CUVRES401A Research history and theory to inform own arts practice

Release: 1

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Modification History

Version	Comments
CUVRES401A	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 research history and theory for application to artistic practice.

Application of the Unit

People working in all areas of arts practice apply the skills and knowledge described in this unit. The effectiveness of any creative work is enhanced if supported by a well-developed understanding of the history and theory associated with its genre, style or medium.

At this level, conclusions drawn from research may involve challenging different points of view as part of the process of developing one's own creative voice. Research activity is largely independent with some guidance as required.

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.*

Elements and Performance Criteria

1. Research history and theory	1.1 Discuss research ideas with *appropriate people* and identify implications for own *arts practice*
	1.2 Identify and *explore* potential new and alternative *sources of information* that could be relevant to own arts practice
	1.3 Use formal and informal research techniques appropriately to access information
	1.4 *Organise* research materials and findings for current and future use
2. Link research to own arts practice	2.1 *Evaluate information* in the context of own arts practice and the work of others
	2.2 Assess ways in which different aspects of history and theory may be used, adapted and challenged
	2.3 Distil *key themes, messages and positions* to assist in clarity of thought
	2.4 Develop conclusions on research findings in consultation with appropriate people as required
3. Update and maintain knowledge of trends in own arts practice	3.1 Identify and use opportunities to update and expand own knowledge of history and theory
	3.2 Incorporate and integrate knowledge into own arts practice
	3.3 Seek feedback on the quality of research methodology and outcomes and note areas for future improvement

Required Skills and Knowledge

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

Required skills

- communication skills to engage in discussions about history and theory relevant to own arts practice
- critical thinking skills to analyse and interpret complex and varied references
- initiative and enterprise skills to make connections between own arts practice and conclusions drawn from research
- learning skills to continually monitor sources of information to expand knowledge base
- literacy skills to interpret and summarise information and research findings
- planning and organising skills to document and store research findings in a way that enables easy access in the future
- technology skills to access and download information from the internet.

Required knowledge

- sources of information about history and theory relating to own arts practice and the work of others
- information-organisation practices and how they can be applied to own arts practice and the practices of others
- intellectual property issues and legislation and how they relate to the use of information in own 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: • use research and critical thinking techniques to evaluate information and distil key themes and ideas • apply knowledge of historical and theoretical references to own arts practice.
Context of and specific resources for assessment	Assessment must ensure access to: • a range of relevant and current information services • appropriate technology to collect, download and store information.
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: • evaluation of presentation or documentation prepared by the candidate explaining research processes and how issues surrounding history or theory have been incorporated into work • review of case studies prepared by the candidate to assess ability to apply collected information to own arts practice • questioning and discussion about candidate's intentions and the work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. 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).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBCRT401A Articulate, present and debate ideas.

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.

Appropriate people may include:	• clients • content experts • copyright representatives • current industry practitioners • industry association representatives • information professionals, such as librarians and museum staff • mentors • teachers.
Arts practice may include:	• arts administration • dance • design • interactive digital media • music • photo imaging • visual arts and contemporary craft • writing.
Ways to ***explore*** may involve:	• attendance at performances • interviews with innovative arts practitioners • participation in performances • visits to: • trade fairs • galleries • special events, such as biennial exhibitions • laboratories.
Sources of information may include:	• archives • audio • film • images • internet • journal articles • objects • oral histories

	- performances
	- stories
	- technical or medium-specific information
	- video
	- texts:
	  - cultural
	  - historical
	  - religious
	  - scientific
	  - spiritual.

Information may relate to:	- aesthetics - criticism - cultural issues - gender and identity issues - histories of art, craft and design - histories of performances or presentations and related skills - land and place - new technologies - politics - spiritual concerns - world histories.

Ways to *organise* information may involve:	- collecting diagrams
	- compiling charts
	- constructing mind maps
	- sketching
	- storing information in a range of formats, such as:
	  - diaries
	  - electronic and hard copy files
	  - scrapbooks.

Ways to *evaluate information* may include:	- comparing - considering merit - contrasting - critiquing - discussion and debate - reflecting.
Key themes, messages and positions may include:	- essence of the idea or concept - influences on the idea or concept - problems and challenges with the idea or concept - reasons why the idea or concept should be supported - relationship of idea or concept to:

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	• established tradition or practice
	• new and emerging technology
	• selling a creative team
	• selling creative ideas
	• self-promotion as a creative person
	• way the idea or concept was developed
	• who had developed the idea or concept and why.

Unit Sector(s)

Knowledge management – research