



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF305A Develop improvisation skills

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 simple musical improvisation in a chosen area.

Application of the Unit

Musicians who perform improvisation in a range of musical genres and traditions apply the skills and knowledge outlined in this unit. They could be playing simple improvisations as they perform in jazz, blues, classical, folk or rock groups. More complex skills associated with performing before an audience are covered in:

- CUSMPF505A Perform improvisation for audiences.

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. Apply music knowledge to improvisation	1.1 In a <i>learning environment</i> develop an understanding of <i>musical elements</i> that lend themselves to embellishment in the context of improvisation 1.2 Develop aural-recognition skills sufficient to practise simple improvisation in chosen <i>area</i> 1.3 Seek feedback on own skill development from <i>relevant personnel</i> 1.4 Listen critically to live and recorded improvised music as a way of exploring different improvisation techniques
2. Practise improvisation	2.1 Develop improvisation <i>techniques</i> in chosen area 2.2 Improvise around musical elements suited to chosen area 2.3 Memorise repertoire as required 2.4 Seek feedback on own skill development from relevant personnel and refine techniques
3. Perform simple solo improvisation	3.1 Rehearse aspects of ensemble performance as required 3.2 Respond accurately to starting <i>cues</i> 3.3 Sustain musical impetus in the solo improvisation through dynamic use of musical elements 3.4 Listen carefully to other performers, respond aurally to their work and adjust own performance appropriately 3.5 Observe ensemble customs and protocols during performance 3.6 Provide a clear cue to the ensemble to finish the solo section 3.7 Seek feedback on own performance from relevant personnel and refine improvisation techniques

Required Skills and Knowledge

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

Required skills

- communication and teamwork skills sufficient to:
 - respond appropriately to aural cues
 - interpret music appropriately for improvisation
 - work collaboratively with others to develop own improvisation skills
 - respond positively to constructive advice from teachers and peers
- self-management and planning skills sufficient to:
 - plan own practice time
 - set realistic personal goals
 - memorise repertoire as required
- initiative and enterprise skills in the context of developing a creative approach to improvisation
- learning skills in the context of improving improvisation skills through practice
- technical skills sufficient to perform simple improvisation on chosen instrument

Required knowledge

- broad understanding of:
 - chosen genres and their musical forms and conventions for improvisation
 - instrumental combinations in selected area of specialisation
 - phrasing and shaping music appropriately
 - techniques for expressing appropriate musical nuance
 - musical elements listed in the range statement
 - musical vocabulary
- issues and challenges that typically arise in the context of developing improvisation skills
- 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: - perform simple solo improvisation in chosen area on a number of occasions - work collaboratively with members of an ensemble when developing improvisation skills.
Context of and specific resources for assessment	Assessment must ensure: - access to relevant instruments - opportunities to perform improvisation as part of an ensemble - 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: - observation of practice and/or performance - written or oral questioning on the music structures of improvisation - video and/or audio recordings of performances or practice sessions - written or oral questioning to test knowledge as listed in the required knowledge section of this unit - case studies and scenarios as a basis for discussing issues in performance of improvisation - portfolios or other documentation that demonstrate the processes used in improvisation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - CUSMLT301A Apply knowledge of genre to music making - CUSMLT302A Develop and apply aural-perception skills - CUSMPF301A Develop technical skills in performance

	• CUSMPF303A Contribute to backup accompaniment.
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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.

<i>Learning environment</i> may include:	• school • college • private tuition • rehearsal.
<i>Musical elements</i> may include:	• melody • chords and chord progressions • intervals • harmony • rhythm • notes • chord-scale relationships • expression • motifs • tone.
<i>Areas</i> may include:	• genre, such as: • blues • folk • rock • jazz • classical • any musical instrument • voice.
<i>Relevant personnel</i> may include:	• ensemble member • mentor • teacher • coach • tutor • musical director.
<i>Techniques</i> may include:	• variation of previous elements • two-chord progressions • 32-bar standards • arpeggios on chord sequences • note placement

	• intermediate chord substitution • theme and variation • forward motion • harmonic riffs • forming coherent melodic lines • creating contrasting motif lines • mixing chord tones and scales • single chromatic approaches • double chromatic approaches.
Cues may include:	• verbal • physical gestures • musical.

Unit Sector(s)

Performing arts - music performance