



Australian Government

Department of Education, Employment and Workplace Relations

CUVPRP301A Produce creative work

Release: 1

CUVPRP301A Produce creative work

Modification History

Version	Comments
CUVPRP301A	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 plan and produce creative work in any media through the exploration of ideas and techniques.

Application of the Unit

People still developing their technical and conceptual skills in any area of creative practice apply the skills and knowledge in this unit.

At this level, they are using some autonomy and judgement within the holistic creative process. Work is typically produced through supervised or guided exploration of ideas, techniques, tools, equipment and materials.

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

Not applicable.

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 creative work	<p>1.1 Select and review <i>historical and contemporary information</i> relevant to creative work</p> <p>1.2 Extract and <i>evaluate</i> key <i>ideas and concepts</i></p> <p>1.3 Consider personal creative goals and information from other sources in developing ideas</p>
2. Refine and communicate ideas	<p>2.1 Refine ideas through <i>experimentation</i> with techniques specific to the creative work and the use of visual representation and design tools</p> <p>2.2 Confirm ideas and techniques based on research, experimentation and discussion with <i>key people</i></p> <p>2.3 Communicate and discuss ideas and information about the work</p> <p>2.4 Consider the <i>context</i> for the communication in the way that ideas are presented</p>
3. Plan and produce creative work	<p>3.1 Identify work processes and resource requirements</p> <p>3.2 Organise <i>resources</i> required for the production of the proposed creative work based on the plan of work</p> <p>3.3 Safely use and adapt resources to realise ideas</p> <p>3.4 Show proficiency with chosen techniques and resolve technical problems</p> <p>3.4 Take responsibility for the safe and sustainable use of resources</p> <p>3.6 Create a <i>record</i> of the work that shows the process of development</p>
4. Review own work	<p>4.1 Review own work for technical proficiency and success in communicating ideas</p> <p>4.2 <i>Question</i> self and others to review the process of creating work and the final outcome</p> <p>4.3 Use relevant information from own review and the review of others in planning skills development</p>

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss and present ideas for creative work
 - document the development of creative work
- learning skills to apply feedback to future work and plan skills development
- literacy skills to review information to assist the development of ideas for creative work
- numeracy skills to interpret technical data and calculate quantities and costs
- planning and organising skills to organise resources and work processes
- problem-solving skills to resolve common technical challenges in the given area of practice
- technical skills to use techniques specific to the creative form with some proficiency.

Required knowledge

- ways to source information and develop, refine and communicate ideas for creative work
- physical properties and capabilities of the range of materials, tools and equipment used in creative work
- work space requirements for creative work, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects
- formal elements and principles of design and their application to the production of creative work in the relevant context
- cleaning and maintenance techniques for tools and equipment used in creative work
- historical and theoretical contexts for creative work
- intellectual property issues and legislation that affect makers of creative work
- sustainability issues associated with tools and materials used in creative work
- OHS procedures for the specific area of creative 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"> • develop and refine ideas through review and exploration • identify, select, assess and use resources, such as techniques, tools, equipment and materials for creative work • safely use and adapt techniques to realise ideas in creative work.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • appropriate resources to apply techniques for creative work, such as: <ul style="list-style-type: none"> • tools, equipment and materials • studio and/or workshop facilities.
Method of assessment	<p>A range of assessment methods may 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 presentation by the candidate • evaluation of visual presentations, including diagrams, charts, slides and digital images • questioning and discussion about the candidate's intention and 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"> • specialisation units for any creative form.

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.

<p><i>Historical and contemporary information</i> may include:</p>	<ul style="list-style-type: none"> • audio • film • images • internet • journal articles • objects • oral histories • performances • stories • technical or medium-specific information • texts: <ul style="list-style-type: none"> • cultural • historical • religious • scientific • spiritual • video.
<p>Ways to <i>evaluate</i> may involve:</p>	<ul style="list-style-type: none"> • comparing • considering constraints and parameters of key ideas and concepts • considering merit • contrasting • discussion and debate • reflecting.
<p><i>Ideas and concepts</i> may involve consideration of:</p>	<ul style="list-style-type: none"> • cultural traditions • elements and principles of design • technical characteristics and qualities of specific work by others in own area of arts practice • relationship of the work to a theoretical and historical context • subject matter or theme relevant to work in own area of arts practice, such as: <ul style="list-style-type: none"> • identity • land and place • political, cultural and social issues

	<ul style="list-style-type: none"> • the body • spiritual concerns.
Experimentation may include:	<ul style="list-style-type: none"> • challenging • comparing • contrasting • experimenting directly with work in progress • producing test pieces or samples • systematically testing a range of: <ul style="list-style-type: none"> • equipment • materials • processes • tools.
Key people may include:	<ul style="list-style-type: none"> • mentors • peers • supervisors • teachers.
Context may relate to:	<ul style="list-style-type: none"> • cultural issues surrounding presentation • how the concept is being presented • physical limitations • the people to whom the concept is being presented • why the concept is being presented, such as in response to a brief.
Resources may include:	<ul style="list-style-type: none"> • equipment • materials • techniques • tools.
Record of work may be:	<ul style="list-style-type: none"> • physical • verbal • virtual • visual • written.
Questions might include:	<ul style="list-style-type: none"> • could I do this differently or better? • do I have any ideas to share about this? • have I done it as well as I could? • how can I do that? • how can I fix this? • how well have I communicated my idea? • if they are doing that, could I? • what could be improved technically in this piece of work?

Unit Sector(s)

Industry capability – professional practice