



**Australian Government**

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

# **CUVPRP01B Develop self as artist**

**Release: 1**

## **CUVPRP01B Develop self as artist**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit descriptor**

This is a professional practice unit which describes development of technical and conceptual skills required to work as a practising artist. It also deals with communicating effectively and working strategically to achieve planned outcomes as an artist. This work would usually be carried out under limited supervision.

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 has linkages to all other units and combined assessment and/or training with those units may be appropriate. For example, the specialisation units for:

- visual arts and contemporary craft.

## 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>Acquire and develop technical skills.</b>	<p>1.1 Plan <i>strategies</i> to ensure the development of appropriate <i>technical skills</i> in art practice.</p> <p>1.2 Plan and use art making <i>opportunities</i> to develop and assess the development of technical skills.</p> <p>1.3 Identify and use practice, feedback, discussion and evaluation opportunities to continuously improve technical skills.</p> <p>1.4 <i>Test the capabilities</i> of materials, tools and equipment to develop technical skills.</p> <p>1.5 Identify and use relevant journals, magazines, catalogues and other media to stimulate technical and professional development.</p>
2 <b>Develop conceptual skills and ideas.</b>	<p>2.1 Discuss ideas with others and apply knowledge gained to inform own practice.</p> <p>2.2 Use work practice to gain experience in a range of genres and interpretations.</p> <p>2.3 Study the work of others to stimulate conceptual and technical skills development.</p> <p>2.4 Identify and use a range of opportunities to <i>develop</i> own practice and keep informed about current art practice.</p>
3 <b>Develop own voice.</b>	<p>3.1 Explore and experiment with new ideas in making and/or interpreting work.</p> <p>3.2 Explore and use technology where appropriate to expand own practice.</p>
4 <b>Evaluate own work.</b>	<p>4.1 Seek and apply constructive criticism from others to improve own work.</p> <p>4.2 Evaluate own work against planned strategy for own art practice.</p> <p>4.3 Evaluate own work in the context of work by others in order to extend own practice.</p> <p>4.4 Adjust work processes and practice as necessary to improve technical, conceptual and commercial outcomes.</p>

**ELEMENT****PERFORMANCE CRITERIA****5 Research work opportunities.**

- 5.1 Correctly identify *sources of information* relating to work opportunities.
- 5.2 Identify *networks* and *promotional opportunities* which may be helpful in developing career opportunities.
- 5.3 Incorporate research results and information into own work practice and career planning.

## 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 interpret information and communicate ideas.

#### Required knowledge:

- discerning and listening to advice from appropriate colleagues, experts and audiences
- physical properties and capabilities of materials, tools and equipment and their applications
- the elements and principles of design relevant to the area(s) of specialisation(s)
- knowledge about theoretical and historical contexts relevant to the area(s) of specialisation(s)
- awareness of copyright, moral rights and intellectual property issues related to the development of self as artist
- sources of information relating to work opportunities and career planning.

## 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 planned strategies to develop appropriate skills in art practice
- use of discussion and evaluation opportunities to inform and develop technical and conceptual skills
- demonstration of work practice which develops own voice through exploring and experimenting with new ideas in making and/or interpreting work.

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

The assessment context must provide for:

- the opportunity to use a range of strategies and resources to develop own practice
- assessment conducted over a period of time to reflect the ongoing nature of skills in this unit.

### **Method of assessment**

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

- oral questioning and/or discussion
- written reports or presentations
- review of portfolios of evidence, which may include CDs and/or videos
- third party workplace reports of performance by the candidate.

Assessment methods should loosely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who 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 used in the development of technical and conceptual skills

**EVIDENCE GUIDE**

relevant to art making practice. Such resources would include specialised materials, tools and equipment required for each area of specialisation. Resource requirements would also include access to information about relevant artists, their work, ideas and techniques.

## 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.

***Strategies*** for developing self as a designer may include:

- being involved in a range of relevant art making activities
- communicating with peers
- experimenting
- participating in professional development and other learning opportunities
- participating in relevant groups or associations
- practising
- undertaking training courses
- working effectively with assessor/trainer.

***Technical skills*** may include skills in:

- ceramics
- designing and making three dimensional objects
- fibre/textile arts, including papermaking/papercasting
- making jewellery
- painting and drawing
- photography, including digital photography
- printmaking
- sculpture
- using information technology, including relevant hardware and software
- video.

***Opportunities*** to develop skills may include participation in and/or attendance at some of the following:

- competitions
- exhibitions
- floor talks at galleries
- lectures, seminars, conferences, symposiums
- master classes



## RANGE STATEMENT

- professional organisations.

*Testing capabilities* refers to:

- extending the possibilities of materials, tools and equipment towards their full potential, and this involves innovation.

*Developing own voice* includes:

- analysing and researching the work of others relevant to selected area of specialisation
- analysing conventions, practices and customs in art practice
- developing repertoire and knowledge
- exploring elements and principles of design.

*Sources of information* may include:

- art journals
- exhibition catalogues and programs
- gallery listings
- job advertisements
- websites
- word of mouth.

*Networks* may include:

- alumni organisations
- colleagues and teachers
- community organisations
- professional associations.

*Promotional opportunities* may include:

- applications to funding bodies
- community events
- competitions
- exhibitions
- membership of specialisation-specific organisations
- participation on websites.

## **Unit Sector(s)**

Not Applicable