



Australian Government

Department of Education, Employment and Workplace Relations

CUVACD513A Make mixed media artworks

Release: 1

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Modification History

Version	Comments
CUVACD513A	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 make artworks that combine the use of different media. Usually mixed media refers to a range of visual media, but it could also involve the integration of non-visual elements, such as sound.

Application of the Unit

Visual artists often make artworks that combine different media. This may involve traditional and contemporary media.

At this level, the individual is likely to have a well-developed command of techniques in a particular creative form (such as painting or drawing), but may be exploring mixed media for the first time as part of an emerging practice.

Work would be undertaken independently with guidance and mentoring available 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

1. Source ideas for mixed media artworks	<p>1.1 Research and analyse <i>historical and contemporary examples</i> of mixed media work</p> <p>1.2 Evaluate <i>potential</i> of mixed media artwork in own practice</p> <p>1.3 Communicate with <i>others</i> about ideas for work as required</p> <p>1.4 Develop ideas for mixed media work based on research and reflection</p>
2. Explore the potential of mixed media	<p>2.1 Source specific media to support ideas through exploration and experimentation</p> <p>2.2 Consider and respond to particular <i>safety issues</i> for the selected media</p> <p>2.3 Investigate the ways in which <i>relationships</i> between different media support creative objectives</p> <p>2.4 Confirm approaches to the work by combining and adapting different techniques and media</p>
3. Create finished mixed media works	<p>3.1 Organise resource requirements for the mixed media work</p> <p>3.2 Achieve desired outcomes through effective and integrated use of media and technique</p> <p>3.3 Recognise and resolve <i>technical challenges</i> posed by mixed media work</p> <p>3.4 Apply safe work practices relevant to chosen media and techniques</p> <p>3.5 Produce finished mixed media work that is technically and conceptually resolved</p>
4. Evaluate own work	<p>4.1 Review work against personal, professional and artistic objectives, including its <i>coherence with the work ideas</i></p> <p>4.2 Identify and respond to <i>opportunities for refinement and re-thinking</i></p> <p>4.3 Evaluate the <i>efficiency and effectiveness</i> of the work process</p>

Required Skills and Knowledge

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

Required skills

- communication skills to liaise with others about work requirements
- critical thinking and analytical skills to:
 - evaluate ways of achieving required effects and results
 - experiment with different media and materials
- literacy skills to interpret information from a variety of sources about mixed media work
- planning and organising skills to select and organise materials, tools and equipment for mixed media work
- problem-solving skills to identify and resolve technical issues in mixed media work
- self-management skills to evaluate the quality of own work and identify opportunities for improvement
- technical skills to safely use materials, tools and equipment relevant to chosen media
- technology skills to use the internet as a research tool.

Required knowledge

- historical and contemporary examples of mixed media work relevant to own practice
- properties and applications of selected media relevant to work being produced
- intellectual property issues and legislation associated with artistic practice at a professional level
- safety and sustainability issues associated with relevant materials and equipment
- OHS requirements for mixed media work.

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"> • produce a mixed media artwork that is technically and conceptually resolved • apply safe work practices relevant to the media being used.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • materials, tools and equipment for the chosen media • a work space in which items can be constructed safely, as required by the chosen media.
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 mixed media works created by the candidate • evaluation of the processes used by the candidate to create the works • direct observation of work in progress • group peer review of the work • questioning and discussion about candidate’s work processes • 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.</p>

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.

Historical and contemporary examples may be:	<ul style="list-style-type: none"> • combinations of traditional visual media • works that combine visual and other media • two and three-dimensional.
Potential may relate to:	<ul style="list-style-type: none"> • affinity between media already used and new media • availability of equipment • availability of materials • commercial opportunities • own professional development • own skills profile.
Others may include:	<ul style="list-style-type: none"> • experts in particular types of media • mentors • peers • teachers.
Safety issues may relate to:	<ul style="list-style-type: none"> • ergonomic issues, such as: <ul style="list-style-type: none"> • ability to pour moulds • size and weight of moulds • personal protective equipment (PPE) • use of chemicals • use of hot materials • use of safe casting techniques and materials when life casting • ventilation • work environment.
Relationships may relate to:	<ul style="list-style-type: none"> • creative considerations, such as: <ul style="list-style-type: none"> • colour • complementary nature of materials in communicating ideas • juxtaposition • texture • technical considerations, such as how different media might be fixed together.
Technical challenges may relate to:	<ul style="list-style-type: none"> • durability • finishing

	<ul style="list-style-type: none"> • functionality • skills required for production • time required for production.
<i>Coherence with the work ideas</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.
<i>Opportunities for refinement and re-thinking</i> may relate to:	<ul style="list-style-type: none"> • collaboration • ideas • materials • processes • techniques • workflow.
<i>Efficiency and effectiveness</i> may relate to:	<ul style="list-style-type: none"> • completion on budget • completion on time • positive or negative impact on own health • quality of the work • success in communicating ideas • technical standard of work.

Unit Sector(s)

Visual communication – art, craft and design

Custom Content Section

Not applicable.