



Australian Government

Department of Education, Employment and Workplace Relations

CUVPRP501A Realise a body of creative work

Release: 1

CUVPRP501A Realise a body of creative work

Modification History

Version	Comments
CUVPRP501A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to realise a coherent body of creative work. Practitioners integrate conceptual, technical and organisational skills to create work in their chosen creative form.

Application of the Unit

Creative practitioners at the beginning of their professional practice apply the skills and knowledge in this unit. They have a well-developed command of materials, process and technique. Completed work conveys strong conceptual and theoretical development.

This unit reflects the integrated creative process that is so important to artistic practice. It may be applied to any creative form and, in practice, is combined with other discipline-specific units that address specialised technical skills.

At this level, work is undertaken independently with mentoring and guidance as required.

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

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

<p>1. Develop ideas for a coherent body of work</p>	<p>1.1 Establish and explore a <i>developing range of sources</i> to inform new ideas</p> <p>1.2 Support professional practice by extending knowledge of historical and contemporary references</p> <p>1.3 Evaluate developing ideas and options for creative work using <i>critical and creative thinking approaches</i></p> <p>1.4 <i>Consider the professional potential of ideas</i></p> <p>1.5 Where appropriate, refine personal thinking through consultation with <i>relevant people</i></p> <p>1.6 Develop ideas or designs based on research, reflection and suitability for the intended purpose</p>
<p>2. Plan and organise the production of work</p>	<p>2.1 Confirm the <i>scope and objectives of the work</i> based on the project concept</p> <p>2.2 Evaluate and organise financial, physical and other resources based on in-depth knowledge of the creative form</p> <p>2.3 Set up or gain access to an appropriate work space</p> <p>2.4 Develop a <i>realistic timeframe</i> for the production of work</p> <p>2.5 Evaluate and respond to <i>project constraints</i></p> <p>2.6 Monitor project workflow against the plan</p>
<p>3. Develop own approach to documenting the body of work</p>	<p>3.1 Evaluate <i>options for documenting and recording work</i> and the ideas and research that inform it</p> <p>3.2 Consider <i>information for inclusion</i> and the need to reveal the process of work</p> <p>3.3 Select and develop own approach and presentation style</p> <p>3.4 Document production of work from initial ideas to realisation</p>
<p>4. Collaborate with others</p>	<p>4.1 Seek and be open to critical analysis of own work by others</p> <p>4.2 Participate <i>critically and knowledgeably</i> in conversations that explore different ways of doing things</p> <p>4.3 Explore and experiment with ideas that come from collaboration</p>
<p>5. Create finished work</p>	<p>5.1 Use safe work practices to manipulate selected materials, processes and technologies with increasing confidence and skill</p> <p>5.2 Challenge and test technical and conceptual aspects of the work during production</p> <p>5.3 Finish work to professional standard</p>

6. Evaluate own artwork	6.1 Review work in progress against personal, professional and artistic objectives 6.2 Identify and respond to <i>opportunities for refinement and re-thinking</i> 6.3 Evaluate <i>efficiency and effectiveness</i> of the work process 6.4 Evaluate finished work in terms of its <i>coherence with the project concept</i> , technical resolution and suitability for the intended purpose
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Required Skills and Knowledge

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

Required skills

- communication skills to:
 - collaborate with others as part of the creative process
 - discuss abstract ideas with others
 - create a professional documentation of work
- critical thinking and analytical skills to:
 - evaluate, distil and select ideas for application to own work
 - evaluate own work in terms of its coherence
- initiative and enterprise skills to develop ideas and create work that responds to creative and professional objectives
- learning skills to:
 - receive and integrate constructive criticism from others
 - engage in an ongoing process of skills development
- literacy skills to:
 - interpret information dealing with complex or abstract ideas
 - document work in ways that communicate processes and ideas
- numeracy skills to manage project costs
- problem-solving skills to creatively resolve conceptual and technical issues that arise within the work
- self-management and planning skills to plan and coordinate a creative project from initial concept to realisation
- technical skills to apply, adapt and refine specialised skills relevant to the particular creative form

Required knowledge

- relationship between technique, materials and process in the relevant creative form
- cultural, sociological, philosophical, aesthetic, political and commercial influences on chosen area of work, in historical and contemporary contexts
- critical and creative thinking techniques and how they work in the context of creative practice
- professional opportunities in the relevant area of creative practice
- typical problems that occur during the production of a body of creative work, and how to avoid or resolve them
- commonly used research methodologies for creative practitioners
- current and emerging practice for documenting work in a creative context
- basic project management techniques, particularly in relation to work planning, time management and resource management
- intellectual property issues and legislation associated with professional creative practice

- sustainability issues associated with the tools and materials used in the chosen creative form
- organisational and legislative OHS procedures in relation to chosen creative form

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	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • create a coherent body of creative work that is technically and conceptually resolved, is consistent with the project concept, and is finished to a professional standard • consider the professional potential for proposed work • document the work creatively from initial idea to realisation • evaluate and discuss work in an informed way • use safe and sustainable work practices.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • appropriate resources for the production of work, including work space, tools, equipment and materials • studio and workshop facilities.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • evaluation of a body of work produced by the candidate • evaluation of processes used by the candidate to conceive, plan and realise the work • direct observation of work in progress • group peer review of the work • evaluation of a candidate's visual diary or other forms of documentation showing the development of the work • questioning and discussion about candidate's intentions and the work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. <p>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, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p>

	<ul style="list-style-type: none">• specialisation units for any creative form.
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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.

<p><i>A developing range of sources</i> provides access to:</p>	<ul style="list-style-type: none"> • ideas that challenge own work to date • in-depth exploration of ideas already touched on • previously unexplored ideas • uses of new techniques, materials or processes • ideas that challenge own beliefs.
<p><i>Sources</i> may include:</p>	<ul style="list-style-type: none"> • art critics • art history texts • artworks • cultural theorists • design ideas • exhibitions • films • galleries • images • internet • journal articles • museums • myths and legends • objects • oral history • own experience • performances • presentations • philosophers • social commentators • technical or medium-specific information • writings.
<p><i>Critical and creative thinking approaches</i> may include:</p>	<ul style="list-style-type: none"> • blog or wiki • brainstorming • daydreaming and mental wandering • discussion • Edward de Bono's Six Thinking Hats • graphic organisers: <ul style="list-style-type: none"> • concept fans • visual maps

	<ul style="list-style-type: none"> • webbing • lateral thinking games • making associations • mind mapping • morphological analysis • sketching • social networking • storytelling • sub-culture surfing • trigger words • use of metaphors and analogies • vision circles • visualisation • wishful thinking • word salads.
Professional potential may relate to:	<ul style="list-style-type: none"> • collaboration • market trends • professional development • saleability.
Relevant people may include:	<ul style="list-style-type: none"> • employers • mentors • other creative practitioners • peers • potential customers • teachers.
Scope and objectives of the work may relate to:	<ul style="list-style-type: none"> • brief for the work • competition criteria • creative criteria • ideas to be communicated • number of items to be produced • potential to exhibit and sell • self-development potential • time for creation.
Realistic timeframe takes account of:	<ul style="list-style-type: none"> • availability of materials • client needs • complexity of the work • other commitments • potential for external factors to impact • sponsor requirements.
Project constraints may include:	<ul style="list-style-type: none"> • availability of outsourced production or assistance • budget

	<ul style="list-style-type: none"> • client preferences • potential for burn-out • public safety • safety requirements • saleability • technical skills and knowledge • time.
<p><i>Options for documenting and recording work</i> may include:</p>	<ul style="list-style-type: none"> • blog or wiki • digital presentations • maquettes • notes and other written text • online forum • photographic record • physical portfolio • practice pieces • verbal presentation • visual diary.
<p><i>Information for inclusion</i> may include:</p>	<ul style="list-style-type: none"> • challenges encountered • intellectual property considerations • development of techniques • early ideas • external references and sources • input from others • refinement processes for ideas and techniques • use of materials and processes • work log, including time and expenses.
<p><i>Critically and knowledgably</i> may include:</p>	<ul style="list-style-type: none"> • familiarity with the work of others • knowledge of materials, process and technique • substantiated ideas and positions.
<p><i>Opportunities for refinement and re-thinking</i> may relate to:</p>	<ul style="list-style-type: none"> • collaboration • ideas • materials • market demand • processes • techniques • workflow.
<p><i>Efficiency and effectiveness</i> may relate to:</p>	<ul style="list-style-type: none"> • aesthetic or functional quality of the work • completion on budget • completion on time • positive or negative impact on own health • success in communicating ideas

	<ul style="list-style-type: none">• technical standard of work.
<i>Coherence with the project concept</i> may relate to:	<ul style="list-style-type: none">• connection of ideas within the work• connections or divergence in process between initial concept and final product• materials• processes• techniques.

Unit Sector(s)

Industry capability – professional practice