Australian Government

Department of Education, Employment and Workplace Relations

CUVPRP404A Develop self as artist

Release: 1

INDUSTRY
SKILLS
COUNCILS
Creating Australia's Future

CUVPRP404A Develop self as artist

Modification History

Version	Comments
CUVPRP404A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop the technical and conceptual skills required to work in any area of arts practice.

Application of the Unit

People working across all areas of creative practice apply the skills and knowledge described in this unit. Practitioners commit to improving their professional practice in both an artistic and business context.

At this level, conclusions drawn from research and experimenting with technology and techniques could involve challenging different points of view as part of the process of developing one's own style. This work would usually be carried out under mentored supervision.

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
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.*

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Elements and Performance Criteria

1. Refine arts practice skills	1.1 Plan *strategies* to improve own *arts practice skills*
	1.2 Identify and use relevant practice, feedback, discussion and evaluation opportunities to continuously improve own skills
	1.3 Identify and use relevant *sources of information* to keep up-to-date with *industry issues*
	1.4 Identify and use a range of *opportunities to develop own arts practice*
2. Develop own style or voice	2.1 Explore and use a range of *creative thinking techniques* to generate ideas for own arts practice
	2.2 Discuss ideas with *relevant people* and apply knowledge gained to inform own practice
	2.3 Use practice time to *experiment* with new ideas in a range of genres and interpretations
	2.4 Study the work of others to stimulate own conceptual and technical skills
	2.5 Explore and use technology where appropriate to expand own practice
3. Evaluate own work	3.1 Seek and apply constructive criticism from relevant people to improve own work
	3.2 Evaluate work against planned strategy for developing own arts practice
	3.3 Consider place of own work in relation to other installation artists
	3.4 Adjust processes, techniques and practice as necessary to improve technical, conceptual and commercial outcomes
4. Pursue work opportunities	4.1 Identify sources of information on work opportunities
	4.2 Identify industry *networks* and *promotional opportunities*
	4.3 Develop *promotional material* about self for distribution as required

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Required Skills and Knowledge

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

Required skills
- communication skills to: - critique and discuss industry issues   - discern and listen to advice from others   - use industry and community networks as sources of information   - initiative and enterprise to: - explore ideas and integrate new approaches and techniques into own arts practice   - develop material about self that projects a positive image of own capabilities   - learning skills to develop own style or voice   - literacy skills to interpret a broad range of information relevant to own area of arts practice   - research skills to access information relating to trends, emergent technologies, work opportunities and career planning   - technology skills to access and download information from the internet

Required knowledge
- information and resources available to develop self as artist   - trends in own area of arts practice   - work, ideas and techniques of well-regarded practitioners in own area of arts practice   - theoretical and historical contexts relevant to own area of arts practice   - intellectual property issues and legislation associated with own area of arts practice   - sustainability considerations for creative practice in the relevant context   - OHS procedures in relation to own area of arts practice

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	Evidence of the ability to: - apply planned strategies to refine skills in own area of arts practice - demonstrate work practice that develops own style through exploring and experimenting with new ideas in making and/or interpreting work - use discussion and evaluation opportunities to inform and develop own technical and conceptual skills.
Context of and specific resources for assessment	Assessment must ensure access to: - an environment where technical and conceptual skills can be developed and enhanced over time - resources relevant to area of arts practice.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - direct observation of the candidate developing and enhancing technical skills - written or oral questioning to test knowledge of professional development strategies - review of audio or video recordings of performances by candidate - case studies to assess candidate's ability to research industry issues - evaluation of problem-solving activities to assess candidate's critical thinking skills - review of portfolios of evidence - review of third-party reports from experienced practitioners. Assessment methods should 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, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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 **may include:**	• experimenting with techniques • exploring capabilities of materials, tools and equipment • identifying and using a range of industry networking opportunities • participating in professional development and other learning opportunities • participating in relevant associations • personal or group practice time • undertaking training courses • working effectively with mentors or coaches.

Arts practice skills **may relate to:**	• craft:
	  • glass
	  • jewellery
	  • wood
	• design:
	  • costume
	  • graphic
	  • industrial
	  • interior
	  • sets and scenery
	• live performance:
	  • acting
	  • circus arts
	  • dance
	  • performance art
	  • playing of musical instruments
	  • singing
	• technical production, such as for:
	  • film and television
	  • live theatre and events
	• visual arts:
	  • ceramics
	  • painting
	  • photography

	• print making • sculpture • textiles.

Sources of information may include:	• copyright and legal representatives
	• discussions with innovative industry practitioners
	• electronic and print media:
	    • articles
	    • news
	    • reviews
	• employee associations
	• employer listings
	• exhibition catalogues and programs
	• government bodies and associated publications
	• induction kits
	• industry associations
	• industry information sheets
	• internet
	• job advertisements
	• journals
	• libraries and archives
	• other sources of industrial relations information
	• personal observations and experience
	• policy and procedures manuals
	• reference books
	• retail and wholesale suppliers of products and services
	• technical publications
	• union representatives
	• websites
	• word of mouth.

Industry issues may relate to:	• audience demographics • business operations • changing nature of work, including occupations that are disappearing and how they are being replaced • changes to the mix of skills and knowledge required in different areas of arts practice • intellectual property • employment • environment and sustainability • legislative requirements • OHS • outcomes of research by industry associations

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	• social and political developments • teaching practice • techniques in chosen area of arts practice • technology.

Opportunities to develop own arts practice may include:	• competitions
	• conferences
	• events:
	   • industry functions
	   • conferences
	   • trade fairs
	   • community activities
	   • expositions
	   • exhibitions
	   • festivals
	   • social events
	• floor talks at galleries
	• lectures
	• master classes
	• membership of professional organisations or bodies
	• seminars
	• symposiums
	• visits to workplaces.

Creative thinking techniques may include:	• brainstorming:
	   • bulletin board
	   • buzz session
	   • computer-aided
	   • sequencing
	   • stop and go
	• daydreaming and mental wandering
	• Edward de Bono's Six Thinking Hats
	• graphic organisers:
	   • concept fans
	   • visual maps
	   • webbing
	• lateral thinking games
	• making associations
	• mind mapping
	• morphological analysis
	• storytelling
	• sub-culture surfing

	• trigger words • use of metaphors and analogies • vision circles • visualisation • wishful thinking • word salads.
Relevant people may include:	• agents • clients • colleagues • industry practitioners • managers • mentors • supervisors • teachers.
Strategies used to *experiment* with new ideas involve:	• developing folios for appraisal by others • extending the possibilities of materials and equipment towards their full potential • innovation • recording and reviewing own performances to assess effectiveness of experimentation.
Networks may include:	• alumni organisations • colleagues and teachers • consumer organisations • professional associations.
Promotional opportunities may include:	• applications to funding bodies • competitions • exhibitions • listings on industry websites • performances • product launches.
Promotional material may include:	• audio recordings • catalogues • leaflets • portfolios • resumés • text and images for websites • video recordings.

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Unit Sector(s)

Industry capability – professional practice

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