



**Australian Government**

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

# **CUESCE08B Realise scenic art designs**

**Revision Number: 1**

## CUESCE08B Realise scenic art designs

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the skills and knowledge required to interpret scenic art production schedules and realise scenic art designs. As such, it builds on the skills found in other units which focus on specific techniques, to encompass the realisation of a broad range of scenic art types. This unit also underpins units that focus on the use of experimentation to meet design requirements.</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>Set designers or senior supervising scenic artists apply the skills and knowledge outlined in this unit. They are responsible for ensuring that all scenic art elements are created according to designs and ready for installation in performance spaces.</p> <p>This unit also has linkages to other scenic art units and units within the Visual Arts Craft and Design Training Package. Combined assessment and or training with some of those units may be appropriate.</p>
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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. Determine scenic art requirements	1.1. Correctly interpret the scenic art production schedule, scenic art specifications and lists 1.2. Liaise with <i>relevant personnel</i> to confirm the scenic art production requirements 1.3. Contemplate and consider scenic art <i>methods and techniques</i> to ensure that correct visual interpretation of the production requirements is met
2. Prepare for scenic art production	2.1. Accurately project the design line drawings or draw to scale 2.2. Determine the appropriate methods and techniques to be used for the production of <i>scenic art elements</i> , in accordance with the design and specification requirements 2.3. Select and prepare the required equipment, tools, <i>materials</i> and paints in accordance with the design and specification requirements 2.4. Prepare paints in accordance with the design and specifications requirements, occupational health and safety procedures and environmental factors
3. Realise scenic art	3.1. Paint and texture the scenic cloths and sets using the selected materials, techniques and painting styles 3.2. Participate in ongoing discussions with relevant personnel throughout the painting process, to ensure scenic art design requirements are met 3.3. Follow safety procedures during the construction process in accordance with organisational and legislative requirements 3.4. Participate in any ongoing production technique trials to establish the best results during the production of the scenic art elements, including: colour mixes, textures, materials and painting styles 3.5. Identify potential different approaches that may enhance the final outcome and incorporate these into the work process
4. Finish and check scenic art	4.1. Fire proof scenic art elements in accordance with occupational and public health and safety legislative requirements 4.2. Liaise with relevant personnel to evaluate and check the scenic art elements for accuracy and compliance with design and production specification requirements

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	<p>4.3. Identify and make any necessary adjustments in accordance with discussions, making accurate changes to relevant documentation</p> <p>4.4. Correctly label and code all scenic art elements for identification during the production</p> <p>4.5. Store the scenic art elements in accordance with organisational procedures and requirements for the specific type of work</p> <p>4.6. Clean, maintain and store tools, <i>equipment</i> and materials in accordance with relevant workplace and <i>safety requirements</i></p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- literacy skills sufficient to interpret production documentation
- numeracy skills sufficient to calculate/mix quantities

#### Required knowledge

- range of materials used in scenic art, including paints and cloths
- capabilities of equipment used in scenic art as specified in the Range Statement
- legislative and organisational occupational health and safety standards, including safe handling of hazardous materials
- colour mixing techniques
- major painting styles such as cubism, surrealism, impressionism and a basic knowledge of architectural styles, features and finishes
- colour theory, line, dimension, chiaroscuro, depth, and their application
- painting techniques such as water colour technique and opaque technique
- the behaviour of various materials, finishes, painting techniques and colours under lighting
- general knowledge of the properties of materials used in set construction
- the application and properties of a range of paints and media used in scenic art realisation
- the properties and characteristics of a variety of materials before and after art finishing
- ways of adapting and combining techniques and materials to achieve different scenic art effects
- environmental issues associated with tools and materials used in scenic art
- awareness of copyright, moral rights and intellectual property issues and legislation

## 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 produce full scale scenic art to meet specific production needs</li> <li>application of a range of painting techniques to produce varied effects.</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 multiple full scale scenic art elements which require different effects to be achieved.</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>direct observation of the candidate using painting techniques to produce scenic art</li> <li>evaluation of scenic art produced by the candidate in terms of quality of finish and meeting of design requirements</li> <li>oral and written questioning to assess knowledge of art styles, techniques and safety issues</li> <li>review of 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>painting equipment and materials used in scenic art</li> <li>scenic art design specifications.</li> </ul>





## 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.

<b><i>Relevant personnel</i></b> may include:	<ul style="list-style-type: none"> <li>• designer</li> <li>• head of department</li> <li>• supervisor</li> <li>• other scenic artists</li> </ul>
<b><i>Methods and techniques</i></b> within this unit could be quite broad in nature and may include:	<ul style="list-style-type: none"> <li>• anti-clogging techniques for scenic gauzes</li> <li>• glazing</li> <li>• marbling</li> <li>• perspective</li> <li>• preparation</li> <li>• priming</li> <li>• scaling up drawings</li> <li>• stencilling, e.g. rollers and stamps</li> <li>• traditional scene painting techniques for canvas</li> <li>• transparent painting for silk and nessel cloths</li> <li>• velour and velvet painting techniques</li> <li>• woodgraining</li> </ul>
<b><i>Scenic art elements</i></b> may include:	<ul style="list-style-type: none"> <li>• back drops</li> <li>• canvas</li> <li>• cycloramas</li> <li>• drops</li> <li>• flats</li> <li>• flooring and floor cladding, e.g.: tarkett</li> <li>• flown pieces</li> <li>• gauze</li> <li>• large props, e.g.: furniture</li> <li>• nessel</li> <li>• rakes</li> <li>• rostra</li> <li>• scaffolding</li> <li>• silk</li> <li>• soft drapes, e.g.: legs border</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• stairs</li> <li>• synthetic fabrics, e.g.: plastics</li> <li>• treads</li> <li>• velour</li> <li>• wool</li> </ul>
<b>Materials</b> used may include:	<ul style="list-style-type: none"> <li>• adhesives</li> <li>• dyes</li> <li>• solvent-based paints</li> <li>• stains</li> <li>• texture mediums</li> <li>• water-based paints</li> </ul>
<b>Equipment</b> may include:	<ul style="list-style-type: none"> <li>• brushes</li> <li>• sponges</li> <li>• spray guns</li> <li>• stamps</li> </ul>
Legal and <b>safety requirements</b> may include:	<ul style="list-style-type: none"> <li>• fire proofing</li> </ul>

## Unit Sector(s)

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

<b>Competency field</b>	Visual communication - scenic art
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## Co-requisite units

<b>Co-requisite units</b>	<p>It is strongly recommended that this unit be assessed with or after the following units:</p> <ul style="list-style-type: none"> <li>• CUESCE05B Apply a general knowledge of scenic art</li> <li>• CUESCE06B Use scenic art painting techniques.</li> </ul>

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