



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUVCOR12B Review history and theory for application to artistic practice**

**Release: 1**

## **CUVCOR12B Review history and theory for application to artistic practice**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit descriptor**

This unit describes the skills and knowledge required to source and review information on history and theory for application to own work. The unit goes beyond the general understanding of an area of work (covered in unit CUVCOR11B Source information on history and theory and apply to own area of work) to encompass the notion of linking knowledge to one's own practice. The unit provides underpinning skills and knowledge for all areas of arts practice.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### **Application of the Unit**

Not Applicable

### **Licensing/Regulatory Information**

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

This unit underpins many specialisation units, and combined assessment and/or training with those units is highly recommended.

## Employability Skills Information

### Employability skills

This unit contains employability skills.

## 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 <b>Source information on history and theory.</b>	1.1 Identify and access appropriate <i>sources</i> of information on history and theory. 1.2 <i>Gather</i> and organise information systematically.
2 <b>Review information on history and theory.</b>	2.1 Select <i>information</i> relevant to particular areas of interest. 2.2 Extract <i>key ideas and concepts</i> for possible relevance to own work. 2.3 <i>Evaluate</i> key ideas and concepts for potential relevance to own work.
3 <b>Apply information to own work.</b>	3.1 Formulate own <i>ideas on the specific ways</i> in which information may be used within work. 3.2 Integrate ideas into the development of own work.

## Required Skills and Knowledge

### Required Skills and knowledge

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

#### Required skills:

- literacy skills sufficient to source, organise, evaluate information on history and theory for integration into own arts practice.

#### Required knowledge:

- general knowledge about sources of information about history and theory relevant to own arts practice
- theoretical and historical contexts relevant to own arts practice, including work of other artists
- knowledge about information organisation practices to assist in arts practice
- awareness of copyright and intellectual property issues and legislation in relation to the use of information and ideas in own work

### **Required Skills and knowledge**

- ways in which history and theory may be used in the development of own arts practice.

## Required Skills and knowledge

## Evidence Guide

### 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.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The following evidence is critical to the judgement of competence in this unit:

- demonstration of effective use of information within own arts practice
- general knowledge of history and theory and the ways in which it may be used within own work.

#### **Context of and specific resources for assessment**

The assessment context must provide for:

- project or work activities that allow the candidate to review and apply information to the development of work.

#### **Method of assessment**

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies to assess ability to review information for application to different work contexts
- questioning and discussing candidate's intentions and the work outcome
- written or verbal reports
- written and visual documentation
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties e.g.

## **EVIDENCE GUIDE**

speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials resources and equipment needed to identify, select, gather and evaluate information. It also requires resources to assist the integration of the selected information into the development of the work.

## Range Statement

### 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.

Arts practice may involve one, or more than one, area of the arts including:

- arts administration
- dance
- design
- multi-media
- music
- photoimaging
- visual arts and contemporary craft
- writing.

***Sources*** may include:

- cultural, historical, scientific texts
- film, video, web
- images, objects
- journal articles
- oral histories
- performances, presentations, dance
- religious and spiritual texts
- stories
- technical or medium specific information.

***Information*** may relate to:

- aesthetics
- criticism
- cultural issues
- gender and identity issues
- histories of art, craft and design
- histories of performance
- land and place
- new technologies
- politics



## **RANGE STATEMENT**

- presentations and related skills
- signs and symbols
- spiritual concerns
- world histories.

## RANGE STATEMENT

***Gathering*** and collating information involves accessing information in a culturally appropriate way and systematically organising information by means of:

- charts
- data base
- diagrams
- files, notebooks, diaries
- indices
- mind maps
- sketches.

***Key ideas and concepts*** may involve consideration of:

- cultural traditions
- elements and principles of design pertaining to own area of arts practice
- technical characteristics/qualities of specific work by others in own area of arts practice
- the relationship of the work to a theoretical and historical context in own area of arts practice
- the subject matter or theme relevant to work in own area of arts practice and this may involve the following; the body, identity land and place, political, cultural, social issues, spiritual concerns.

***Evaluating*** may involve:

- comparing
- considering constraints/parameters of key ideas and concepts
- considering merit
- contrasting
- discussion and debate
- reflecting.

***Ideas on specific ways*** in which information may be used may relate to:

- current trends in practice
- deliberate contrast to current trends
- shared philosophies with other artists
- the use of contrasting techniques
- the use or adaptation of particular techniques.

## **Unit Sector(s)**

Not Applicable