



**Australian Government**

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

# **CUVCOR13B Research and critically analyse history and theory to inform artistic practice**

Release: 1

## **CUVCOR13B Research and critically analyse history and theory to inform artistic practice**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit descriptor**

This unit describes the skills and knowledge required to research and analyse history and theory for application to artistic practice. The unit includes the need for critical analysis of information, and the challenging of different points of view to inform personal work. As such the unit goes beyond the skills and knowledge included in CUVCOR11B Source information on history and theory and apply to own area of work and CUVCOR12B Review history and theory for application to artistic 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>Research history and theory.</b>	<p>1.1 Identify relevant sources of <i>information</i> on history and theory.</p> <p>1.2 Identify and <i>explore potential</i> new and alternative <i>sources</i> which are relevant to own <i>practice</i>.</p> <p>1.3 Use <i>formal and informal research techniques</i> appropriately to access information.</p> <p>1.4 Organise research materials and findings for current and future use.</p>
2 <b>Link research to artistic practice.</b>	<p>2.1 Critically <i>evaluate</i> information in the context of own artistic practice and the work of others.</p> <p>2.2 Assess ways in which different aspects of history and theory may be used, adapted or challenged within artistic practice.</p> <p>2.3 Develop positions in relation to history and theory to inform current practice.</p>
3 <b>Update and maintain knowledge of trends within own area of artistic practice.</b>	<p>3.1 Identify and use opportunities to <i>update and expand knowledge</i> of history and theory.</p> <p>3.2 Incorporate and integrate knowledge into artistic practice.</p>

## 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 critically evaluate complex and varied information on history and theory in the context of own arts practice and the work of others
- research skills sufficient to analyse and interpret complex and varied references for application to work practices.

## Required Skills and knowledge

### Required knowledge:

- a broad range of sources of information about history and theory relating to own arts practice and the work of others
- knowledge about information organisation practices and how these can be applied to own arts practice and the practices of others
- copyright, moral rights and intellectual property issues and legislation and how these relate to the use of information in own arts practice.

## 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:

- application of research and analytical skills to inform specific work practice
- sound knowledge of history and theory references and their application to the relevant area of work.

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

The assessment context must provide for:

- project or work activities that allow the candidate to apply research and analytical skills to history and theory for use in own arts practice.

#### **Method of assessment**

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

- evaluation of presentation or documentation prepared by the candidate explaining research processes and how issues surrounding history/theory have been incorporated into work

## EVIDENCE GUIDE

- case studies to assess ability to research and use different types of information
- questioning and discussion about candidate's intentions and the work outcome
- written or verbal reports
- visual or written 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. 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 need to source, organise and evaluate information. It also requires access to resources, including equipment, which are required for knowledge to be incorporated and integrated into own arts practice.

## 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:

- dance
- film, Web
- historical texts
- images, objects
- journal articles
- oral histories
- performances, presentations
- religious and spiritual texts
- scientific texts
- secondary texts
- stories
- technical or medium specific information
- the writings of cultural theorists and philosophers.

***Information*** may relate to:

- aesthetics
- criticism
- cultural issues
- gender and identity issues
- histories of art, craft and design

## **RANGE STATEMENT**

- land and place
- linguistics
- myth and legends
- new technologies
- philosophy
- politics
- signs and symbols
- spiritual concerns
- technical aspects of performances, presentations
- world histories.



## RANGE STATEMENT

***Exploring potential*** new and alternative sources of information involves accessing information in a culturally appropriate way and may involve:

- attendance at performances
- interviews with innovative arts practitioners
- participation in performances
- visits to trade fairs, galleries, special events (e.g. biennial exhibitions), laboratories.

***Formal and informal research techniques*** may include:

- analysis
- comparing information
- critical discourse
- discussion
- judgement
- note taking, listing
- observation
- reflection
- summation.

***Organising research materials and findings*** may involve:

- charts
- data base
- diagrams
- files
- indices
- mind maps
- sketches.

***Evaluating*** may include:

- comparing
- considering merit
- contrasting
- critiquing
- discussion and debate
- reflecting.

***Developing positions in relation to history and theory*** involves examination from a range of viewpoints within:

- culture
- ecology
- gender
- philosophy

## **RANGE STATEMENT**

- politics
- spirituality.

*Updating and expanding knowledge* of history and theory may involve:

- discussions with innovative practitioners in relevant areas of arts practice
- using the Internet
- visits to exhibitions, events, performances, presentations, studios, laboratories, manufacturers.

## **Unit Sector(s)**

Not Applicable