



Australian Government

Department of Education, Employment and Workplace Relations

CUVPRP606A Extend expertise in a specialised art form to professional level

Release: 1

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Modification History

Version	Comments
CUVPRP606A	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 extend expertise in a specialised art form to develop professional work for the public domain. It involves self-directed research and the independent use of specialised materials, processes and techniques.

Application of the Unit

Creative practitioners at this level produce work of a professional standard that demonstrates a mature engagement with the potential of their chosen art form. Their command of materials, process and technique is highly developed. This unit may be applied to any art form.

In practice, this unit is combined with the units CUVPRP601A Originate a body of independent creative work and CUVPRP605A Evolve ideas for professional creative work.

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

1. Maintain currency of specialised knowledge in professional practice	<p>1.1 Initiate own <i>exposure to contemporary practice</i> in chosen art form</p> <p>1.2 Proactively identify and explore the potential of new and emerging technologies, materials and methodologies</p> <p>1.3 Evaluate impacts of current and emerging trends on the creation of ideas, production of work and management of professional creative practice</p>
2. Evolve ideas in a specialised art form	<p>2.1 Research historical and contemporary themes and concepts in chosen art form</p> <p>2.2 Analyse the motivations, philosophies and cultural origins of different works in chosen art form</p> <p>2.3 Identify <i>new sources and research opportunities</i></p> <p>2.4 Identify the potential for <i>individualised or specialised research</i> based on current practice</p> <p>2.5 Evolve own ideas and develop innovative approaches</p> <p>2.6 Hone and adapt concepts for work based on emerging ideas and research</p>
3. Manage specialised resources	<p>3.1 Evaluate the requirements for the set-up, handling and storage of specialised materials, tools and equipment</p> <p>3.2 Create <i>resource management systems</i> that support professional practice</p>
4. Refine specialised technique to professional level	<p>4.1 Integrate command of technique, materials and process to create finished work of professional standard suitable for the public domain</p> <p>4.2 Deepen individual engagement with techniques, ideas and the relationships between them</p> <p>4.3 Apply critical and creative thinking to challenge, adapt and refine the creative work</p>
5. Resolve technical and conceptual challenges	<p>5.1 Troubleshoot technical challenges that arise in the creation of work based on detailed understanding of <i>specialised materials and processes</i></p> <p>5.2 Develop innovative solutions that allow for experimental approaches</p> <p>5.3 Find solutions that enhance the conceptual integrity of the work</p>
6. Finish and prepare work for public presentation	<p>6.1 Finish work to a professional standard using specialised techniques for the chosen art form</p> <p>6.2 Develop and apply effective approaches to safety and sustainability in the final preparation of work</p>
7. Evaluate professional work	<p>7.1 Seek and apply <i>constructive criticism</i> from others</p> <p>7.2 Evaluate work against planned strategy for own creative practice</p> <p>7.3 Evaluate own work in the context of work by others</p> <p>7.4 Adjust work processes and practice to improve technical,</p>

	conceptual and commercial outcomes
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Required Skills and Knowledge

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

Required skills

- communication skills to engage with others at a professional level
- critical thinking and analytical skills to independently analyse and evaluate ideas to inform original work
- initiative and enterprise skills to independently generate new ideas and work opportunities
- learning skills to evaluate own skills against professional practice strategy
- literacy skills to:
 - interpret information dealing with complex or abstract ideas
 - document work in ways that communicate processes and ideas
- numeracy skills to calculate resource costs
- problem-solving skills to:
 - challenge, adapt and refine work projects

creatively resolve conceptual and technical issues that arise within the work

- self-management and planning skills to plan and coordinate creative work from initial concept to realisation
- technical skills to apply and adapt specialised skills related to particular art form

Required knowledge

- scope of research potential for professional artists in a specialised area of creative work
- relationship between ideas, technique, materials and process in the relevant art form
- cultural, sociological, philosophical, aesthetic, political and commercial influences on chosen area of work, in historical and contemporary contexts
- typical problems that occur during the production of a body of creative work, and how to avoid or resolve them
- resource management options relevant to the chosen art form
- specialised finishing techniques in the chosen art form
- intellectual property issues and legislation associated with creative professional practice
- sustainability issues associated with the tools and materials used in the chosen art form
- organisational and legislative OHS procedures in relation to chosen art 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"> • apply knowledge of materials, processes and techniques for a particular art form • manage specialised resources for the particular art form • originate and realise a coherent body of creative work in a particular art form • create work of a professional standard for sale, promotion or use in the public domain • evaluate and discuss work in a professional context.
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.
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 independently conceive, plan and realise the work • direct observation of work in progress • evaluation of a candidate's visual diary or other forms of documentation showing the development of the work, including research and ideas development • group peer review 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">• CUVPRP601A Originate a body of independent creative work• CUVPRP605A Evolve ideas for professional creative work.
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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.

<i>Exposure to contemporary practice</i> may include:	<ul style="list-style-type: none"> • artist workshops • current exhibitions • professional networking • self-initiated research of current and emerging methodologies.
<i>New sources and research opportunities</i> may relate to:	<ul style="list-style-type: none"> • analysis of greater subtlety and distinction • areas of research not already explored • component resourcing • consumer trends • current business theories • emerging government policy • emerging research • fashion/design trends • individuals in any fields of endeavour • innovative organisations • international trends • research in greater depth • research of broader scope • social trends.
<i>Individualised or specialised research</i> may involve:	<ul style="list-style-type: none"> • in-depth focus on a particular: <ul style="list-style-type: none"> • idea • material • medium • process • technique • investigation of a perceived deficiency in own work • intensive mentoring with a more experienced peer.
<i>Resource management systems</i> may relate to:	<ul style="list-style-type: none"> • logistics of moving large scale materials or equipment • managing studio preparation • shared space systems • storage of raw materials • storage of work in progress • storage of finished work • systems for managing the life of materials • transport options.

<i>Specialised materials and processes</i> are those that apply to a particular art form, such as:	<ul style="list-style-type: none">• ceramics• digital content• drawing• glass art• illustration• jewellery design• painting• photo imaging• printmaking• public art• sculpture• textile design• wood design.
<i>Constructive criticism</i> may involve criticism in terms of:	<ul style="list-style-type: none">• aesthetics• philosophical foundations• social context• technique.

Unit Sector(s)

Industry capability – professional practice