



Australian Government

Department of Education, Employment and Workplace Relations

CUVPUA601A Realise a public art project

Release: 1

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Modification History

Version	Comments
CUVPUA601A	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 realise all aspects of a public art project, from initial brief or idea to the actual installation of the work.

Application of the Unit

Public art is art in any media that has been planned and executed with the specific intention of being sited or staged in the public domain. The term 'public art' is especially significant within the art world, amongst curators, commissioning bodies and practitioners of public art, to whom it signifies a particular work practice, often with implications of site specificity, community involvement and collaboration.

Experienced artists usually create public art. Work is both independent and collaborative, and at this level the artist is fully involved in all project processes – creative, technical and organisational.

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. Originate ideas for public art	<p>1.1 Use own creative impulse or brief supplied by others to develop ideas for work</p> <p>1.2 Initiate <i>site</i>-specific research and planning processes</p> <p>1.3 Research and explore relevant ideas and associations for the work, including those related to the site and its environment</p> <p>1.4 Develop responses to accommodate practical requirements and constraints</p> <p>1.5 Explore options for materials, technologies and processes that fulfil requirements of the site and the brief</p> <p>1.6 Collaborate with <i>relevant people</i> about project ideas as part of an ongoing process of refining ideas</p>
2. Articulate and present project ideas	<p>2.1 Develop, critique and articulate creative responses to the objectives and contexts of the brief and the site</p> <p>2.2 Apply guidelines for formal presentation of concept proposal and supporting documentation to the client, sponsor or selection panel</p> <p>2.3 Formally present the design proposal with <i>supporting documentation</i> and <i>practical planning data</i></p> <p>2.4 Evaluate and re-work aspects of the presentation, as required</p>
3. Plan and document work in response to the site and the brief	<p>3.1 Develop and plan construction and installation with reference to the specific site and its contexts</p> <p>3.2 Engage with key stakeholders in the public art project</p> <p>3.3 Re-present planning and preparatory work using <i>presentation mechanisms</i> suited to the project</p>
4. Create the public artwork	<p>4.1 Integrate command of technique, materials and process to create public artwork that meets creative and other needs</p> <p>4.2 Apply <i>critical and creative thinking</i> to challenge, adapt and refine the public artwork</p> <p>4.3 Interrogate aspects of work in progress and participate in critical inquiry and discussion</p> <p>4.4 Apply health and safety principles and guidelines to the development of public art projects</p>
5. Finalise the public art project	<p>5.1 Liaise with relevant people on finalisation processes</p> <p>5.2 Bring together the disparate challenges of the public art</p>

	<p>project to complete work on time</p> <p>5.3 Organise the installation of the work, engaging <i>specialist expertise</i> where necessary</p>
6. Evaluate own work	<p>6.1 Seek and apply <i>constructive criticism</i> to improve own work</p> <p>6.2 Evaluate work against planned strategy for own creative practice</p> <p>6.3 Consider place of own work in relation to other public art practitioners</p> <p>6.4 Adjust work processes and practice to improve technical, conceptual and commercial outcomes</p>

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - collaborate with others as part of the creative process
 - engage with others involved in public art projects 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 and requirements of public art projects
- literacy skills to:
 - interpret information dealing with complex or abstract ideas
 - document work in ways that communicate processes and ideas
- numeracy skills to work with budgets
- problem-solving skills to:
 - challenge, adapt and refine work projects

creatively resolve conceptual and technical issues that arise within the work

- embrace and respond to the range of practical challenges of public art projects
- self-management and planning skills to plan and coordinate a public art project from initial concept to realisation
- technical skills to apply and adapt specialised skills to works for public sites.

Required knowledge

- range of potential sites used for public art projects, features of different types of sites and key considerations
- techniques for exploring relationships between sites and artworks
- key people involved in public art projects, their roles and interrelationships
- types of documentation typically used in public art projects
- practical planning issues to be considered in public art projects
- types of specialist technical expertise that may be needed for realising public art projects
- typical requirements and constraints of public art projects
- sustainability considerations for public art projects
- OHS considerations for public art projects, including those related to the site as well as the work itself.

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"> • originate and realise a complete public art project, including managing its creative, technical and organisational components • create public artwork of a professional standard for the public domain • articulate and present ideas about public artwork in relevant contexts • evaluate, explain 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 public art project completed 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</p>

	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.

<i>Site</i> may be:	<ul style="list-style-type: none"> • business • community • cross-cultural • multi-cultural • recreational • rural • social • urban.
<i>Relevant people</i> may include:	<ul style="list-style-type: none"> • collaborating artists • community Elders • council staff • mentors • site custodians • site owners • technical experts.
<i>Supporting documentation</i> may include:	<ul style="list-style-type: none"> • concept drawings • maquettes • research • scale models • site plans.
<i>Practical planning data</i> may relate to:	<ul style="list-style-type: none"> • budget • engineering • environmental considerations • fabrication • health and safety • insurance • technical specifications • vandalism precaution.
<i>Presentation mechanisms</i> may be:	<ul style="list-style-type: none"> • oral • musical • visual.
<i>Critical and creative thinking</i> involve:	<ul style="list-style-type: none"> • analysis of complex and abstract ideas and theories • working effectively with concepts, such as:

	<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 • debating and discussing • developing criteria for evaluation • distinguishing relevant from irrelevant facts • examining and evaluating assumptions • exploring implications and consequences • generating and assessing solutions • judging • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • nuance, subtlety and distinction • questioning • reading and listening critically • reflecting.
<p><i>Specialist expertise</i> may include:</p>	<ul style="list-style-type: none"> • builders • engineers • planners • plumbers • transport providers.
<p><i>Constructive criticism</i> may relate to:</p>	<ul style="list-style-type: none"> • aesthetics • philosophical foundations • techniques • social context.

Unit Sector(s)

Visual communication – public art

Custom Content Section

Not applicable.