



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF302A Prepare for performances

Revision Number: 2

CUSMPF302A Prepare for performances

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 use practice time to prepare for performances.

Application of the Unit

Musicians and vocalists apply the skills and knowledge outlined in this unit. Effective preparation involves not only practising the pieces to be performed, but applying strategies to overcome performance anxiety and ensuring due regard for personal health and safety considerations.

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

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Clarify performance requirements	1.1 Discuss performance requirements with appropriate personnel 1.2 Confirm own role and level of responsibility in relation to performances 1.3 Obtain required resources in a timely fashion and in line with level of responsibility
2. Practise instrument and/or act	2.1 Maintain personal practice to achieve the required standard for rehearsals and performance 2.2 Develop technical facility and address performance issues and weaknesses during private practice sessions 2.3 In consultation with appropriate personnel, develop interpretation of music to be performed 2.4 Participate in rehearsals as required and adjust performance techniques in response to feedback from others 2.5 Listen critically to own performance and the performance of others to inform own work 2.6 Respond to other players and adjust own performance in ensemble as required
3. Observe OHS principles in private practice	3.1 Establish practice routines to ensure correct posture and movement to minimise strain on the body 3.2 Ensure that practice sessions are of a suitable length to avoid fatigue and mental or physical stress 3.3 Perform warm-up exercises as part of practice routines 3.4 Apply principles of OHS in physical stance and posture during practice sessions and performance 3.5 Plan and take reasonable breaks for refreshment and relaxation
4. Use body effectively and safely	4.1 Assess and monitor body to realise its own potential and limitations and to maximise performance 4.2 Avoid danger of injury both to self and others through controlled use of body to maximise performance 4.3 Note possible stresses and strains of activity on specific parts of the body and take suitable preventative measures to minimise them 4.4 Where damage is done or suspected, seek advice promptly from appropriate sources and take recommended remedial action
5. Implement strategies	5.1 In consultation with appropriate personnel, identify the

ELEMENT	PERFORMANCE CRITERIA
to overcome the effects of performance anxiety	symptoms and likely causes of performance anxiety 5.2 Identify and implement a range of strategies to overcome performance anxiety to suit own needs and circumstances 5.3 Evaluate the effectiveness of strategies used to overcome performance anxiety and modify those strategies as required

Required Skills and Knowledge

- broad understanding of:
 - repertoire relevant to the selected instrument
 - 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
 - impact of different performance environments on musical outcomes
 - chosen genres and their musical forms and conventions in performance
 - chord and melodic formulae in area of specialisation
- issues and challenges that arise in the context of preparing for performances
- OHS practices, procedures and standards as they apply to using musical instruments and 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: • use personal practice time to reach the standard required for performances • respond positively to constructive feedback on own performance • take account of personal health and safety considerations during practice sessions • communicate effectively with others involved in practice sessions or rehearsals.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • 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 of candidate in practice sessions or rehearsals • testimonial from individual tutors • video or audio recordings of candidate in practice sessions or rehearsals • written or oral questioning to assess knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of issues associated with preparing for performances, including personal health and safety considerations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF301A Develop technical skills in performance • CUSMPF303A Contribute to backup accompaniment • CUSMPF304A Make a music demo • CUSMPF401A Rehearse music for group

	performances • CUSMPF404A Perform music as part of a group • CUSMPF406A Perform music as a soloist.
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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.

Performance requirements may include:

- time
- venue
- length of performance
- rehearsals
- private practice time
- content
- ensemble pieces
- solos
- dress standards.

Appropriate personnel may include:

- client
- musical director
- producer
- performer
- mentor
- teacher
- coach
- tutor
- conductor
- agent
- medical personnel
- psychologist.

Resources may include:

- instruments
- instrumental accessories:
 - reeds
 - strings
 - plectrums
 - mouth pieces
 - sticks, mallets, brushes and beaters
 - stands
 - pedals
 - microphones
 - amplifiers
 - samplers

	• mixers • enhancers • sheet music • music scores • music stands.
Strategies to overcome performance anxiety may include:	• focussing on a single element or action at a time • relaxation techniques, such as: • meditation • imagery/conscious visualisation • affirmations • stretching • deep breathing • light aerobic exercises • focussing on patterns rather than individual notes • warm-up routines.

Unit Sector(s)

Performing arts - music performance