**CUAPPR201 Make simple creative work**

**Assessment Mapping Matrix**

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| **CUAPPR201 Make simple creative work** | | | | | **Evidence Requirements** | | |
| **Competency Standard** | | | | | Instrument 1:  Portfolio | Instrument 2:  Questions | Instrument 3:  Observation Task |
| **Elements and Performance Criteria** | | | | |
| Element 1: Develop ideas for creative work | 1.1 Identify, organise and review information from a range of sources to help develop ideas for creative work | | | | Part 3 – PC 1.1 | Q2, Q3 | 1 |
| 1.2 Refine ideas and goals for work using tools and techniques specific to the creative work form | | | | Part 3 – PC 1.2 | Q5 | 2, 3 |
| 1.3 Present and discuss different options for work with key people, seeking their help if required | | | | Part 3 – PC 1.3 | Q7, Q8 | 2 |
| 1.4 Choose final ideas and techniques for work in consultation with others | | | | Part 3 – PC 1.4 | Q4 | 2 |
| Element 2: Prepare for creative work | 2.1 Identify and obtain tools, equipment and materials needed to develop creative ideas | | | | Part 3 – PC 2.1 |  | 4 |
| 2.2 Prepare tools, equipment and materials safely and sustainably according to relevant procedures | | | | Part 3 – PC 2.2 |  | 4 |
| 2.3 Set up a clean and safe work space | | | | Part 3 – PC 2.3 |  | 4 |
| Element 3: Develop creative work | 3.1 Identify and follow steps required to develop creative work | | | | Part 3 – PC 3.1 | Q2, Q3 | 6 |
| 3.2 Test proposed techniques to determine the effects they achieve and how they support ideas | | | | Part 3 – PC 3.2 | Q5 | 6 |
| 3.3 Apply confirmed techniques to develop creative work, using tools, equipment and materials safely and sustainably | | | | Part 3 – PC 3.3 | Q9, Q10, Q11 | 6 |
| Element 4: Review and finalise creative process | 4.1 Seek feedback from key people about the work process and the completed work | | | | Part 3 – PC 4.1 | Q7, Q8 | 11 |
| 4.2 Identify ways to develop own creative work practice in response to feedback | | | | Part 3 – PC 4.2 | Q6 | 11 |
| 4.3 Clean and maintain tools and work area, dispose of waste sustainably, and store equipment and materials safely | | | | Part 3 – PC 4.3 | Q9, Q10, Q11 | 7, 8, 9, 10 |
| **Performance Evidence/Required Skills** | | | | | **Instrument 1** | **Instrument 2** | **Instrument 3** |
| develop ideas to inform own creative work through a process of collecting, organising and reviewing information and discussing it with others | | | | | Part 3 – PE1 |  | 1, 2, 3 |
| make simple creative work, using limited range of art and design techniques and tools, equipment and materials safely and sustainably | | | | | Part 3 – PE2 |  | 4 |
| discuss and communicate ideas with others during creative process, using oral, visual and written means to convey intent | | | | | Part 3 – PE3 |  | 2, 3, 6, 11 |
| clean and maintain work area, and tools and equipment used, in a safe and sustainable manner. | | | | | Part 3 – PE4 | Q9, Q11 | 7, 8, 9, 10 |
| **Knowledge Evidence/Required Knowledge** | | | | | **Instrument 1** | **Instrument 2** | **Instrument 3** |
| discuss sources of information on ideas and techniques for own creative work | | | | | Part 3 – KE1 | Q2, Q3 | 1 |
| discuss methods to develop, refine and communicate ideas for own creative work | | | | | Part 3 – KE2 | Q4, Q5, Q6, Q7, Q8 | 2, 3 |
| describe procedures for recycling and disposing of material used in the creative process | | | | | Part 3 – KE3 | Q9, Q10 |  |
| describe safety requirements and procedures relevant to chosen area of creative practice. | | | | | Part 3 – KE4 | Q11 |  |
| **Foundation Skills/Employability Skills** | | | | | **Instrument 1** | **Instrument 2** | **Instrument 3** |
| **Skill** | | **Performance Criteria** | **Description** | |
| Learning | | 4.2 | Considers opinions of others to improve and enhance own work | | Part 3 - Learning | Q2, Q3, Q5, Q7, Q8 | 1, 2, 11 |
| Reading | | 1.1 | Interprets and compares information from relevant sources to identify ideas and techniques suitable to work | | Part 3 - Reading | Q2, Q3 | 1 |
| Oral Communication | | 1.3, 1.4, 4.1 | Clearly describes ideas and techniques, using language appropriate to audience and context | | Part 3 – Oral Communication | Q1-11\* | 2, 6, 11 |
| Oral Communication | | 1.3, 1.4, 4.1 | Listens and discusses ideas and issues with others, asking questions to clarify and confirm understanding | | Part 3 – Oral Communication |  | 2, 6, 11 |
| Numeracy | | 2.2 | Measures familiar quantities using simple and routine measuring instruments and units | | Part 3 - Numeracy |  | 5 |
| Numeracy | | 2.2 | Interprets simple mathematical information about equipment and tools used in the creative process | | Part 3 - Numeracy |  | 5, 6 |
| Navigate the world of work | | 2.1, 2.2, 2.3, 3.3, 4.3 | Takes responsibility for preparing work area and using resources according to workplace procedures | | Part 3 – Navigate the world of work | Q9, Q10, Q11 | 6, 7, 11 |
| Interact with others | | 1.3, 1.4, 4.1 | Works collaboratively with others to identify and communicate relevant oral, visual and written information | | Part 3 – Interact with others | Q7, Q8 | 2, 6, 11 |
| Get the work done | | 1.1, 1.2, 1.4, 2.1, 3.1, 3.2 | Plans and organises work space, methodologies and resource requirements according to creative vision | | Part 3 – Get the work done | Q2, Q3, Q4 | 1, 2, 3, 4, 5 |
| Get the work done | | 1.1, 1.2, 1.4, 2.1, 3.1, 3.2 | Identifies and implements a range of routine technical steps with guidance and supervision from relevant people when required | | Part 3 – Get the work done |  | 6 |
| Get the work done | | 1.1, 1.2, 1.4, 2.1, 3.1, 3.2 | Experiments with a range of techniques and tools in developing own creative work | | Part 3 – Get the work done | Q2, Q3 | 6, 10 |
| **Assessment Conditions/Critical Aspects for Assessment** | | | | **Description of how the condition/critical aspect was met** | | | |
| Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to: | | | |  | | | |
| tools, equipment and materials | | | | If evidence of use of tools is not presented in the Portfolio, then a simulated workspace is created with the candidate in the Observation Task. Assessor to ensure access to all required equipment for the required creative work. | | | |
| studio and/or workshop facilities. | | | | If evidence of access to a real workshop or suitable facilities is not presented in the Portfolio, then a simulated workshop is created with the candidate in the Observation Task, or the candidate can provide the assessor access to a real workplace studio or workshop if this is available. | | | |
| relevant information sources. | | | | If not evidence of this is provided in the Portfolio, the assessor will provide access to relevant resources in the observation task. This can include (but is not limited to):   * Internet Access * Reference books * Magazines and articles * Industry experts such as community artists * Television shows and documentaries | | | |
| Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards. | | | | All assessors must hold one of the items required by the Standards for Registered Organisations (2015) in item 1, item 2 or item 3 of Schedule 1. Evidence of this will be collected by the RTO before employing the person to provide assessor services. | | | |
| **Dimensions of Competency** | | | | | **Instrument 1** | **Instrument 2** | **Instrument 3** |
| Task Skills: the candidate can perform the skills described in this unit proficiently in isolation | | | | | Part 3 – Task Skills | Q4 | 6 |
| Task Management Skills: the candidate can perform multiple skills described in this unit simultaneously and proficiently | | | | | Part 3 – Task Management Skills |  | 6 |
| Contingency Management Skills: the candidate has appropriately dealt with problems or variations while displaying the skills described in this unit. | | | | | Part 3 – Contingency Management Skills | Q5 | 6 |
| Job Role/Environment Skills: the candidate can engage professionally with others to explain or demonstrate the skills described in this unit. | | | | | Part 3 – Job Role/Environment Skills | Q7, Q11 | 2, 10 |