



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF406A Perform music as a soloist

Revision Number: 2

CUSMPF406A Perform music as a soloist

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 for audiences as a soloist. In addition to technical and musicianship skills, soloists need the confidence and self-assurance to perform live before an audience for short or long intervals. Well-developed stagecraft skills and an ability to engage audiences play a key role in successful solo performances.

Application of the Unit

Instrumentalists and vocalists who perform as soloists in all musical genres apply the skills and knowledge described in 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>
--	---

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Perform warm-up routine	1.1 Ensure that music is fully rehearsed to the required performance standard 1.2 Check instrument and other materials required for the performance to ensure their reliability in performance 1.3 Ensure accurate tuning of instrument where relevant 1.4 Warm up for the performance to ensure that sound production is secure from the beginning of the performance 1.5 Use relaxation techniques to overcome performance anxiety as required
2. Execute solo elements of performance	2.1 Apply music knowledge to enhance performance outcomes 2.2 Demonstrate imagination and innovation in the musical interpretation to maintain audience focus and attention 2.3 Use appropriate techniques to effectively realise performance style 2.4 Focus expressive skills effectively to engage self, accompanist and audience in the performance 2.5 Respond promptly and effectively to musical and stage studio direction as required 2.6 Listen critically to own and others' performance and continuously adjust own performance to produce the required sound 2.7 Demonstrate appropriate intonation dynamics, phrasing, rhythm and expression to produce the required sound 2.8 Sustain the musical line and/or harmony as required in the style and context of performance 2.9 Where relevant, maintain artistic and technical communication at all times with musical director
3. Evaluate performance	3.1 Assess the performance for its success in achieving its potential and incorporate evaluation into future performances 3.2 Measure performance against previous work to assess own technical and artistic development 3.3 Identify and note weaknesses and errors in the performance to improve future performances 3.4 Assess feedback and use for possible adjustment to future work 3.5 Plan strategies for refining solo performance and technical skills based on outcome of evaluations

Required Skills and Knowledge

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

Required skills

- communication and teamwork skills sufficient to:
 - interpret music appropriately for performances
 - collaborate effectively with other artists and technical personnel involved in performances
 - work with accompanists to achieve best performance outcomes
- listening skills in the context of:
 - listening critically to and adjusting own performance to achieve the required sound
 - recognising intervals, chords, scales and chord progressions in selected area of specialisation
 - responding to other players and adjusting own performance accordingly
- technical and problem-solving skills sufficient to:
 - use a range of instrumental techniques in selected area of specialisation
 - tune instrument to achieve intonation
 - use a variety of rhythms, time signatures, beat patterns and rhythmic styles relevant to specialisation
 - use a variety of scales, chord sequences and music systems in selected area of specialisation
- learning skills in the context of:
 - practising strategically to overcome specific technical, expressive or sound-production problems
 - using feedback to identify strengths and weaknesses in technique to improve own technical facility
- self-management and planning skills sufficient to:
 - plan practice time prior to performances
 - allow sufficient time for warm-up prior to performances
- initiative, enterprise and creativity in the context of:
 - extending musical boundaries in performance for self and audience within the performance context
 - phrasing and shaping music appropriately
 - understanding and expressing appropriate musical nuance
 - achieving own individual style of musical expression
 - performing appropriately for the context of venues, sound forces and perceived audience taste

Required knowledge

- music knowledge:

- repertoire knowledge in selected area of specialisation
- musical terminology, systems, elements and genres
- musical styles in selected area of specialisation
- group and solo performance protocols and customs
- issues and challenges that arise in the context of performing as a soloist
- OHS principles as they apply to performing:
 - relevant legislation
 - policies and best practice relevant to particular performance contexts
 - preventative practice against overuse injury and hearing damage
 - correct posture

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 proficiently as a soloist before an audience on at least three occasions • listen effectively to adjust intonation and nuance in performance • apply interpretation and expression skills • communicate effectively with others involved in performances.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • opportunities for solo performances before an audience • access to appropriate venue with adequate space and acoustic qualities for solo performances • 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 or video recordings of solo performances by the candidate • written or oral questioning on performance strategies • discussion of planning for a solo performance • relevant samples of artistic work with candidate's evaluation • authenticated details of relevant courses or training sessions • authenticated details of relevant artistic and/or commercial achievements • 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 discussion of methods, strategies and other issues in solo performance.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
--	--

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>Relaxation techniques</i> may include:	• mind to muscle: • meditation • imagery/conscious visualisation • affirmations • stretching • deep breathing • light aerobic exercises.
<i>Music knowledge</i> may include:	• repertoire • instruments • music analyses and research in selected area of specialisation • musical forms, systems, practices and customs • reading and writing music using written music, sheet music and chord charts • interpretation of directions for: • instrumentation • voicing • expression • timbre • attack • pitch • tempi • dynamics • solo and ensemble protocols for rehearsals and performances • improvisation in performance using aural cues only • chord and melodic formulae.
<i>Techniques</i> may include:	• improvisation • ornamentation • specific methods of instrumental attack • performance customs relevant to the style and context of the music in selected area of specialisation

	• preparing instruments during performance.
<i>Listening critically</i> may apply to:	• tuning instrument • using aural imagination to develop interpretation • pattern and sequence recognition and memory • recognising music systems and practices • chords and keys in tonal or other musical systems • reproducing sequences from memory • adapting own performance to the overall performance of the group.
<i>Strategies</i> may include:	• working effectively with an appropriate tutor • practising as a solo performer • participating in relevant groups or associations • participating in professional development and other learning opportunities • attending master classes • attending performances • contributing to and participating in festivals and conferences • being involved in a range of music-making activities as a soloist • studying performance techniques of a range of styles in selected area of specialisation • listening critically to a wide range of live and recorded music.

Unit Sector(s)

Performing arts - music performance