



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUECOS12B Make costumes for dance and physical theatre**

**Revision Number: 1**

## CUECOS12B Make costumes for dance and physical theatre

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the skills and knowledge required to make costumes required for dance or any other performance that includes a high level of physical activity. As such it focuses on the particular knowledge, skills and techniques required to work with stretch fabrics and to adapt costumes for dance and other physical activities.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>Costume makers apply the skills and knowledge outlined in this unit. They could be working in a range of contexts - from large commercial productions in the entertainment and screen industries to amateur theatre.</p> <p>This unit has linkages to other costume units and combined assessment and/or training with those units may be appropriate, e.g.:</p> <ul style="list-style-type: none"> <li>• CUECOS09B Develop and apply knowledge of costume.</li> </ul>
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### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

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.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct research for dance and movement-wear	1.1. Undertake appropriate research to identify the historical, cultural and other factors that might influence styles, construction techniques and costume development in relation to <i>dance and movement-wear</i> 1.2. Analyse designs for dance and movement-wear, and identify the relationship between costumes and character portrayal and development 1.3. Gather various and appropriate <i>research materials</i> to develop knowledge of dance and movement-wear options
2. Interpret brief for dance and movement-wear	2.1. Liaise with the <i>relevant colleagues</i> to confirm the dance and movement-wear requirements and gain approvals where required 2.2. Read and correctly interpret the costume production schedule, specifications and lists 2.3. Interpret design into practical plans for making dance and movement-wear in accordance with production requirements
3. Prepare for construction of dance and movement-wear	3.1. Select materials and methods of costume construction in accordance with production requirements and the nature of the physical <i>performance</i> activity 3.2. Take and record accurate measurements of performers to ensure correct fitting of costumes 3.3. Correctly identify style and fabric characteristics which influence construction of dance and movement-wear and clarify any queries with relevant colleagues 3.4. Select appropriate grade plan or grade rule table
4. Make and grade patterns for dance and movement-wear	4.1. Produce or adjust pattern to required specifications, ensuring that patterns comply with: gender and figure proportions and <i>performance requirements</i> 4.2. Grade pattern manually or by computer, adjusting design, maintaining accuracy and shape, notches, design proportion and other design requirements 4.3. Check pattern for accuracy and make any necessary adjustments 4.4. Store patterns in accordance with workplace procedures

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
5. Lay up and cut work for dance and movement-wear	5.1. Establish the required meterage of fabric and other materials to minimise wastage 5.2. Check materials for quality, faults, width, selvages, dye, lot and marking requirements 5.3. Identify and assemble appropriate base and outer fabrics 5.4. Lay up base and self fabrics and check alignment as necessary to ensure conformance to specifications 5.5. Cut materials to meet requirements of the pattern 5.6. Prepare fabric base and mount fabrics, as necessary, to achieve required stiffening or support effect
6. Sew and fit dance and movement-wear	6.1. Pin or sew fabric pieces and linings and hang, as appropriate, in readiness for assembly 6.2. Conduct fittings with performers and identify, record and action required adjustments and alterations 6.3. Sew costume pieces together to form the whole costume and attach all required trimmings, fasteners and decorations using appropriate techniques 6.4. Press finished costume in accordance with requirements 6.5. Identify modifications to character costume in consultation with performer/cast and/or designer, where necessary

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- numeracy skills sufficient to allow calculation, including ratios and percentages

#### Required knowledge

- sources of information on dance and movement-wear
- the features of different types of dance and movement-wear
- use and properties (such as weight, pile, grain, and pattern shapes) of the different fabrics, materials and patterns which are regularly used in making dance and movement-wear
- techniques for working with stretch fabrics, including one-way and two-way stretch
- techniques for adapting standard clothing items for dance or physical activity, including shirts, jackets, trousers, dresses and skirts
- sources and suppliers of materials, fabrics and trims typically used in construction of dance and movement-wear

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>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.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• ability to create costumes for dance and physical theatre using techniques and materials specific to this type of costume</li> <li>• knowledge of the range and type of dance and movement-wear that may be required by a range of productions.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>The assessment context must provide for:</p> <ul style="list-style-type: none"> <li>• practical demonstration of skills through the production of costumes for dance or physical theatre for a production.</li> </ul>
<b>Method of assessment</b>	<p>Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:</p> <ul style="list-style-type: none"> <li>• evaluation of dance/physical theatre costumes produced by the candidate in relation to quality of construction</li> <li>• oral questioning/interview to assess knowledge of dance/physical theatre costume range</li> <li>• evaluation of drawings/sketches or specifications developed by the candidate</li> <li>• portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ul> <p>Assessment methods should closely reflect workplace demands 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).</p>
<b>Guidance information for assessment</b>	<p>Assessment of this unit requires access to:</p> <ul style="list-style-type: none"> <li>• costume designs or specifications from which the</li> </ul>

**EVIDENCE GUIDE**

	candidate can work <ul style="list-style-type: none"><li>• materials and equipment used to produce dance/physical theatre costumes.</li></ul>
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## Range Statement

### 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.

<p><b><i>Dance and movement-wear</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• allover</li> <li>• circus costumes</li> <li>• classical and contemporary items</li> <li>• leotards</li> <li>• standard items adapted for dance and physical theatre</li> <li>• stretch pants</li> <li>• tutus</li> </ul>
<p><b><i>Research materials</i></b> for dance and movement-wear may include:</p>	<ul style="list-style-type: none"> <li>• books</li> <li>• coloured design illustrations</li> <li>• digital images</li> <li>• film, video</li> <li>• photographs</li> <li>• sketches</li> <li>• technical drawings from other productions</li> <li>• the Internet</li> </ul>
<p><b><i>Relevant colleagues</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• designers</li> <li>• performers</li> <li>• technical and production staff</li> </ul>
<p>Adaptation of clothing styles for <b><i>performance</i></b> may require consideration of:</p>	<ul style="list-style-type: none"> <li>• budget and time constraints</li> <li>• components</li> <li>• construction methods</li> <li>• context</li> <li>• lighting</li> <li>• maintenance and storage</li> <li>• material types/constraints</li> <li>• performance demands</li> <li>• suitability to performers physique</li> </ul>
<p><b><i>Performance requirements</i></b> may relate to:</p>	<ul style="list-style-type: none"> <li>• nature of the physical activity, eg lifting in ballet</li> <li>• quick changes</li> <li>• continuity</li> </ul>

**RANGE STATEMENT**

	<ul style="list-style-type: none"> <li>• lighting</li> <li>• special effects</li> <li>• use of body doubles/second cast</li> <li>• special considerations</li> <li>• use of harness on performer during performance</li> </ul>
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**Unit Sector(s)**

<b>Unit sector</b>	
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**Competency field**

<b>Competency field</b>	Visual communication - costume
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**Co-requisite units**

<b>Co-requisite units</b>		