



**Australian Government**

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

# **CUVCOR04B Originate concept for own work and conduct critical discourse**

**Release: 1**

## **CUVCOR04B Originate concept for own work and conduct critical discourse**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit descriptor**

This unit describes the skills and knowledge required to originate the concept and conduct critical discourse about the concept for own work. The concept encompasses ideas, form and context for the work. The unit includes the need for research and analysis of ideas and references, plus the creation of innovative concepts. It also includes a requirement for critical and informed discourse with others about one's own work. This unit both encompasses and goes beyond unit CUVCOR03B Develop, refine and communicate concept for own work.

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>Research concept ideas.</b>	<ul style="list-style-type: none"><li>1.1 Identify and <i>source</i> references which may inform concept development.</li><li>1.2 Critically analyse sources and references in the context of current work.</li><li>1.3 Collect, collate and analyse references to inform <i>concept</i> development.</li></ul>
2 <b>Generate concept.</b>	<ul style="list-style-type: none"><li>2.1 Develop a range of different, innovative and creative approaches for the concept based on the nature of own artistic practice.</li><li>2.2 Reflect on and integrate ideas generated from research.</li><li>2.3 Consider possible <i>constraints</i> for the concept, based on nature and purpose of work.</li><li>2.4 Continuously reflect on and appraise ideas for the concept.</li><li>2.5 Synthesise and refine concept based on research, reflection and relevant constraints.</li></ul>
3 <b>Conduct critical discourse.</b>	<ul style="list-style-type: none"><li>3.1 Identify <i>relevant individuals</i> to participate in critical <i>discourse</i> about work concepts.</li><li>3.2 Identify potential ways in which discourse may be undertaken, and select the most appropriate.</li><li>3.3 Provide key information on work concepts and concept <i>development</i> including influences, evaluation of options and <i>problem-solving strategies</i>.</li><li>3.4 Use effective communication techniques to generate discussion, debate and critical analysis of the concept.</li></ul>
4 <b>Adjust and refine concept.</b>	<ul style="list-style-type: none"><li>4.1 Undertake own analysis of concept and challenge ideas and approaches taken.</li><li>4.2 Seek input and comments from others about the concept.</li><li>4.3 Re-evaluate and refine options for the concept based on own analysis and critical discourse with others.</li></ul>

## 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 research and evaluate a wide range of source materials for the development of the concept for own work
- literacy skills sufficient to conduct a critical discourse about the concept for own work.

#### Required knowledge:

- a wide range of sources of information pertaining to the development of the concept
- in-depth appropriate communication methods to encourage critical discourse about the concept for own work
- the theoretical and philosophical context for concept development
- other artists/designers/curators/arts administrators and their development of concepts for their own work
- thorough knowledge of the elements and principles of design and how they may be used in the development of the concept for own work
- copyright, moral rights and intellectual property issues and legislation which assist the development and critical discourse of the concept for own work.

## 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:

- development of the concept through a process of selecting and critically analysing source material, then synthesising and refining the concept for own

## EVIDENCE GUIDE

	<p>work</p> <ul style="list-style-type: none"><li>• effective participation in a critical discourse about the concept for own work which shows a command of relevant references, terminologies and ideas.</li></ul>
<b>Context of and specific resources for assessment</b>	<p>The assessment context must provide for:</p> <ul style="list-style-type: none"><li>• practical demonstration of skills through research and concept generation through multiple pieces of work</li><li>• interaction with others in a critical discourse about the concept for own work.</li></ul>
<b>Method of assessment</b>	<p>Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:</p> <ul style="list-style-type: none"><li>• participation in a critical discourse on the candidate's work concepts</li><li>• discussion and questioning about research and development processes</li><li>• written and/or verbal reports</li><li>• visual presentation, including diagrams, charts, slides, using digital technology</li><li>• review of portfolios of evidence</li><li>• third party workplace reports of performance by the candidate.</li></ul> <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 e.g. speakers of languages other than English, remote communities and those with interrupted schooling).</p> <p>Assessment of this unit requires access to the materials resources and equipment needed to source, organise and analyse information.</p>

## 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.

***Source*** materials may include:

- company reports
- direct observation from the natural or built environment
- music and/or film/video
- myths and legends
- oral history
- photographs and other artworks
- promotional material
- range of texts/text types
- technical reports/data.

***Critically analysing sources and references*** in the context of current work may involve:

- considering how ideas may be adapted
- considering how ideas may be challenged within work
- drawing links between references and own work
- making judgements about relevance of information and ideas.

The ***concept*** may include:

- the relationship of the work to a theoretical and historical/contemporary context
- the relationship of the work to new and emerging technology and its current and potential application
- the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural or social issues; spiritual concerns.

***Constraints*** for the concept may include:

- audience
- availability of materials, tools and equipment
- budgeting

## RANGE STATEMENT

- presentation venue/context
- sponsorship
- timeframe.

*Relevant individuals* may include:

- art critics and writers
- mentor
- other artists
- peer group
- supervisor.

*Discourse* may involve:

- electronic - video conference, Internet
- forum
- use of diagrams, charts
- visual and oral presentation
- written and visual presentation.

Influences on the *development* of the concept may include:

- discussion and debate about the concept with peers/supervisor
- the conceptual development of work by other artists/designers/curators/arts administrators
- theoretical and philosophical considerations.

*Problem solving strategies* may include:

- further evaluation of concept against personal affinity with the idea, social conventions and or significance and aesthetic considerations
- further reflection on concept
- innovation, thinking beyond established boundaries or conventions.

## Unit Sector(s)

Not Applicable