may include:	• exercises to develop physical coordination in performing music in simple scales, arpeggios, chords or rhythms • exercises to improve breath control • bowing techniques to help coordinate finger action and bowing movements • exercises to develop embouchure • systematic fingering patterns • systematic hand and foot patterns • systematic plucking and picking patterns and exercises • drumming exercises • pedalling exercises • vocal exercises for pitch and articulation.
OHS principles include:	• relevant practice or legislation • hearing and noise reduction strategies • length of performance and practice sessions • correct posture.

Unit Sector(s)

Performing arts - music performance