



Certificate II in Music Industry (Pop Performance and Song writing) Course Outline



Course Name	Certificate II in Music Industry (Songwriting and Pop Performance)
Course No.	CUA20615
Start date	Fridays from 9:30 until 15:30, commencing on 10/02/17 32 weekly sessions for one year (2 Semesters) (Mid Semester break from 10 th July – 24 th July)
Location	St. Paul's Creative Centre Cnr of Pulteney Street and Flinders Street Adelaide SA 5000
Course Requirements	An ability to play an instrument or sing, at least at an introductory level is required. There is an age equivalent to Year 10 (15-16 years old)
Special Requirements	Students will be required to complete a minimum of on hour per week of individual rehearsals outside of lesson times. It expected that students participating in the course will have access to, or own, their own instruments (singers excepted) which they will be required to bring to class.
SACE Credits	30 Credits at Stage 1
Course Description	Do you have The Voice? Pop Performance and Song writing is a full year program in creative song writing and ensemble music performance. Focusing on contemporary pop music (pop, dance, r'n'b, folk/acoustic etc.) students will examine the different styles of contemporary music and their relevance, learn structured methods to song writing and exploring creativity, ensemble performance, getting the right sound on stage, set up and use of a small P.A., rehearsal techniques and preparing for a performance. Over the full year students will write original songs which they will be given the opportunity to perform for a live recording. The course will be delivered by a popular local musician (to be announced) .
Course Content	Units of competency explored: BSBWHS201 – Contribute to health and safety of self and others This unit describes the skills and knowledge required to work in a manner that is healthy and safe in relation to self and others and to respond to emergency incidents. It covers following work health and safety (WHS) and emergency procedures and instructions, implementing WHS requirements and participating in WHS consultative processes.

	<p>BSBWOR203 – Work effectively with others</p> <p>This unit describes the skills and knowledge required to work cooperatively with others and deal effectively with issues, problems and conflict.</p> <p>CUAIND201 – Develop and apply creative arts industry knowledge</p> <p>This unit describes the skills and knowledge required to develop and apply basic creative arts industry knowledge to industry practices, including industry structures and operations, employment obligations and opportunities, the impact of new technology, and identification of industry laws and regulations.</p> <p>CUAMPF101 – Develop skills to play or sing music</p> <p>This unit describes the skills and knowledge required to develop elementary skills in singing or tuning, playing and caring for an instrument.</p> <p>It applies to individuals with little or no musical experience who are embarking on a career in singing or playing a specific musical instrument and need close guidance and supervision.</p> <p>CUASOU203 – Assist with sound recordings</p> <p>This unit describes the skills and knowledge required to undertake routine sound recording tasks using a variety of recording equipment in a studio or live environment.</p> <p>It applies to individuals who work under close supervision and have responsibility for assisting with setting up recording equipment, doing sound checks, monitoring the quality of recorded sound, labelling/logging recordings and solving routine problems that might occur during the recording process. Individuals in this role might work in a variety of creative arts industry sectors, including stage productions, music recording studios, television, radio, film, video and online environments.</p> <p>CUASTA202 – Assist with bump in and bump out of shows</p> <p>This unit describes the performance outcomes, skills and knowledge required to assemble, pack, load and unload physical elements for productions in the screen, media, entertainment and events industries.</p> <p>At this level, individuals are working under the direct supervision of experienced personnel.</p>
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	<p>CUARES201 – Collect and organise content for broadcast</p> <p>This unit describes the skills and knowledge required to compile routine information for broadcast or publication.</p> <p>It applies to individuals who work under close supervision and are responsible for assisting with the preparation of routine content for media programs, interactive media products, websites, social media and print publications.</p> <p>CUAMLT202 – Apply knowledge of music culture to music making</p> <p>This unit describes the skills and knowledge required to explore aspects of music culture in Australian society, and to apply that information to own music making.</p> <p>It applies to individuals entering the music industry, who are identifying positive values in a selected musical style, as well as the repertoire, challenges and technology relevant to that style. This work is undertaken under close supervision and guidance.</p>
<p>Future Pathways</p>	<p>Pathways include Musician, song writer, radio producer, sound mixer, sound producer, sound technician.</p> <p>Students may be able to continue with Certificate III in Music</p>
<p>Assessment</p>	<ul style="list-style-type: none"> - Final projects - Teacher questioning - Worksheets/notes - Teacher observations (with checklists / self-assessment opportunities) - Journals / Personal Reflection after each session - Work placement / volunteering opportunities

Assessment
(contd.)

Evidence Gathering Techniques

The following matrix identifies the type of evidence that will be collected towards competency and to enable judgements to be made about student's competency in each unit

Units of Competency	A	B	C	D	E	F	G
BSBWHS201	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BSBWOR203	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CUAIND201	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CUAMPF101	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CUASOU203	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CUASTA202	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CUARES201	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CUAMLT202	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key

A – Projects
B – Teacher Questioning
C – Worksheets/workbook
D – Teacher Observations with checklists and self assessment

E – Diary/Journal
F – demonstration/performance
G – work placement feedback or evidence gathered through work placement

Topics Covered include

Introduction to Pop Performance and Song writing
What makes up a hit pop song?

Genres/stylistic choices of contemporary music
Why are certain genres popular?

Song writing structure and methods

Exploring creativity
Ensemble performance, working in a group

Set up and use of small P.A
Sound on stage, Front of House

Preparing for a performance:
Rehearsal techniques, voice projection

Training Cost	\$2,500.00 including GST
Other Costs	None
Number Of Students	Minimum 10 Maximum 20
Contact Person	Matthew Hayward, Head of Training Phone (08) 7320 3313 Mobile 0402 596 797 E-mail matthew@musicSA.com.au

Please note: all courses have minimum enrolments that must be achieved for courses to proceed. Unit selection may be subject to change.