



Australian Government

Department of Education, Employment and Workplace Relations

CUVPRP401A Realise a creative project

Release: 1

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Modification History

Version	Comments
CUVPRP401A	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 organise and realise a creative project from the development of ideas to the creation of the work. The result may be creative work in any media.

Application of the Unit

People with sound technical, conceptual and theoretical skills in a particular area of creative practice apply the skills and knowledge in this unit. Increasingly the individual takes responsibility for own work at all levels, though still with supervision and guidance as required.

The process of experimenting with ideas and techniques to find an individual style or voice takes place in the context of a whole project conceived and realised over time. The project results in completed work, often at a pre-professional 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. Develop ideas for project work	1.1 Identify and analyse <i>sources</i> that inform <i>ideas</i> for work 1.2 Explore ideas using visual representation and design tools 1.3 Consider possible <i>constraints</i>, based on nature and purpose of work 1.4 Challenge and play with ideas, and <i>engage with others</i> as required 1.5 Refine and select options based on own analysis and communication with others
2. Organise the creative project	2.1 Confirm the <i>scope and objectives of the work</i> in consultation with <i>relevant people</i> as required 2.2 Organise financial, physical and other resources 2.3 Evaluate safety considerations for the project 2.4 Consider <i>options for documenting and recording work</i> and the ideas and research that inform it 2.5 Document the production of work using selected approaches 2.6 Monitor the project workflow against the plan
3. Create finished work	3.1 Extend skills in manipulating selected materials, processes and technologies to fulfil project objectives 3.2 Critique work in progress and make adjustments as required 3.3 Apply safe work practices relevant to the chosen creative form
4. Evaluate own work	4.1 Reflect on own work in terms of conceptual development, technical execution and professional potential 4.2 Identify areas for future improvement especially in terms of own skill development 4.3 Evaluate overall work process for <i>efficiency and effectiveness</i> 4.4 Seek input from others as required and respond positively to feedback

Required Skills and Knowledge

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

Required skills

- communication skills to engage with others about conceptual and technical issues in creative work
- critical thinking and analytical skills to develop ideas and skills from exploration and experimentation
- initiative and enterprise skills to recognise and act on opportunities for refinement
- learning skills to:
 - receive and integrate constructive criticism from others
 - engage in an ongoing process of skills development
- literacy skills to:
 - interpret information dealing with complex or abstract ideas
 - document work in ways that communicate processes and ideas
 - research and evaluate source materials for the development of ideas
- numeracy skills to calculate project costs
- problem-solving skills to identify and respond to conceptual and technical issues in creative work
- self-management and planning skills to organise a creative project
- technical skills to apply and adapt specialised skills relevant to the particular creative form

Required knowledge

- relationship between technique, materials and process in the relevant creative form
- historical and contemporary references in chosen area of practice
- typical problems that occur during the development of a creative project, and how to avoid or resolve them
- commonly used research methodologies for creative practitioners
- current and emerging practices for documenting work in a creative context
- basic project management techniques, particularly in relation to work planning, time management and resource management
- intellectual property issues and legislation associated with professional creative practice
- sustainability issues associated with the tools and materials used in the chosen creative form
- 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	Evidence of the ability to: • take responsibility for the complete process of producing creative work • develop and refine technical and conceptual skills through a demonstrated process of experimentation • produce work that reflects an emerging individual style • document the work from initial idea to realisation • communicate effectively with others about ideas • evaluate work in an informed way • use safe and sustainable work practices.
Context of and specific resources for assessment	Assessment must ensure access to: • appropriate resources for the production of work, including work space, tools, equipment and materials • studio and workshop facilities.
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 creative work produced by the candidate • evaluation of processes used by the candidate to conceive, plan and realise the creative 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 • 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. 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	Holistic assessment with other units relevant to the industry sector,

for assessment	workplace and job role is recommended, for example: • specialisation units for any creative form.
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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.

Sources may include:	• art critics • art history texts • artworks • cultural theorists • design ideas • exhibitions • films • galleries • images • internet • journal articles • museums • myths and legends • objects • oral history • own experience • performances • presentations • philosophers • social commentators • technical or medium-specific information • writings.
Ideas may relate to:	• relationship of the work to a theoretical and historical or contemporary context • relationship of the work to new and emerging technology and its current and potential application • subject matter or theme for the work, such as: • identity • land and place • political, cultural and social issues • the body • spiritual concerns.

Constraints may include:	• availability of materials, tools and equipment • budget • safety requirements • saleability • sponsorship • time.
Ways to engage with others may include:	• face-to-face discussions • virtual communication.
Scope and objectives of the work may relate to:	• brief for the work • competition criteria • creative criteria • ideas to be communicated • number of items to be produced • potential to exhibit and sell • self-development potential • time for creation.
Relevant people may include:	• employers • mentors • other artists • other creative practitioners • peers • potential customers • supervisor • teachers.
Options for documenting and recording work may involve developing:	• blogs or wikis • digital presentations • notes and other written text • online forums • photographic records • physical portfolios • practice pieces • verbal presentations • visual diaries.
Efficiency and effectiveness may relate to:	• aesthetic or functional quality of the work • completion on budget • completion on time • positive or negative impact on own health • quality of the work • success in communicating ideas • technical standard of work.

Unit Sector(s)

Industry capability – professional practice