



Education and Culture DG

Lifelong Learning Programme



# EQF Level Descriptors Visual and Performing Arts

Project Title: Sectoral Qualifications Framework for Humanities & Arts

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KNOWLEDGE				
	EQF	STUDENTS IN THE ARTS ARE EXPECTED TO HAVE	STUDENTS IN DESIGN/FINE ARTS* ARE EXPECTED TO HAVE	STUDENTS IN PERFORMING ARTS ARE EXPECTED TO HAVE
LEVEL 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	Basic knowledge of chosen art form and ability to analyse and reflect on the nature of visual and/or performing arts, observing how they are present in our everyday life and how to talk about them.	<p><i>Basic knowledge of:</i> Central features of art history, contemporary art and/or most important architects and designers</p> <p>Cultural services and electronic communications as source for own work and experiences</p> <p>How to evaluate own work and that of others while employing key concepts of art</p> <p>How to assess and evaluate diverse visual media contents</p>	<p><i>Basic knowledge of:</i> Theatre as art form</p> <p>The workings of theatre and live performance through visits and analysis of performances</p> <p>Different forms of theatre</p>
SKILLS				
	EQF	STUDENTS IN THE ARTS ARE EXPECTED TO HAVE	STUDENTS IN DESIGN/FINE ARTS* ARE EXPECTED TO HAVE	STUDENTS IN PERFORMING ARTS ARE EXPECTED TO HAVE
LEVEL 3	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	<p><i>The ability to:</i> Work with primary materials, techniques and tools in the visual and/or performing arts</p> <p>Communicate with others through executing artistic projects in a purposeful manner</p>	<p><i>The ability to:</i> Interpret images</p> <p>Interpret a basic brief</p> <p>Employ primary materials, techniques, visual concepts, tools and ways of expression</p> <p>Understand the nature of artistic process through own work</p> <p>Use techniques, and employ tools of media and how to express own thoughts through them</p>	<p><i>The ability to:</i> Develop own artistic expression</p> <p>Study through action basics of theatre, key concepts, different genres and styles</p> <p>Participate in the preparation and/or performance of a theatrical event, and reflect on the process.</p>

COMPETENCES				
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LEVEL 3	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems	The capacity to develop self-expression and understanding of cultural, ethical, social and economic contexts of visual and/or performing arts	<p><i>The capacity to:</i> Enjoy expressing own thoughts, observations, ideas and feelings in visual form</p> <p>Work independently and in groups</p> <p>Make ethical and aesthetic evaluations of art, visual communication and the environment</p>	<p><i>The capacity to:</i> Express oneself through theatrical means</p> <p>Participate in team-work</p> <p>Engage in artistic process in performing arts environment of a group</p>

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LEVEL 4	Factual and theoretical knowledge in broad contexts within a field of work or study	<p><i>Knowledge of:</i> What visual and/or performing arts and culture are. Knowledge of how they came to be the way they are and how they can be influenced by own and/or collaborative actions</p> <p>The roles and purposes of artists working in different times and cultures</p> <p>The variety and diversity of art forms and styles (e.g. in performing arts; art and design);</p> <p>The materials and processes used in arts and how these can be matched to ideas and intentions</p>	<p><i>Knowledge of:</i> Recognition, understanding and evaluation of visual arts in own life and society</p> <p>Key concepts in visual arts</p> <p>Historical and contemporary situations within visual art, architecture, design, media and/or material culture</p> <p>How own actions and planning processes influence cultural landscape and built environment</p>	<p><i>Knowledge of :</i> Key periods in history of drama and theatre.</p> <p>Important names and works in contemporary drama and theatre.</p> <p>How performances are planned, build and directed</p> <p>How space influences performances</p> <p>Of different genres and styles in drama and theatre</p>

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LEVEL 4	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	<p><i>The ability to:</i> Recognise tools, materials and methods relevant in visual and/or performing arts and how to employ them for desired results</p> <p>Demonstrate imagination in problem-solving, risk-taking and perseverance in a creative and productive context ;</p> <p>Begin to develop individual expression, identity and artistic potential</p>	<p><i>The ability to:</i> Employ conceptually appropriate working methods</p> <p>Evaluate own and others' work</p> <p>Choose appropriate materials, techniques and tools for desired goals</p> <p>Ability to apply contemporary technology in their own work</p> <p>Work with visual and tactile elements such as shape, form, space, colour, texture, pattern</p>	<p><i>The ability to:</i> Use own experiences as starting point for artistic practice</p> <p>Interpret dramatic texts and write basic scripts, either alone or with others</p> <p>Creatively use speech, voice, verbal memory, movement, dance, acting, stage design in a performance context and in front of audiences</p> <p>Prepare a performance project, reflect on and evaluate it</p>
COMPETENCES				
	EQF	STUDENTS IN THE ARTS ARE EXPECTED TO HAVE	STUDENTS IN DESIGN/FINE ARTS* ARE EXPECTED TO HAVE	STUDENTS IN PERFORMING ARTS ARE EXPECTED TO HAVE
LEVEL 4	<p>Exercise self-management within the guidelines of work and study context that are usually predictable, but are subject to change</p> <p>Supervise the routine work of others taking some responsibility for the evaluation and improvement of work and study activities</p>	<p><i>The capacity to:</i> Understand, enjoy, produce and reflect upon visual and/or performing arts both individually and collaboratively in the contemporary cultural environment</p> <p>Critically appraise own and others' work and exercise reflection and self-reflection</p> <p>Develop self-confidence</p> <p>Exercise self-management within general guidelines</p> <p>Adopt a creative approach to problem solving</p>	<p><i>The capacity to:</i> Interpret, appreciate and evaluate own and others' work</p> <p>Experience feelings of success, enjoy art and express what is important to self through independent artistic work</p> <p>Reflect on and justify own and others' aesthetic and ethical choices in visual arts.</p>	<p><i>The capacity to:</i> Develop and carry out theatrical work</p> <p>Participate in creative teamwork</p> <p>Attain own artistic goals within a performance context</p>

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LEVEL 6		<p>A practical and/or embodied knowledge of the language and theories of a specific arts discipline. A critical understanding of the major reference points of that discipline, and its history allied to knowledge of how to interrelate theory and practice constructively within the area of study.</p>	<p><i>Advanced practical and/or embodied knowledge of the language and theories of a specific arts discipline and critical understanding of:</i>            Concepts, history and contemporary developments in visual arts, design, media, material culture and related disciplines (4)</p> <p>The interplay between visual arts and society and how to influence cultural landscape and built environment (6)</p> <p>How methodology, materials and procedures influence design and artworks (5)</p> <p>How design and artwork is conceptualised/planned, realised and managed (1)</p> <p>Primary and secondary research (3)</p>	<p><i>Advanced practical and/or embodied knowledge of the language and theories of a specific arts discipline and critical understanding of:</i>            Historical and contemporary developments in drama/dance/theatre and their interrelationship with other art forms within different cultural contexts. (4)</p> <p>Different genres and styles in drama/dance/theatre (6)</p> <p>How space influences staged performances (5)</p> <p>How staged performances are conceptualised/planned, produced, directed and promoted (1)</p> <p>Primary and secondary research (3)</p>

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LEVEL 6		<p>A command of the skills techniques and methodologies of a specific arts discipline. An ability to utilise interpretive, evaluative and analytical skills appropriately. An ability to identify and understand audiences and how to communicate with them effectively.</p>	<p><i>Advanced skills techniques and methodologies demonstrating mastery and innovation required to solve complex and unpredictable problems in:</i>            Creatively employing appropriate working methods, choosing materials, techniques and tools for desired goals (1)</p> <p>Analysing, Interpreting, evaluating own and others' work within the framework of existing theoretical knowledge (2)</p> <p>Applying state of the art technology (5)</p> <p>Working with visual and tactile elements at a professional level (1)</p> <p>Identifying and understanding different spaces, contexts, collaborating with experts from different disciplines and how to relate to audiences. (6)</p>	<p><i>Advanced skills, techniques and methodologies relevant to the performing arts including:</i>            Drawing on own experiences to inform artistic practice (1)</p> <p>Ability to interpret, develop, evaluate and analyse dramatic texts, dramatic and/or choreography scripts, stage models and blueprints (3)</p> <p>Working successfully in ensemble and collaborative contexts (6)</p> <p>Preparing a performance project, reflect on and evaluate it in relationship to the audience. (1)</p>

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LEVEL 6		<p>The effective articulation of conceptual, creative and imaginative resources. Command of the theories, techniques and individual sensibilities, necessary to operate successfully within the professional arena. Be critically self-reflective and have the potential to work autonomously and to contribute as part of a team.</p>	<p><i>Manage creative professional activities or projects. Taking responsibility:</i> For decision-making and problem-solving in diverse art and design contexts (3)</p> <p>Of professional development and promotion of art and design projects (7)</p> <p>To critically self-reflect on own and others' aesthetic and ethical choices in visual arts (2)</p> <p>To work autonomously and/or as part of a team. (6)</p>	<p><i>Manage creative professional activities or projects. Taking responsibility</i> For decision-making and problem-solving in diverse staged performance contexts (3)</p> <p>Of professional development and promotion of stage and/or screen performance projects (7)</p> <p>To critically self-reflect on own and others' aesthetic and ethical choices in drama/theatre/dance productions (2)</p> <p>To work autonomously as part of a team. (6)</p>

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	EQF	STUDENTS IN THE ARTS ARE EXPECTED TO HAVE	STUDENTS IN DESIGN/FINE ARTS* ARE EXPECTED TO HAVE	STUDENTS IN PERFORMING ARTS ARE EXPECTED TO HAVE
LEVEL 7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge is issues in a field and at the interface between different fields	An advanced and specialised ability to interrelate theory and practice in the creation of a body of work that is personally innovative and informed by advanced practice and knowledge within the field. Critical and creative awareness of interdisciplinary possibilities between differing fields and disciplines.	<i>Highly specialised knowledge, some of which is at the forefront of art and design disciplines. An advanced and specialised ability to:</i> Demonstrate critical and creative awareness of interdisciplinary possibilities between differing fields and disciplines.  Demonstrate sound use of methodology, source materials and procedures needed to undertake practice based and/or theoretically oriented research.	<i>Highly specialised knowledge, some of which is at the forefront of drama/theatre/dance. An advanced and specialised ability to:</i> Demonstrate critical and creative awareness of interdisciplinary possibilities between differing fields and disciplines.  Demonstrate sound use of methodology, source materials and procedures needed to undertake practice based and/or theoretically oriented research.
SKILLS				
	EQF	STUDENTS IN THE ARTS ARE EXPECTED TO HAVE	STUDENTS IN DESIGN/FINE ARTS* ARE EXPECTED TO HAVE	STUDENTS IN PERFORMING ARTS ARE EXPECTED TO HAVE
LEVEL 7		The ability to create a self-initiated body of work that demonstrates innovation and mastery of expressive, intellectual and technical skills. The ability to analyse and develop working processes, and plan and manage their own projects.	<i>The ability to:</i> Analyse and develop working processes, and plan and manage their own projects.  Undertake primary and secondary research as a way of reflection on ideas and aesthetics related to the body of work the student is expected to produce  Realise a body of work that is personally innovative and informed by advanced practice and knowledge within the field	<i>The ability to:</i> Analyse and develop working processes, and plan and manage their own individual or group projects.  Undertake primary and secondary research as a way of reflection on ideas and aesthetics related to the project the student is expected to produce  Realise a project that is personally innovative and informed by advanced practice and knowledge within the field



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LEVEL 7	<p>Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</p> <p>Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</p>	<p>Manage and transform work or study contexts that are complex, unpredictable, and require new strategic approaches. Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.</p>	<p><i>The capacity to:</i></p> <p>Produce work that responds to complex situations, requires new strategic approaches and contributes to professional knowledge and practice</p> <p>Integrate research methodology, advanced tools and experience</p> <p>Manage projects and/or teams, acting with individual autonomy and/or leadership where appropriate</p> <p>Apply ethical principles of the discipline and act with awareness of their role in wider society.</p>	<p><i>The capacity to:</i></p> <p>Produce work that responds to complex situations, requires new strategic approaches and contributes to professional knowledge and practice</p> <p>Integrate research methodology, advanced tools and experience</p> <p>Manage projects and/or teams, acting with individual autonomy and/or leadership where appropriate</p> <p>Apply ethical principles of the discipline and act with awareness of their role in wider society.</p>

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	EQF	STUDENTS IN THE ARTS ARE EXPECTED TO	STUDENTS IN DESIGN/FINE ARTS* ARE EXPECTED TO	STUDENTS IN PERFORMING ARTS ARE EXPECTED TO
LEVEL 8	Knowledge at the most advanced frontier of a field of work or study and the interface between fields	Make a significant contribution to the advancement of knowledge and/or creative practice in the subject and produce outcomes worthy of dissemination within the public domain.	<p><i>Make a significant contribution:</i> To the advancement of knowledge and/or creative practice in the subject and produce outcomes worthy of dissemination within the public domain</p> <p>To research in the specific field and/or at the interface between fields and as provocation for new ideas and aesthetics including art/design projects</p>	<p><i>Make a significant contribution:</i> To the advancement of knowledge and/or creative practice in the subject and produce outcomes worthy of dissemination within the public domain</p> <p>To research in the specific field and/or at the interface between fields and as provocation for new ideas and aesthetics including performances and other field related projects</p>
SKILLS				
	EQF	STUDENTS IN THE ARTS ARE EXPECTED TO HAVE	STUDENTS IN DESIGN/FINE ARTS* ARE EXPECTED TO HAVE	STUDENTS IN PERFORMING ARTS ARE EXPECTED TO HAVE
LEVEL 8	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	An ability to identify issues worthy of research and/or investigative creative practice, and develop a reasoned methodology and processes of documentation, resulting in new knowledge or innovative expression, capable of dissemination.	<p><i>An ability:</i> To identify issues worthy of research and/or investigative creative practice, and develop a reasoned methodology and processes of documentation, resulting in new knowledge or innovative expression, capable of dissemination.</p> <p>To creatively solve art and design related problems and research, applying specialised skills and techniques, including synthesis, evaluation and critical thinking.</p>	<p><i>An ability:</i> To identify issues worthy of research and/or investigative creative practice, and develop a reasoned methodology and processes of documentation, resulting in new knowledge or innovative expression, capable of dissemination.</p> <p>To creatively solve performing arts related problems and research, applying specialised skills and techniques, including synthesis, evaluation and critical thinking.</p>

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LEVEL 8	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research	Make informed judgements on complex issues, often within unexplored fields or unstable areas of knowledge, and be able to communicate ideas and outcomes clearly and effectively to specialist audiences and within appropriate public domains.	Make informed and creative statements on complex issues, often within unexplored fields or unstable areas of knowledge, and be able to identify and communicate ideas, research findings and outcomes clearly and effectively to specialist audiences and within appropriate public domains. Demonstrate autonomy and scholarly and professional integrity.	Make informed and creative statements on complex issues, often within unexplored fields or unstable areas of knowledge, and be able to identify and communicate ideas, research findings and outcomes clearly and effectively to specialist audiences and within appropriate public domains. Demonstrate autonomy and scholarly and professional integrity.