

Important Note for Teachers

These resources support delivery of CUAMCP₃₁₁ – Create Simple Musical Compositions in VETDSS.

SongMakers is not a Registered Training Organisation (RTO). These support resources do not replace an RTO’s Training and Assessment Strategy (TAS) or accredited assessment tools.

Session plans and assessments are provided as guides and should be adapted to suit learners, contexts, and RTO compliance requirements.

Assessment Overview	
<p>Learners will complete the following assessments for CUAMCP₃₁₁ – Create Simple Musical Compositions:</p> <ol style="list-style-type: none"> 1. Major Songwriting Project (Sessions 1–7) Full group composition, documentation, live performance, and reflection. 2. SongMakers 10-Minute Songwriting Challenge (Session 9) Quick solo/group song idea composed and performed within 10 minutes, with reflection. 3. Copyright & Song Registration Task (Session 8) Understanding copyright requirements, documentation, and registration process. <p><i>Optional:</i> If learners are also undertaking the SongMakers Copyright UoC, Assessment 3 is covered there and does not need to be repeated.</p>	
<p>Note: Assessments 1 and 2 include performance opportunities that may also serve as evidence for other music units.</p>	

Useful Links		
Unit of Competency: CUAMCP₃₁₁ Create Simple Musical Compositions	Songmakers Session Planner	SongMakers Songwriting Website Resources

Assessment 1:**Major Songwriting Project (linked to Sessions 1–7)****Task:**

In small groups, learners write and present a complete original song.

The song must include:

- Lyrics that reflect style or influence.
- Melody and chords that follow standard conventions and suit the chosen style.
- Arrangement that demonstrates the use of instruments, voices, and/or technology.

Learners must also:

- Rehearse the song and prepare it for live performance.
- Perform the song live and record a reference performance.
- Document the song in one agreed format e.g. lyrics, chord chart, tab or DAW file.
- Identify whether the song is conventional/ unconventional in style. Explain why.
- Reflect on the songwriting process, including challenges faced, strategies used, and responses to feedback.
- Confirm with trainer when and how the song will be submitted.

Evidence Required:

- Final lyric sheet.
- Documentation (notation, chord chart, lead sheet, or audio evidence) and/or recorded performance.
- Peer/trainer feedback records.
- Trainer notes confirming reflection discussion
- Trainer notes confirming discussion of style (conventional/unconventional).
- Trainer notes confirming submission method/timeframe.

Mapped Requirements

- Performance Criteria: 1.1–1.4, 2.1–2.7, 3.1–3.3, 4.1–4.2.
- Performance Evidence (PE): 1, 2, 3
- Knowledge Evidence: KE1–KE9.

Assessment Evidence and Observation Checklist Assessment 1 – Major Songwriting Project	
Evidence Collected	Completed (✓)
Song documentation (e.g. chords chart, lyrics, DAW file, tab)	
Recorded live performance (audio/video)	
Reflection (journal, Q&A responses, or oral/video reflection)	
Peer feedback records	
Trainer notes confirming discussion of conventional/unconventional style	
Documentation stored (dated, saved, evidence of record keeping)	
Observation Checklist	Completed (✓)
Brainstorming ideas (lyrics, style, influences, structure)	
Development of melody and chords (applying conventions, progressions, intervals)	
Arrangement and rehearsal with group	
Performance of complete original song (live)	
Use of technology/instruments suited to style and purpose	
Discussion and decision-making on song style (conventional/unconventional, with reasoning)	



Assessment Evidence and Observation Checklist

Assessment 1 – Major Songwriting Project

Evidence Collected	Completed (✓)
Song documentation (e.g. chords chart, lyrics, DAW file, tab)	
Reflection on process and response to feedback	
Application of copyright notice/awareness of rights	
Presentation of composition in agreed format and timeframe	

Assessment 2:

SongMakers 10-Minute Songwriting Challenge (Session 9)

Learners compose a short new song idea within 10 minutes, working solo or in a group.

The song must include:

- **Lyrics, melody and/or chords** created within the time limit.
- A **live presentation** of the idea to the class

Learners must also:

- Record the mini-song performance (audio or video).
- Discuss and reflect on issues and challenges faced, and how they were resolved.

Evidence Required

- Live or audio recording of song
- Trainer notes confirming reflection discussion.

Mapped Requirements

- Performance Criteria (PC): 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.4
- Performance Evidence (PE): 1, 2, 3
- Knowledge Evidence (KE): 1, 2, 3, 4, 5, 6

<p style="text-align: center;">Assessment Evidence Checklist Assessment 2 – SongMakers 10-Minute Songwriting Challenge</p>	
Evidence Collected	Completed (✓)
Audio/video recording of mini-song performance	
Reflection (issues/challenges encountered + how resolved)	
Observation Checklist	Completed (✓)
Generation of song idea (lyrics, melody and/or chords) within timeframe	

Demonstrates ability to apply melody conventions and chord progressions	
Experiments/adjusts ideas creatively using aural skills	
Seeks or responds to peer/trainer feedback in the process (
Presents new song idea live or recorded	

Assessment 3

Copyright & Song Registration Task (Session 8)

Task:

Learners show understanding of copyright requirements by:

- Reviewing the Protect Your Song page (SongMakers).
- Documenting their song in an agreed format e.g. lyrics, chord chart, tab, DAW file).
- Completing a mock APRA AMCOS registration form (Song Information Template).
- Explaining to their trainer
 - how their song has been protected.
 - copyright symbol requirements in Australia.

- why copyright matters and how registration supports careers.

Evidence Required:

- Song documentation in chosen format.
- Completed Song Information Template (mock registration).
- Short written, oral, or video reflection on copyright.
- Trainer notes confirming learner explanation of protection method and copyright symbol requirements.

Maps to:

- Performance Criteria: 3.1, 3.2, 4.1, 4.2.
- Performance Evidence (PE): 1, 2, 3
- Knowledge Evidence: KE4, KE7, KE8.

Assessment Evidence Checklist Assessment 3 – Copyright & Song Registration	
Evidence Checklist	Completed (✓)
Song documentation in chosen format (lyrics, chord chart, lead sheet, tab, or DAW file)	
Completed Song Information Template (mock APRA AMCOS registration)	
Trainer notes confirming learner explanation of: – how their song has been protected – copyright symbol requirements in Australia	



Observation Checklist	Completed (✓)
Documents original song in agreed format	
Completes mock APRA AMCOS registration form accurately	
Explains how their song is protected (copyright basics)	
Explains correct use of copyright symbol in Australia	
Reflects on why copyright matters and how registration supports careers	

UoC Requirement		Assessment 1		Assessment 2		Assessment 3
Performance Criteria (PCs)						
1.1 Confirm purpose of song/piece	✓	Brainstorming + trainer discussion				
1.2 Select styles, elements, forms/structures	✓	Brainstorming + song plan				
1.3 Select instruments, techniques or technologies	✓	Arrangement/rehearsal evidence				
1.4 Agree on convention/format for presentation	✓	Trainer notes + performance format	✓	Mini-song composition		
2.1 Apply standard melody conventions	✓	Songwriting draft/final	✓	Mini-song composition		
2.2 Identify climax points, harmonies, intervals	✓	Songwriting process + documentation				
2.3 Align lyrics with melody	✓	Lyric + melody development	✓	Mini-song performance		
2.4 Use chord progressions and sequences	✓	Chord chart/DAW evidence	✓	Mini-song performance		
2.5 Confirm melody is rhythmically coherent	✓	Songwriting + performance				
2.6 Test and manipulate musical elements using aural techniques	✓	Rehearsal notes + peer feedback	✓	Mini-song performance		

Create simple musical compositions

2.7 Assess difficulty/register of melody and match to style	✓	Trainer observation, reflection				
3.1 Evaluate and adjust own work	✓	Reflection + draft to final comparison			✓	Explains song protection
3.2 Seek feedback, refine composition	✓	Peer/trainer feedback records	✓	Feedback during 10-min challenge	✓	Registration discussion
3.3 Discuss aural perception skills, identify improvement strategies	✓	Reflection journal				
4.1 Apply copyright notice to composition					✓	Reflection + trainer notes
4.2 Present composition in agreed format/timeframe	✓	Final submission			✓	Song documentation + Song Info Form
Performance Evidence (PE)						
Compose at least two different simple songs/pieces	✓	Full group composition	✓	10-minute song idea		
Use musical elements and melody conventions suited to composition type	✓	Songwriting development	✓	Mini-song performance		
Apply critical listening and aural perception skills	✓	Rehearsal + reflection	✓	Improvisation/aural testing		

Present compositions in agreed format	✓	Recorded live performance	✓	Mini-song presentation	✓	Song documentation, registration
Apply copyright notice/awareness					✓	Song protection + explanation
Knowledge Evidence (KE)						
KE1 Conventional/unconventional styles, forms, structures	✓	Style discussion/reflection				
KE2 Chord progressions and sequences in melody	✓	Song documentation	✓	Mini-song		
KE3 Scope/capacity of instruments	✓	Arrangement/rehearsal				
KE4 Aural techniques in composing	✓	Rehearsal, feedback	✓	Mini-song	✓	Reflection on copyright process
KE5 Process for composing melodies	✓	Lyric + melody development	✓	Mini-song		
KE6 Techniques for using technology to present works	✓	Documentation, DAW	✓	Recording/presentation		
KE7 Copyright requirements and formats					✓	Song Info Form, trainer notes
KE8 Communication skills to gather feedback	✓	Peer/trainer feedback	✓	Feedback in 10-min challenge	✓	Trainer explanation
KE9 Issues/challenges in composing + strategies to resolve	✓	Reflection journal	✓	Reflection on issues/challenges		



SONGMAKERS – VET Music
CUAMCP₃₁₁
Create simple musical compositions