# Music Industry

## C Course

Front Cover Art provided by Canberra College student Aidan Giddings

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# VET Qualifications

For the **CUA20620 Certificate II in Music** the following packaging rules apply:

**Total number of units = 8**
**3 core units** plus
**5 elective units**, of which:
- at least 3 must be from Group A

- of the remaining listed elective units:

- all may be from Group A and/or Group B

- 1 unit may be from elsewhere in this or any currently endorsed Certificate I or above
  training package qualification or accredited course.

Elective units must be relevant to the work environment and the qualification, maintain the overall integrity of the AQF alignment, not duplicate the outcome of another unit chosen for the qualification, and contribute to a valid industry-supported vocational outcome.

### Competencies for Certificate II in Music

| Code | Competency Title | Core/ Elective |
|------|------------------|----------------|
| **BSBWHS211** | **Contribute to health and safety of self and others** | **Core** |
| **BSBTWK201** | **Work effectively with others** | **Core** |
| **CUAIND211** | **Develop and apply creative arts industry knowledge** | **Core** |
| CUAMCP211 | Incorporate technology into music making | Elective A |
| CUAMLT211 | Develop musical ideas and knowledge | Elective A |
| CUAMLT202 | Apply knowledge of music culture to music making | Elective A |
| CUAMPF111 | Develop skills to play or sing music | Elective A |
| CUAMPF112 | Perform simple musical parts in ensembles | Elective A |
| CUAMPF211 | Perform simple musical pieces | Elective A |
| CUAMPF213 | Perform simple repertoire in ensembles | Elective A |
| CUAMPF214 | Perform music from simple written notation | Elective A |
| CUASOU211 | Develop basic audio skills and knowledge | Elective A |
| CUASOU212 | Perform basic sound editing | Elective A |
| CUASOU213 | Assist with sound recordings | Elective A |

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

## VET Competencies Mapped to Course Units

Grouping of competencies within units may not be changed by individual colleges.

NOTE: When selecting units, colleges must ensure that they follow packaging rules and meet the requirements for the Certificate level. In the event that full Certificate requirements are not met a Statement of Attainment will be issued.

**VET Implementation Summary**

**Note:** The **core competencies** (highlighted) are covered over the first three semesters.

| BSSS Unit Title | | Competencies |
|---|---|---|
| **Performance Skills** | **1.0** | **BSBWHS211 Contribute to health and safety of self and others** |
| | | CUAMPF111 Develop skills to play or sing music |
| | | CUAMPF214 Perform music from simple written notation |
| **Working in the Music Industry** | **1.0** | **BSBTWK201 Work effectively with others** |
| | | CUAMLT211 Develop musical ideas and knowledge |
| | | CUAMPF211 Perform simple musical pieces |
| **Ensembles and Audio Skills** | **1.0** | **CUAIND211 Develop and apply creative arts industry knowledge** |
| | | CUAMPF112 Perform simple musical parts in ensembles |
| | | CUASOU211 Develop basic audio skills and knowledge |
| **Music and Technology** | **1.0** | CUAMCP211 Incorporate technology into music making |
| | | CUASOU212 Perform basic sound editing |
| | | CUASOU213 Assist with sound recordings |
| **Music Culture and Sound Editing** | **1.0** | CUASOU212 Perform basic sound editing |
| | | CUAMLT202 Apply knowledge of music culture to music making |
| | | CUAMPF213 Perform simple repertoire in ensembles |
| **Music Industry SWL 1** | **0.5** | **BSBTWK201 Work effectively with others** |
| **Music Industry SWL 2** | **0.5** | **CUAIND211 Develop and apply creative arts industry knowledge** |

# Course Name

Music Industry

# Course Classification

C

# Training Package Code and Title

CUA Creative Arts and Culture

# Course Framework

Written under the VET Quality Framework

# Course Developers

| Name | Qualifications | College |
|------|----------------|---------|
| Joella Keech | B.Ed. (double music); Grad Cert Ed; Cert IV TAE | UC SSC Lake Ginninderra |
| Elena Kemezys | Cert III Technical Production; Cert IV TAE | Canberra College |
| Kim Maloney | B.Ed Music; AMusA; Cert IV TAE | St Mary MacKillop College |
| Emma Kelly | Bachelor of Music (Hons); Grad Dip Ed (Secondary); Cert IV TAE | Narrabundah College |
| Peter Richens | B.Ed Music; Cert IV TAE | Dickson College |

This group gratefully acknowledges the work of previous developers, Daniel Bray, Sandy France, Jo Keech, David Mahon, Graham Monger, Kim Maloney, and Ben Sticpewich.

We acknowledge Henry South who worked on updating the competencies in 2021.

# Evaluation of Previous Course

The previous course offered flexibility and diversity within every semester. This gave students an opportunity to concentrate on an individualised program. This was a complex process for the teacher to evaluate. Student self-evaluation was a positive aspect in the evaluation process. The number of students obtaining a Certificate II, or a Statement of Attainment, in Music Industry, as an enhancement of the Senior Secondary Certificate, was an indicator of the successful implementation of the previous course.

# Course Length

The expected completion time for CUA20620 Certificate II in Music is 4 standard units.

## Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To receive a course, students must complete at least the **minimum** units over the whole minor or major course.

| Course | Number of standard units to meet course requirements |
|---|---|
| Minor | Minimum of 2 units |
| Major | Minimum of 3.5 units |
| Major Minor | Minimum of 5.5 units |

# Implementation Guidelines

## Prerequisites for the course or units within the course

There are no prerequisites in this course, but structured workplace learning is highly recommended for all students.

## Arrangements for students continuing study in this course

Students continuing in this course from the previous course must study course units not previously undertaken. Please refer to Duplication of Content rules below and mapping tables on page 5 for further information on duplication in units within the course.

## New and/or Updated Training Package

Training Packages are regularly updated through the mandatory continuous improvement cycle. This may result in updating of qualifications and a change in the combination of competencies within a qualification. Where qualifications from the new Training Package have been deemed to be equivalent, students may continue their study without interruption. Students will be granted direct credit for those competencies already achieved.

Where there are new competencies or updated competencies with significant change and these are deemed not equivalent, students may apply for Recognition of Prior Learning (RPL) for all or part of competencies.

Granting of RPL for competencies does not equate to units towards the Senior Secondary Certificate.  Refer to RPL on page 9.

## Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student, rests with the principal and the teacher delivering the course. While it is acceptable for a student to be given the opportunity to demonstrate competence over more than one semester, substantial overlap of content is not permitted. Students will only be given credit for covering the content once.

## Relationship to other courses

This course does not contain content that overlaps with content in other BSSS accredited courses.

This course shares common competencies with the following BSSS accredited courses:

- Live Production and Services C
- Musical and Stage Performance C
- Media A/T/M/V

## Suggested Implementation Patterns

Implementation may vary according to individual college choice of units.

| Implementation Pattern | Units |
|---|---|
| Semester 1, Year 11 | Performance Skills |
| Semester 2, Year 11 | Working in the Music Industry |
| Semester 1, Year 12 | Ensembles and Audio Skills |
| Semester 2, Year 12 | Music and Technology/Music Culture and Sound Editing |

# Subject Rationale

This qualification is designed to reflect the role of individuals who work in music industry. Students will be involved with producing and performing in musical settings across a range of areas. They will enhance this experience with demonstrations of relevant theoretical knowledge and listening skills. They may work as the member of an ensemble or as a soloist. This qualification is designed to develop a broad range of music industry skills which can articulate to tertiary studies in:

- Music
- Music Business
- Sound Production

Literacy and numeracy are embedded into this qualification through a variety of strategies:

- Reading with accuracy
- Understanding technical language
- Measurements
- Sequencing instructions

Utilising learning and assessment materials that reflect real vocational requirements

# Goals

Goals are statements of intended student outcomes. This course should enable students to develop and demonstrate:

- a knowledge of Workplace Health and Safety (WHS) as it applies to music and general safety in performance and production
- understanding and application of musical ideas and listening skills
- a knowledge of the creative arts industry in a variety of settings
- currency of industry information and sources
- a range of rehearsal and production processes
- the ability to read a form of music notation
- skills and techniques for performing music
- ensemble skills for performing music
- knowledge and understanding of musical style and culture
- the ability to incorporate technology into music making, perform basic sound editing and assist with sound recordings
- specialist terminology appropriate to the music industry
- an ability to work and learn individually and with others
- improvement of language, literacy, and numeracy skills
- the ability to work in a culturally diverse environment
- skills and techniques in production

# Student Group

This course is designed for students interested in the music industry. It focuses on the fundamental skills and underpinning knowledge required to pursue further training and employment in this industry.

It is envisaged that this course will meet the needs of students who have a particular interest or skill set in music performance and production. Students may wish to:

- further develop their skills for vocational, tertiary, or recreational studies
- investigate career pathways in the music industry
- pursue professional opportunities in the music industry

# Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competence outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Recognition of competence through the RPL process should be granted to students through gathering supplementary evidence against elements, skills and knowledge from the Training Package as well as through established assessment criteria. RPL may be granted for individual Units of Competence where the evidence is sufficient to do so.

A student having been granted RPL for one or more Units of Competence will still be required to fulfill the time-based component of units that contributes to points for the Senior Secondary Certificate.

To cater for this requirement, curriculum designers should design the course to be flexible enough to accommodate students who have gained some competencies through RPL.

Students may demonstrate the achievement of learning outcomes through challenge testing, interview, or other means that the teacher deems reasonable. Full records of the RPL process and results must be stored by the college for perusal by the National VET Regulator upon request and should confirmation be required for VET certification. The college must be informed of the application of RPL before the start of the unit that includes the competency. For RPL to be awarded, the Units of Competency must be demonstrated in the music industry context.

# Content

The essential concepts and content in this course is guided by the industry endorsed Creative Arts and Culture Training Package.

**Concepts**

- Understanding the nature of industry structure and opportunities
- Preparing for a career in the music industry
- Management of self and working with others in the workplace

**Industry Practices and Workplace Knowledge**

- Performance opportunities both locally and in the wider community
- Understanding the demands of rehearsal and performance
- Safe practices in rehearsal and performance
- Understanding production processes required in the workplace
- Local, national, and international industry knowledge

**Essential Skills Development**

- Personal instrumental/production skills
- Ensemble skills
- Performance stagecraft skills and knowledge
- Production operations skills and knowledge
- Effective communication and interpersonal skills in the music industry.

# Teaching and Learning Strategies

This C course will attract students with a wide range of abilities and interests. The aim is to achieve a national Certificate qualification. A Statement of Attainment will be awarded for partial completion when all competencies are not attained according to Training Package rules. Teaching and learning strategies must accommodate delivery of underpinning essential skills and knowledge required as identified in the Training Package. Any tasks should contribute to the evidence required to deem a student competent.

It is recommended that teachers use a variety of modes of presentation to address different learning styles. Structured Workplace Learning is highly recommended for extension of students' understanding of the real world of work. Simulated work environments are also valuable. Variety in delivery mode can also contribute to more meaningful and motivating learning experiences.

Teaching strategies that are particularly relevant and effective include:

- responses to focus questions
- direct observation
- oral or written tasks
- portfolios of evidence
- workplace reports of on-the-job performance
- evaluations
- industry projects or performances
- practical performances
- practical demonstration
- mentoring
- simulation of live events
- case Studies
- performance in live events outside of the school environment
- theatre production or live event within the college environment
- practical workshops including improvisation
- rehearsal strategies and WHandS
- ensemble performance techniques
- consolidation and practice of fundamental skills in performance and production
- Quality Teaching Framework
- BSSS resources
- curriculum differentiation
- cooperative learning structures
- tactical teaching (reading strategies)
- formative assessment

Evidence of competence must be collected via a variety of assessment strategies. These could include industry projects; observations; case studies; interviews; workplace projects; structured workplace learning placements; and third party on the job assessment reports that are undertaken in this unit.

Teachers must use this document in conjunction with the Units of Competence from the **CUA20620 Certificate II in Music**, which provides performance criteria, range statements and assessment contexts. Please note that competence must be demonstrated over time and in the full range of music industry contexts.

# Reasonable adjustment

The units in this course are suitable for students requiring reasonable adjustment for delivery and assessment. However, standards of competency (outcomes) as dictated by National Training Packages **cannot be modified**. Students must demonstrate competence to the level required by industry in order to gain a Statement of Attainment or Vocational Certificate.

# Assessment

The identification of assessment task types, together with examples of tasks, provides a common and agreed basis for the collection of evidence of student achievement of competencies. This collection of evidence also enables a comparison of achievement within and across colleges, through moderation processes. BSSS requirements and Standards for Registered Training Organisations (RTOs) stipulate that assessment of competencies must be reliable, valid, fair, and flexible. Refer to the Standards for RTOs 2015 in this document on page 18 for further information.

There should be a variety of assessment tasks delivered each semester, in line with other BSSS Accredited courses. The performance and knowledge evidence listed in the training package is essential in developing assessment tasks. Collectively, these assessment tasks need to provide evidence for **every** element of **every** competency being delivered in the relevant semester.

An assessment rubric for one core competency is included in Appendix A. This will assist in ensuring that evidence collected will be valid and sufficient. A similar rubric needs to be created for ALL competencies included in the relevant semester.

Students will be assessed based on whether they are able to demonstrate competence to the standard required in the Training Package against Units of Competency. Essential skills and knowledge will be incorporated. Students will be deemed competent or not yet competent. Students must have timely access to current and accurate records of their progress towards achieving competence. RTO Colleges must ensure that regular feedback and further opportunities are provided for students to develop the knowledge and skills required to be deemed competent.

## Competency Based Assessment

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. This evidence must be gathered over a number of assessment items. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

- **Task skills –** undertaking specific workplace task(s)
- **Task management skills –** managing a number of different tasks to complete a whole work activity
- **Contingency management skills –** responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients
- **Job/role environment skills –** dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures, or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with trade colleagues. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used.

Quality outcomes can only be assured through the assessment process. The strategy for assessment is based on an integration of the workplace competencies for the learning modules into a holistic activity. The awarding of vocational qualifications is dependent on successful demonstration of the learning outcomes within the modules through the Integrated Competency Assessment that meets the Training Package rules and requirements.

The integrated assessment activity will require the learner to:

- use the appropriate key competencies,
- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, and
- integrate the most critical aspects of the competencies for which workplace competency must be demonstrated.

## Structured Workplace Learning (SWL): Assessment

Structured Workplace Learning is the workplace component of a nationally recognised industry specific VET in Schools program. It provides supervised learning activities contributing to an assessment of competence, and achievement of outcomes and requirements of a particular Training Package. (Please refer to BSSS Policies and Procedures Manual for Board policy on SWL)

Students must be able to demonstrate identified competencies in SWL units with direct reference to elements of competence and required skills and knowledge from the relevant Training Package. Assessment of SWL units is competency based and reliant on the gathering of sufficient evidence from a student's work placement. Students need to complete a minimum of 27.5 hours to obtain credit for an SWL. Students will be awarded a grade Pass or Participated in the SWL unit (refer section 4.3.6.3 Unit Grades – BSSS Policies and Procedures Manual).

# Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity, and acceptability of Board certificates.

## The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of assessment instruments for all accredited C courses two Moderation Days. Moderation commences within individual colleges. Teachers develop assessment programs and instruments according to the VET Quality Framework. Teachers of C courses are required to present portfolios of student work for verification that units are taught and assessed as documented and validation that assessment meets industry standards.

## Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of competency assessment against the NVR standards. This is achieved by matching student performance with the elements, skills, knowledge, and critical aspects for assessment outlined in each competency in the relevant training package. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

## Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment tasks and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T, M and C course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

## The College C Course Presentation

The package of materials presented by a college for review on moderation days in each C course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item. As there is no BSSS course framework for C courses, it is a requirement that all the Units of Competence studied within the semester unit are printed in their entirety directly from *training.gov.au* and submitted.

- **one** student portfolio. This portfolio contains the VET assessments as presented by the student. Details of the competencies covered are to be included on the 'C' Individual Student Profile (ISP), which is available from ACS. Ensure that the college grade, '**P**' or '**Q**', is indicated on Part B on the Presentation Review Proforma (PRP).

Requirements for specific subject areas will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

**Visual evidence for judgements made about practical performances**

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS guidelines at:

http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers

for current information regarding all moderation requirements including subject specific and photographic evidence.

# Resources

The following are suggested resources:

**Books**

Simpson, S. (2012). *Music business*. 1st ed. London: Omnibus Press.

Watt, A. (2014). *Welcome to the jungle*. 3rd ed.

Mulligan, M. (2015). *Awakening: The Music Industry in the Digital Age*. 1st ed. [S.l.]: CREATESPACE.

Awakening: The Music Industry in the Digital Age (2015)

Heazlewood, J. (2014). *Funemployed*. 1st ed.

Blow Your Own Trumpet: A Musicians Guide to Publicity and Airplay (2012)

Piggott, S. (n.d.). *Blow You Own Trumpet - A Musician's Guide to Publicity and Airplay*. 1st ed. Marrickville: Two Fish Out of Water.

Messenger, N., Richardson, S. and Butler, B. (2008). *Business structures and governance*. 1st ed. Woolloomooloo, N.S.W.: Arts Law Centre of Australia.

Fargher, C. and Richardson, S. (2005). *The arts insurance handbook*. 1st ed. Woolloomooloo, N.S.W.: Arts Law Centre of Australia.

Rolfe, A. (n.d.). *X Festival*. 1st ed.

**Organisations and Websites**

Anon, (2016). [online] Available at: http://MusicBiz.com.au Bookstore

Anon, (2016). [online] Available at: http://www.musicnsew.com [Accessed 24 Nov. 2016]

Australiacouncil.gov.au. (2016). *Home | Australia Council*. [online] Available at: http://www.australiacouncil.gov.au

Amin.org.au. (2016). *AMIN - Australian Music Industry Network*. [online] Available at: http://www.amin.org.au

AMCOS, A. (2016). *APRA AMCOS*. [online] Apraamcos.com.au. Available at: http://apraamcos.com.au

theMusic. (2016). *Australasian Music Industry Directory*. [online] Available at: http://themusic.com.au/meta/the-mags/australasian-music-industry-directory

Air.org.au. (2016). *Home*. [online] Available at: https://www.air.org.au

# Physical Resources

- Access to library and online resources such as industry magazines, recorded music, digital and analogue sound samples, and interactive multimedia
- Notation software such as Sibelius, MuseScore and Noteflight
- Recording software such as Audacity, Pro Tools and Ableton
- Equipment
    - Musical instruments
    - Electronic Keyboard – MIDI facilities
    - 1 computer/5 students for sequencing/recording and administration purposes
    - Speakers for studio
    - CD burner
    - DVD player
    - Stereo with USB facility
    - Turn tables
    - Electronic tuner
    - Basic PA for vocal/instrumental amplification
    - Equaliser – 30 band
    - Effects unit – basic reverbs
    - A sample range of hearing protection devices including a sound level meter
    - multi meter
    - Amplifiers
    - Mixing console – mono, stereo
    - Cables and connectors
    - DI boxes
    - Microphones: Dynamic and Condenser
- Information Technology software and programs
- Buildings
    - Recording Studio or sound-proof space
    - Secure storage for student's sound equipment and private instruments
- Concert/Performance venues – on and off the job

# Proposed Evaluation Procedures

Course evaluation will be a continuous process. Teachers will meet regularly to discuss the content of the course and any requirements for modification of activities, teaching strategies and assessment instruments. The current trends and innovations in the teaching of the **Music Industry C** course will be considered as teachers attend workshops, seminars and participate in discussion groups with other teachers such as on Moderation Day.

Teachers will monitor student performance and progress and student responses to various teaching, learning and assessment strategies. Students and teachers will complete evaluation questionnaires at the end of each unit. The results of these will be collated and reviewed from year to year. There will also be a continuous monitoring of student numbers between Years 11 and 12.

Informal discussions between teachers and students, past students, parents. and other teachers will contribute to the evaluation of the course.

In the process of evaluation, students, teachers, and others should, as appropriate, consider:

- Implementation issues
- Curriculum issues
  - Relevance
  - Scheduling
  - effectiveness of RPL processes
  - integration of training and assessment procedures (on and off the job)
- Student outcomes (achievement of qualification levels)
- Student pathways (further education and training, employment etc,)
- Feedback from students, employers, CIT, and any partnering RTOs
- Retention rates to graduation, any reasons for non-completion
- Are the course and Course Framework still consistent?
- Were the goals achieved?
- Was the course content appropriate?
- Were the teaching strategies used successful?
- Was the assessment program appropriate?
- Have the needs of the students been met?
- How many students completed the course in each of the years of accreditation?
- How many units of competency did students attain by the end of the course?

## Standards for Registered Training Organisations 2015

These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:
- *National Vocational Education and Training Regulator Act 2011*
- VET Quality Framework

The purpose of these Standards is to:
- set out the requirements that an organisation must meet in order to be an RTO;
- ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study; and
- ensure RTOs operate ethically with due consideration of learners' and enterprises' needs.

To access the most recent version of the standards, refer to:
https://www.legislation.gov.au/Details/F2017C00663
To access the most recent version of the Users' Guide to the Standards refer to:
https://www.asqa.gov.au/standards

## Guidelines for Colleges Seeking Scope

Colleges must apply to have their scope of registration extended for each new qualification they seek to issue. There is no system-level process. Each college must demonstrate capacity to fulfil the requirements outlined in the Training Package. Applications for extension of scope are lodged through the Australian Skills Quality Authority (ASQA).

# Performance Skills                                               Value: 1.0

**Performance Skills a**                                            **Value 0.5**
**Performance Skills b**                                            **Value 0.5**

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 6.

## Specific Unit Goals

This unit should enable students to:

- Contribute to health and safety of self and others
- Develop skills to play or sing music
- Perform music from simple written notation

# Content

All content below must be delivered:

- Work safely
- Implement work safety requirements
- Participate in WHS consultative processes
- Become familiar with chosen instrument or voice
- Prepare to play instrument or sing
- Perform simple pieces
- Explore conventions of music notation
- Perform notated music on an instrument or voice
- Identify opportunities for further development of music reading skills

## Units of Competency

Competence must be demonstrated over time and in the full range of music industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from the CUA Creative Arts and Culture Training Package, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

| Code | Competency Title | Core/Elective |
|------|------------------|---------------|
| **BSBWHS211** | **Contribute to health and safety of self and others** | **Core** |
| CUAMPF111 | Develop skills to play or sing music | Elective A |
| CUAMPF214 | Perform music from simple written notation | Elective A |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: https://training.gov.au/Training/Details/CUA20620

## Teaching and Learning Strategies

Refer to page 10.

## Assessment

Refer to Assessment on page 11.

## Resources

Refer to Resources on page 14.

# Working in the Music Industry                        Value: 1.0

**Working in the Music Industry a**                        **Value 0.5**
**Working in the Music Industry b**                        **Value 0.5**

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 6.

## Specific Unit Goals

This unit should enable students to:

- Work effectively with others
- Develop musical ideas and knowledge
- Perform simple musical pieces

## Content

All content below must be delivered:

- Develop effective workplace relationships
- Contribute to workgroup activities
- Deal effectively with Issues problems and conflict
- Identify and differentiate a range of musical styles
- Develop musical ideas and knowledge
- Update and maintain music knowledge
- Explore the range and capability of chosen instrument or voice
- Maintain and care for instrument or voice
- Use personal practice time to develop skills
- Perform simple pieces

## Units of Competency

Competence must be demonstrated over time and in the full range of music industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from the CUA Creative Arts and Culture Training Package, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

| Code | Competency Title | Core/Elective |
|------|------------------|---------------|
| **BSBTWK201** | **Work effectively with others** | **Core** |
| CUAMLT211 | Develop musical ideas and knowledge | Elective A |
| CUAMPF211 | Perform simple musical pieces | Elective A |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:
https://training.gov.au/Training/Details/CUA20620

## Teaching and Learning Strategies

Refer to Teaching and Learning Strategies on page 10.

## Assessment

Refer to Assessment on page 11.

## Resources

Refer to Resources on page 14.

# Ensembles and Audio Skills

**Value: 1.0**

| | |
|---|---|
| **Ensembles and Audio Skills a** | **Value 0.5** |
| **Ensembles and Audio Skills b** | **Value 0.5** |

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 6.

## Specific Unit Goals

This unit should enable students to:

- Develop and apply creative arts industry knowledge
- Perform simple musical parts in ensembles
- Develop basic audio skills and knowledge

## Content

All content below must be delivered:

- Source and apply creative arts information
- Update and maintain creative arts industry knowledge
- Prepare to perform simple musical parts in an ensemble
- Perform simple musical parts in ensemble
- Improve own performances
- Prepare for audio set-up
- Complete tasks using audio equipment
- Complete post-production tasks

## Units of Competency

Competence must be demonstrated over time and in the full range of music industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from the CUA Creative Arts and Culture Training Package, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

| Code | Competency Title | Core/Elective |
|---|---|---|
| **CUAIND211** | **Develop and apply creative arts industry knowledge** | **Core** |
| CUAMPF112 | Perform simple musical parts in ensembles | Elective A |
| CUASOU211 | Develop basic audio skills and knowledge | Elective A |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:
https://training.gov.au/Training/Details/CUA20620

## Teaching and Learning Strategies

Refer to Teaching and Learning Strategies on page 10.

## Assessment

Refer to Assessment on page 11.

## Resources

Refer to Resources on page 14.

# Music and Technology                                     Value: 1.0

**Music and Technology a**                                  **Value 0.5**
**Music and Technology b**                                  **Value 0.5**

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 6.

## Specific Unit Goals

This unit should enable students to:

- Incorporate technology into music making
- Perform basic sound editing
- Assist with sound recordings

## Content

All content below must be delivered:

- Explore the potential of technology in music making
- Explore techniques for making music using technology
- Use technology to make music
- Prepare for editing sound
- Assemble sequences for editing
- Edit sound sequences
- Finalise sound edits
- Assist with pre-recording checks
- Contribute to recording operations

## Units of Competency

Competence must be demonstrated over time and in the full range of music industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from the CUA Creative Arts and Culture Training Package, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

| Code | Competency Title | Core/Elective |
|------|-----------------|---------------|
| CUAMCP211 | Incorporate technology into music making | Elective A |
| CUASOU212 | Perform basic sound editing | Elective A |
| CUASOU213 | Assist with sound recordings | Elective A |

It is essential to access [www.training.gov.au](www.training.gov.au) for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: [https://training.gov.au/Training/Details/CUA20620](https://training.gov.au/Training/Details/CUA20620)

## Teaching and Learning Strategies

Refer to Teaching and Learning Strategies on page 10.

## Assessment

Refer to Assessment on page 11.

## Resources

Refer to Resources on page 14.

# Music Culture and Sound Editing                                 Value: 1.0

**Music Culture and Sound Editing a**                                **Value 0.5**
**Music Culture and Sound Editing b**                                **Value 0.5**

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 6.

## Specific Unit Goals

This unit should enable students to:

- Perform basic sound editing
- Apply knowledge of music culture to music making
- Perform simple repertoire in ensembles

## Content

All content below must be delivered:

- Prepare for editing sound
- Assemble sequences for editing
- Edit sound sequences
- Finalise sound edits
- Research information on the contexts of musical styles
- Develop own knowledge of music culture in Australian society
- Maintain currency of information and sources
- Research ensemble playing
- Use group practice time to develop performance skills
- Perform simple repertoire as part of an ensemble

## Units of Competency

Competence must be demonstrated over time and in the full range of music industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from the CUA Creative Arts and Culture Training Package, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

| Code | Competency Title | Core/Elective |
|------|-----------------|---------------|
| CUASOU212 | Perform basic sound editing | Elective A |
| CUAMLT202 | Apply knowledge of music culture to music making | Elective A |
| CUAMPF213 | Perform simple repertoire in ensembles | Elective A |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:
https://training.gov.au/Training/Details/CUA20620

## Teaching and Learning Strategies

Refer to Teaching and Learning Strategies on page 10.

## Assessment

Refer to Assessment on page 11.

## Resources

Refer to Resources on page 14.

# Music Industry SWL 1             Value: 0.5

## Prerequisites

Structured Workplace Learning can be undertaken on successful completion of at least one standard unit.

## Duplication of Content Rules

Refer to page 6.

## Specific Unit Goals

This unit should enable students to:

- consolidate learning and demonstrate competence in an industry environment
- provide evidence that can contribute to competencies identified for this placement
- develop personal, technical, and social skills to enhance their performance as an employee
- work individually and as a team member to achieve organisational goals

## Units of Competency

Teachers must use this document in conjunction with the Units of Competence from CUA Creative Arts and Culture Training Package, which provides performance criteria, range statements and assessment contexts. Competence must be demonstrated over time and in the full range of music industry environments.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

| Code | Competency | Core/Elective |
|------|-----------|---------------|
| **BSBTWK201** | **Work effectively with others** | **Core** |

It is essential to access [www.training.gov.au](www.training.gov.au) for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: [https://training.gov.au/Training/Details/CUA20620](https://training.gov.au/Training/Details/CUA20620)

## Assessment

Students need to complete a minimum of 27.5 hours in a Vocational Placement to obtain credit for this unit (0.5).

Assessment of competence on the job must include observation of real work processes and procedures.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in gathering evidence to assess competence. Evidence can also be collected through supervisor's reports, third party peer and client reports.

### Structured Workplace Learning Assessment

Refer to page 12.

### Competency Based Assessment

Refer to page 11.

# Music Industry SWL 2                                           Value: 0.5

## Prerequisites

Structured Workplace Learning can be undertaken on successful completion of at least one standard unit.

## Duplication of Content Rules

Refer to page 7.

## Specific Unit Goals

This unit should enable students to:

- consolidate learning and demonstrate competence in an industry environment
- provide evidence that can contribute to competencies identified for this placement
- develop personal, technical, and social skills to enhance their performance as an employee
- work individually and as a team member to achieve organisational goals

## Units of Competency

Teachers must use this document in conjunction with the Units of Competence from CUA Creative Arts and Culture Training Package, which provides performance criteria, range statements and assessment contexts. Competence must be demonstrated over time and in the full range of music industry environments.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

| Code | Competency | Core/Elective |
|------|-----------|---------------|
| **CUAIND211** | **Develop and apply creative arts industry knowledge** | **Core** |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:
https://training.gov.au/Training/Details/CUA20620

## Assessment

Students need to complete a minimum of 27.5 hours in a Vocational Placement to obtain credit for this unit (0.5).

Assessment of competence on the job must include observation of real work processes and procedures.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in gathering evidence to assess competence. Evidence can also be collected through supervisor's reports, third party peer and client reports.

### Structured Workplace Learning Assessment

Refer to page 12.

### Competency Based Assessment

Refer to page 11.

## Appendix A – Example of Evidence for a Unit of Competency

**Every competency delivered in the relevant semester requires an Assessment Rubric**

| TRAINING PACKAGE | CUA | Creative Arts and Culture Training Package | | | | | |
|---|---|---|---|---|---|---|---|
| **COMPETENCY** | **BSBWHS211** | **Contribute to health and safety of self and others** | | | | | |
| QUALIFICATION | CUA20615 | Certificate II in Music Industry | **Practical \*** | **Questioning \*** | **Third Party Report** | **Written** | **C/NYC** |
| **ELEMENT** | **PERFORMANCE CRITERIA** | | | | | | |
| **1** | **Work safely** | | **Tick method of assessment** | | | | |
| 1.1 | Follow provided safety procedures and instructions when working | | | | | | |
| 1.2 | Carry out pre-start systems and equipment checks according to workplace procedures | | | | | | |
| 1.3 | Follow workplace procedures for responding to emergency incidents | | | | | | |
| **2** | **Implement work safety requirements** | | | | | | |
| 2.1 | Identify designated persons to whom queries and concerns about safety in the workplace should be directed | | | | | | |
| 2.2 | Identify existing and potential hazards in the workplace, report them to designated persons and record them according to workplace procedures | | | | | | |
| 2.3 | Identify and implement WHS procedures and work instructions | | | | | | |
| 2.4 | Identify and report emergency incidents and injuries to designated persons according to workplace procedures | | | | | | |
| 2.5 | Identify WHS duty holders and their duties for own work area | | | | | | |
| **3** | **Participate in WHS consultative processes** | | | | | | |
| 3.1 | Contribute to workplace meetings, inspections and other WHS consultative activities | | | | | | |
| 3.2 | Raise WHS issues with designated persons according to organisational procedures | | | | | | |
| 3.3 | Take actions to eliminate workplace hazards and reduce risks | | | | | | |

\* Please be aware of moderation requirements for these forms of evidence. The requirements can be found at:
http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers

# Appendix B – Course Adoption

## Condition of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

## Adoption Process

Course adoption must be initiated electronically by an email to bssscertification@ed.act.edu.au by the principal or their nominated delegate.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and **A** and/or **T** or **C** to the **Classification/s** section of the table.

| | | | | | |
|---|---|---|---|---|---|
| **College:** | | | | | |
| **Course Title:** | Music Industry | | | | |
| **Classification/s:** | C | | | | |
| **Framework:** | VET Quality Framework | | | | |
| **Dates of Course Accreditation:** | | **from** | 2017 | **to** | 2023 |