



Australian Government

Department of Education, Employment and Workplace Relations

CUSMPF606A Conduct musical performances

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 conduct musical performances.

In this unit high-level musical skills are required, along with a sound knowledge of the range and capability of instruments being used in performances. Strong interpersonal communication skills are essential, as is the ability to read and sometimes memorise orchestral and vocal scores.

Application of the Unit

Orchestral, chamber ensemble and musical theatre conductors apply the skills and knowledge described in this unit. They are responsible for communicating the overall style and intent of works they conduct to performers and to 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

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. Prepare for performances	1.1 Arrive punctually and check that equipment, instruments and accessories are at hand 1.2 Foster group cohesion by communicating calmly and supportively with performers during warm-up 1.3 Communicate last minute contingency measures calmly where required and anticipate consequences 1.4 Ensure that warm-up is appropriately brief and balanced, with minimal revision, to assist self and performers to prepare for the performance psychologically, physically and artistically 1.5 Where possible ensure that the warm-up venue is conducive to a positive outcome 1.6 Apply listening skills to ensure that individual and collective tuning of instruments is accurate
2. Observe protocols during performances	2.1 Dress appropriately for the performance occasion 2.2 Acknowledge the concertmaster according to stage protocol 2.3 On arrival at the podium acknowledge the audience with a bow 2.4 Observe performers to ascertain and expedite performance readiness 2.5 Observe audience for performance readiness and delay performance for a reasonable time as required 2.6 Acknowledge performers at the conclusion of performances or at other appropriate times 2.7 Acknowledge final applause with a bow or other appropriate response
3. Interact with performers	3.1 Make personal preparation and understanding of the score evident during performances 3.2 Communicate musical leadership clearly to performers through demeanour and body language 3.3 Maintain the engagement of all performers and direct energy to achieve performance excellence 3.4 Ensure that overall acoustic balance of instrumental and/or electronic forces is consistent and appropriate 3.5 Apply music knowledge and technical skills to bring out the best in performers and to achieve performance excellence 3.6 Monitor the body language of performers and ensemble members as a measure of their confidence in the

ELEMENT	PERFORMANCE CRITERIA
	conductor/director 3.7 Respond quickly and effectively to performance variations and minimise the consequent effect of any disruption 3.8 Maintain balance between the aspirations of different performers and their functions within the overall work
4. Interact with audiences	4.1 Establish effective contact with audiences in line with performance context 4.2 Control behaviour from the moment of entry to final exit in line with performance context 4.3 Direct verbal communication to audience audibly as required to contribute to their overall understanding of works 4.4 Achieve and sustain audience engagement throughout performances 4.5 Maintain responses to audiences in an alert, sensitive and courteous manner
5. Evaluate own performance	5.1 In consultation with relevant personnel, evaluate performances against planned outcomes 5.2 Assess own performance for its success in achieving the potential of musical works and performers 5.3 Measure performance against previous performances to assess own development 5.4 Assess performances for potential contribution they may make to future work 5.5 Identify aspects of own performance that could be improved 5.6 Respond to feedback constructively and apply to future work as appropriate

Required Skills and Knowledge

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

Required skills

- communication and teamwork skills sufficient to:
 - provide musical leadership and creative direction to performers and instrumentalists during live performances
 - work collaboratively with a wide range of people
 - work creatively with individual differences
 - work constructively with group dynamics
 - observe cultural protocols appropriate to the genre or area of specialisation
 - identify and deal positively and constructively with conflict
- initiative, enterprise and creativity in the context of:
 - demonstrating originality and innovative approaches to the performance and interpretation of music for self and others
 - extending musical boundaries for self and audience
 - phrasing and shaping music appropriately
 - understanding and expressing appropriate musical nuance
 - leading musical performances appropriately for the context of venues, sound forces and perceived audience taste
- listening skills sufficient to:
 - recognise intervals, chords, scales and chord progressions
 - understand appropriate intonation, dynamics, phrasing, rhythm and expression to produce the required sound for self and others
 - listen critically to the creative work of others to inform own work and the work of others
 - listen critically to and adjust own creative work to achieve the required sound for self and others
 - listen critically to continuously evaluate and adjust the performance of musical works
- planning and organisational skills sufficient to:
 - work within time frames to achieve planned outcomes
 - demonstrate punctuality in all work commitments
 - use time-management strategies to set priorities
- learning and self-management skills in the context of:
 - evaluating, adjusting and developing own work in line with planned career directions and artistic aspirations
 - discerning and listening to the advice of appropriate colleagues, experts and audience groups to adjust work in line with career direction
 - using appropriate posture, dress and other performance protocols
 - observing OHS requirements

- technical skills in the context of reading musical scores

Required knowledge

- music knowledge in area of specialisation, including:
 - interpreting music in performance
 - improvisation conventions
 - sight reading from charts or musical notation
 - appropriate repertoire
 - musical terminology
 - musical genres and styles
 - solo and group performance protocols
 - capability and features of a range of musical instruments
 - composition process
- issues and challenges that typically arise in the context of conducting musical performances
- techniques for moving the body and breathing to enhance musical performance of self and others
- OHS requirements and procedures in relation to performing

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: • conduct at least three musical performances • provide musical leadership • express musical vision through a range of musical forces • motivate performers to achieve their best.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • access to scores, charts or other written music resources • access to ensemble performers • access to performance venues and audiences • 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 candidate conducting musical performances • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • authenticated recordings of music performances where the candidate was the conductor • case studies and scenarios as a basis for discussion about issues and challenges that arise in the context of conducting musical performances.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSIND501A Apply music knowledge and artistic judgement • CUSMPF607A Lead music rehearsals.

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>Equipment, instruments and accessories</i> may include:	• voice and other acoustic and electronic musical instruments • baton • scores • strings • reeds • mouth pieces • sticks, mallets, brushes and beaters • tuners, tuning forks and electronic tuners • electronic equipment • audio and video recordings • sound reinforcement equipment, such as: • microphones • amplifiers • mixers • cabling • lighting and lighting equipment • special effects devices.
<i>Listening skills</i> may include:	• tuning instrument • listening to adjust the sound in solo or group performance • aural imagination to identify and develop interpretive options • pattern and sequence recognition and memory • recognising music systems and practices • chords and keys in tonal or other musical systems • reproducing sequences from memory • listening for balance in the overall sound.
<i>Understanding the score</i> may include:	• cadence • colour • giving effective cues for entries • heat dynamics • phrasing

	• structure • tempo • tone.
Music knowledge may include:	• repertoire • instrument knowledge • music analyses and research • marking up music rooms • musical forms, systems, practices and customs • using written music notation to read and write music, such as: • acoustic and electronic scores • sheet music • chord charts • interpretation and/or writing of directions for: • instrumentation • voicing • expression • timbre • attack • pitch • tempi • dynamics • sight reading • improvisation • shaping the performance of others.
Technical skills may include:	• characteristics of instruments • facility with techniques to control and enhance music making • taking into account technical requirements of specific instruments.
Relevant personnel may include:	• producer • sound engineer • performer • stage manager • music critic • mentor • composer • musical director • sound designer • production manager • manager

	• promoter • client.
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Unit Sector(s)

Performing arts - music performance