



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF202A Incorporate music technology into 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 perform and record music using technology-based equipment.

Application of the Unit

Musicians and artists, such as DJs and other electronic music artists, use technology as an integral part of their performance. They need to develop techniques for using technology to enhance performance and maintain and update knowledge of advances in technology. Some musical experience is required to undertake this unit.

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 potential of technology-based equipment	1.1 Discuss with appropriate personnel ways in which digital equipment can be used to enhance musical performance 1.2 Use practice sessions to explore the full range of features in standard technology-based equipment 1.3 Test a range of ways in which sound can be produced to achieve performance goals consistently and reliably 1.4 Seek feedback from appropriate personnel on own skill development and set improvement goals
2. Maintain and care for equipment	2.1 Use appropriate methods to care for, move, use and store equipment securely and safely 2.2 Identify maintenance problems with equipment and refer to appropriate personnel for action 2.3 Use accessories, fittings, maintenance and cleaning products to keep equipment in good condition
3. Use music technology to enhance performance	3.1 Use electronic devices or software to record or play music, consistent with the style of the instruments or voices in the act 3.2 Use electronic devices to reproduce instrumental sounds or sequences 3.3 Use electronic devices or software to program music 3.4 Use electronic devices or software to drive outboard equipment accurately and consistently 3.5 Use electronic devices or software to incorporate sound into a music, video, light or multimedia product, as appropriate to the act or individual performance 3.6 Monitor own proficiency in using electronic devices and note areas for improvement in consultation with appropriate personnel

Required Skills and Knowledge

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

Required skills

- communication, teamwork and organisational skills sufficient to:
 - follow written and verbal instructions
 - understand information in equipment user guides
 - respond appropriately to constructive feedback on own performance
 - plan own practice time and set skill-development goals
- learning skills in the context of improving skills through practice
- initiative and enterprise skills in the context of using technology-based equipment to produce sounds in a variety of ways
- technical skills in the context of using music technology to perform and record music at a basic level

Required knowledge

- industry knowledge, including:
 - ways in which technology can be used to perform and record music
 - features of standard technology-based equipment and related software
 - musical terminology
- OHS practices, procedures and standards as they apply to using music technology

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: - record, reproduce and perform music competently using technology-based equipment - respond positively to constructive feedback on own skill development in relation to incorporating music technology into performance.
Context of and specific resources for assessment	Assessment must ensure: - access to technology-based equipment and related software - access to at least one form of outboard equipment linked to a computer or other technology-based equipment - 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 or video recordings of candidate using technology-based equipment in practice sessions or performances - testimonial from individual tutors - 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: - CUSMCP303A Develop simple musical pieces using electronic media - CUSMLT201A Develop and apply musical ideas and listening skills - CUSMPF201A Play or sing simple musical pieces.

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 include:	• musical director • performer • mentor • teacher • coach • tutor • sound technician.
<i>Sounds</i> to be reproduced may include:	• individual instruments • groups of instruments • instrumental sounds or sequences from MIDI devices, software programs or other devices.
<i>Outboard equipment</i> may include:	• lights • effects, such as: • delay • reverbs • harmoniser • personal computer (e.g. PowerPoint files) • audiovisual • video.

Unit Sector(s)

Performing arts - music performance