



Australian Government

Department of Education, Employment and Workplace Relations

CUVPRP605A Evolve ideas for professional creative work

Release: 1

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Modification History

Version	Comments
CUVPRP605A	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 evolve the conceptual aspects of any creative practice. It involves processes of evaluation, critical thinking and research.

Application of the Unit

Creative practitioners at this level engage with ideas as a fundamental part of the day-to-day process of creating work. Ideas and thinking are integral to the practical exploration of materials, processes and techniques, but hold a special place in the creative process.

This unit may be applied to any creative form.

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. Evaluate own practice	<p>1.1 Reflect on the history and development of own practice from a technical and conceptual perspective</p> <p>1.2 Identify and analyse the <i>external influences</i> that have shaped ideas and directions in current work</p> <p>1.3 Evaluate own relationship with work and how this has evolved over time</p> <p>1.4 Consider how <i>personal experiences and factors</i> have affected work and the ideas that inform it</p> <p>1.5 Involve <i>others</i> in the evaluation of own practice to broaden own perspectives</p>
2. Evolve ideas and thinking through practice and research	<p>2.1 Use practice and experimentation as a professional development tool</p> <p>2.2 Allow practical work and <i>critical thinking</i> to work together as part of the creative process</p> <p>2.3 Combine a belief in existing ideas with a willingness to move on as new ideas evolve</p> <p>2.4 Integrate new and unpredictable ideas into the evolving work process</p> <p>2.5 Deepen or broaden <i>contextual research</i> to support the generation and maturation of ideas</p> <p>2.6 Collaborate with other professional practitioners about ideas and research</p> <p>2.7 Articulate processes and ideas in work in ways that effectively communicate key messages</p> <p>2.8 Produce experimental pieces, unfinished and finished works as a way of evolving ideas</p>
3. Integrate ideas and professional opportunities	<p>3.1 Evaluate own <i>professional goals and aspirations</i> and how they might be affected by new and evolving ideas</p> <p>3.2 Develop new work projects and <i>opportunities</i> based on reflection, research and experimentation</p>

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 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
- problem-solving skills to:
 - challenge, adapt and refine work projects

creatively resolve conceptual and technical issues that arise within the work

- technical skills to apply and adapt specialised skills related to particular creative form

Required knowledge

- relationships between artists and their work at different levels
- scope of research potential for professional artists within and beyond traditional creative areas
- relationship between ideas, techniques, materials and process in the relevant art form
- commercial and professional opportunities for creative work in the context of own practice
- intellectual property issues and legislation associated with artistic professional practice
- sustainability issues associated with the tools and materials used in the chosen art form
- organisational and legislative OHS procedures in relation to chosen art 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"> • evolve ideas in professional work through a demonstrated process of evaluation, research and practice • produce both experimental and finished work that demonstrates the evolution of ideas • 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 • studio and workshop facilities.
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 • 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 work produced by the candidate • questioning and discussion about candidate's intentions and the work outcome • verbal and written reports produced by the candidate • 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"> • CUVPRP601A Originate a body of independent creative work.

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.

<i>External influences</i> may be:	<ul style="list-style-type: none"> • cultural • economic • political • sociological • technological.
<i>Personal experiences and factors</i> may be:	<ul style="list-style-type: none"> • financial • geographical • negative • physical • political • positive • social • spiritual.
<i>Others</i> may include:	<ul style="list-style-type: none"> • family members • mentors • peers • teachers • technical experts.
<i>Critical thinking</i> may involve:	<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 • exploring implications and consequences • generating and assessing solutions • judging • leap of faith • making connections between seemingly unrelated information

	<ul style="list-style-type: none"> • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • openness • questioning • reading and listening critically.
<p><i>Contextual research</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 and design trends • individuals in any fields of endeavour • innovative organisations • international trends • research in greater depth • research of broader scope • social trends.
<p><i>Professional goals and aspirations</i> may be:</p>	<ul style="list-style-type: none"> • commercial • creative • developmental • philosophical • political • social.
<p><i>Opportunities</i> may include:</p>	<ul style="list-style-type: none"> • collaborative projects • industrial applications • innovative exhibitions • new commercial outlets • public art projects.

Unit Sector(s)

Industry capability – professional practice