



Australian Government

Department of Education, Employment and Workplace Relations

CUVPRP601A Originate a body of independent creative work

Release: 1

CUVPRP601A Originate a body of independent creative work

Modification History

Version	Comments
CUVPRPR601A	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 independently conceive, plan and realise a coherent body of creative work at a professional level.

Application of the Unit

Creative practitioners at this level have a capacity for independent thought and self-direction that allows them to conceive, plan and realise a body of work of a professional standard. They engage with peers and industry networks in ways that develop and confirm their place as arts professionals. Their command of materials, process and technique is highly developed. This unit may be applied to any creative form.

This unit lies at the heart of artistic practice and reflects processes of experimentation, refinement and maturation at both a conceptual and technical level.

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. Evolve conceptual thinking	<p>1.1 Identify the potential for <i>individualised or specialised research</i> based on current practice</p> <p>1.2 Investigate <i>new sources and research opportunities</i></p> <p>1.3 Reflect on own practice to evolve personal ideas</p> <p>1.4 Challenge assumptions, preconceptions and norms to stretch the boundaries of own thinking</p> <p>1.5 Use <i>critical analysis</i> to evolve own ideas and develop innovative approaches</p> <p>1.6 Hone and adapt ideas for work based on emerging ideas and research</p>
2. Seek professional opportunities and engagement	<p>2.1 Pursue opportunities for professional work based on <i>established goals and aspirations</i></p> <p>2.2 Evaluate potential <i>commercial opportunities</i> as part of a viable professional practice</p> <p>2.3 Engage with <i>professionals within and outside the arts community</i> to further develop own ideas, professional identity and opportunities for work</p> <p>2.4 Establish <i>sustainable ways to support ongoing professional engagement</i></p>
3. Plan an independent project	<p>3.1 Integrate individual research, personal ideas and professional realities to confirm the concept for a body of creative work</p> <p>3.2 Develop and implement a <i>sustainable project management approach</i> for the work</p> <p>3.3 Consider and integrate the promotion, exhibition and communication of the work in the planning process</p>
4. Realise the body of creative work	<p>4.1 Integrate command of technique, materials and process to create finished work of professional standard suitable for the public domain</p> <p>4.2 Deepen individual engagement with techniques, ideas and the relationships between them</p> <p>4.3 Apply critical and creative thinking to challenge, adapt and refine the creative work</p> <p>4.4 Further evolve and refine ideas through processes of experimentation and exploration</p> <p>4.5 Bring together the disparate challenges of the project to complete work on time</p>

5. Evaluate professional work	5.1 Seek and apply <i>constructive criticism</i> from others to improve own work 5.2 Evaluate work against planned strategy for own creative practice 5.3 Evaluate own work in the context of work by others to extend own practice 5.4 Adjust work processes and practice as necessary to improve technical, conceptual and commercial outcomes
-------------------------------	---

Required Skills and Knowledge

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

Required skills

- communication skills to engage with others at a professional level
- critical thinking and analytical skills to:
 - independently analyse and evaluate ideas to inform original work
 - evaluate own work in terms of its coherence and its place in a professional practice
- initiative and enterprise skills to independently generate new ideas and work opportunities
- learning skills to evaluate own skills against professional practice strategy
- literacy skills to:
 - interpret information dealing with complex or abstract ideas
 - document work in ways that communicate processes and ideas
- numeracy skills to calculate project costs
- problem-solving skills to:
 - challenge, adapt and refine work projects

creatively resolve conceptual and technical issues that arise within the work

- self-management and planning skills to plan and coordinate an independent project from initial concept to realisation
- technical skills to apply and adapt specialised skills related to particular creative form

Required knowledge

- scope of research potential for professional artists within and beyond traditional creative areas
- relationship between ideas, technique, materials and process in the relevant art form
- cultural, sociological, philosophical, aesthetic, political and commercial influences on chosen area of work, in historical and contemporary contexts
- critical and creative thinking techniques and how they work in the context of creative practice
- commercial and professional opportunities for creative work in the context of own practice
- typical problems that occur during the production of a body of creative work, and how to avoid or resolve them
- project management methodologies
- intellectual property issues and legislation associated with artistic professional practice
- sustainability issues associated with the tools and materials used in the chosen creative form
- organisational and legislative OHS procedures in relation to chosen creative form

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"> independently originate and realise a coherent body of creative work that effectively communicates the concept create work of a professional standard for sale, promotion or use in the public domain independently plan and monitor a creative project articulate and present ideas about the work evaluate and discuss work in a professional context.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> appropriate resources for the production of work, including work space, tools, equipment and materials.
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 a body of work produced by the candidate evaluation of processes used by the candidate to independently conceive, plan and realise the work direct observation of work in progress evaluation of a candidate's visual diary or other forms of documentation showing the development of the work, including research and ideas development group peer review of the work questioning and discussion about candidate's intentions and the 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.</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.

<p><i>Individualised or specialised research</i> may involve:</p>	<ul style="list-style-type: none"> • in-depth focus on a particular: <ul style="list-style-type: none"> • idea • material • medium • process • technique • investigation of a perceived deficiency in own work • intensive mentoring with a more experienced peer.
<p><i>New sources and research opportunities</i> may relate to:</p>	<ul style="list-style-type: none"> • analysis of greater subtlety and distinction • areas of research not already explored • component resourcing • consumer trends • current business theories • emerging government policy • emerging research • fashion/design trends • individuals in any fields of endeavour • innovative organisations • international trends • research in greater depth • research of broader scope • social trends.
<p><i>Critical analysis</i> may involve:</p>	<ul style="list-style-type: none"> • adapting • analysing and evaluating actions and policies • challenging • clarifying issues, values and standards • comparing similar situations • comparing and contrasting ideals with practice • comparing and evaluating beliefs, interpretations and theories • critical path process • debate and discussion • developing criteria for evaluation • distinguishing relevant from irrelevant facts • examining and evaluating assumptions

	<ul style="list-style-type: none"> • exploring implications and consequences • generating and assessing solutions • judging • leap of faith • making connections between seemingly unrelated information • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • openness • questioning • reading and listening critically.
<i>Established goals and aspirations</i> may be:	<ul style="list-style-type: none"> • commercial • creative • developmental • philosophical • political • social.
<i>Commercial opportunities</i> may include:	<ul style="list-style-type: none"> • collaborative projects • industrial applications • innovative exhibitions • new commercial outlets • public art projects.
<i>Professionals within and outside the arts community</i> may include:	<ul style="list-style-type: none"> • architects • business people • coaches • community services professionals • engineers • government officers • mentors • politicians • scientists • technology experts.
<i>Sustainable ways to support ongoing professional engagement</i> may include:	<ul style="list-style-type: none"> • engaging in community arts activities • establishing professional networks • joining professional associations • participating in cultural debates • speaking at arts events.
<i>Sustainable project management approach</i> would include:	<ul style="list-style-type: none"> • a professional project management plan, including: <ul style="list-style-type: none"> • contingency planning • internal and external resources • objectives and scope

	<ul style="list-style-type: none">• risk management• timelines• monitoring and adjusting the plan to complete work on time and within budget.
<i>Constructive criticism</i> may involve criticism in terms of:	<ul style="list-style-type: none">• aesthetics• philosophical foundations• social context• technique.

Unit Sector(s)

Industry capability – professional practice