



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF204A Play music from simple written notation

Revision Number: 2

CUSMPF204A Play music from simple written notation

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 develop basic analytical skills to identify music notational conventions and to play music from simple written music notation.

Application of the Unit

Instrumentalists and vocalists apply the skills and knowledge outlined in this unit, which covers the different ways that music-reading skills are used in a performance context. More complex skills associated with reading and notating music are covered in:

- CUSMLT303A Notate music
- 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

<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 conventions of music notation	1.1 Identify simple <i>rhythmic, melodic and harmonic structures</i> 1.2 Examine conventions of <i>form and music structures</i> 1.3 Recognise <i>dynamics and expression marks</i>
2. Perform notated music on an instrument	2.1 Develop reading skills through private practice 2.2 Interpret simple melodic and rhythmic structures as required 2.3 Interpret harmonic structures as required 2.4 Follow form and music structures as indicated 2.5 Interpret dynamics and expression marks appropriately
3. Identify opportunities for further development of music-reading skills	3.1 Seek feedback from <i>appropriate personnel</i> to identify individual strengths and weaknesses and develop <i>strategies</i> to strengthen skills 3.2 In collaboration with appropriate personnel identify suitable <i>repertoire</i> for practising music-reading skills 3.3 Establish a plan for further development of music-reading skills

Required Skills and Knowledge

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

Required skills

- problem-solving skills sufficient to:
 - troubleshoot music-reading problems
 - plan work tasks in a logical sequence
- planning and organisational skills sufficient to:
 - implement a private music practice strategy
 - work to set goals
- initiative and enterprise skills in the context of interpreting expressive style appropriately from written music
- self-management skills sufficient to:
 - work to personal goals
 - seek expert assistance when problems arise
 - manage private music practice
- learning skills sufficient to:
 - improve techniques through practice
 - seek and respond positively to constructive feedback on own performance
- literacy skills sufficient to read and understand relevant sources of information
- technical skills sufficient to:
 - understand simple musical form in the selected specialisation
 - follow musical elements from written music
 - accurately analyse simple scales, chord sequences and music systems, rhythms, time signatures, and beat patterns of musical organisation relevant to specialisation from written music

Required knowledge

- musicianship, including:
 - basic understanding of repertoire relevant to chosen musical specialisation
 - musical protocols and customs for reading written music
 - basic awareness of genres and styles, and their musical forms and conventions in written 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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • recognise basic music structures • play music from basic written notation • adhere to the conventions of the selected music.
Context of and specific resources for assessment	Assessment must ensure: • access to a selection of notated music for exploration and performance • use of a musical instrument • 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 playing music from written notation • authenticated audio recording of the candidate playing music from written notation • written or oral questioning to test knowledge of basic music conventions • third-party reports from formal practical music examinations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF201A Play or sing simple musical pieces • CUSMLT201A Develop and apply musical ideas and listening skills.

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>Rhythmic, melodic and harmonic structures</i> may include:	• key signatures • basic harmonic and melodic structures • grouping of simple rhythmic structures • time signatures, including 2/4, 3/4, 4/4, 6/8 and 9/8 • note pitch • note duration • accidentals • chords.
<i>Form and music structures</i> may include:	• bar lines • repeats • sign • coda • ties • rests • phrases • ornaments • popular music forms • jazz forms • classical forms.
<i>Dynamics and expression marks</i> may include:	• tempo • volume • accents • phrasing • articulation • special effects.
<i>Appropriate personnel</i> may include:	• teachers • mentors • musicians • bandleaders • music conductors • choir leaders.
<i>Strategies</i> may include:	• music examinations • practice schedules

	• critical self-analysis • documenting weaknesses • formal written strategy.
<i>Repertoire</i> may include:	• classical • jazz • popular music • church.

Unit Sector(s)

Performing arts - music performance