



**Australian Government**

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

# **CUESET07C Use research, innovation and experimentation to create sets**

**Revision Number: 1**

## CUESET07C Use research, innovation and experimentation to create sets

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the skills and knowledge required to undertake research and experiment with various techniques and media to achieve new set effects.</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 builders and designers in the entertainment and screen and media industries apply the skills and knowledge outlined in this unit. Typically this process takes place after the creation of the overall set design, or it can be an integral part of the design process.</p> <p>This unit also has linkages to other set construction units and design units, and combined assessment and/or training with those units may be appropriate, e.g.:</p> <ul style="list-style-type: none"> <li>• CUESET501A Conceive, develop and realise set designs</li> <li>• CUFPRP01B Conceive, develop and realise props designs</li> <li>• CUESET04C Use research, innovation and experimentation to create props.</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. Identify the potential or need for new construction techniques and media	1.1. Analyse design or production <i>elements</i> to determine areas where <i>research and experimentation</i> may be appropriate 1.2. Pro-actively assess the potential for the use of new construction <i>techniques</i> and <i>media</i> to maximise the effectiveness of set designs
2. Conduct research	2.1. Undertake relevant research to identify the historical, cultural and other factors that might influence construction techniques or media 2.2. Research, adapt and use relevant ideas and approaches from other practitioners with consideration of intellectual property, moral rights and copyright requirements 2.3. Identify appropriate specialists who may be able to contribute to the overall set design realisation 2.4. Maintain references in an accessible form to allow for use by other colleagues as required 2.5. Use research material to adapt styles for practical construction and performance needs
3. Experiment with set construction techniques and different media	3.1. Conduct or coordinate trials to establish the best ways in which the desired set effect can be achieved, including experimentation with: colour mixes, textures, materials, construction techniques and painting styles 3.2. Assess results of experimentation balancing the need for creative effectiveness and construction and cost practicality 3.3. Consider safety issues for production and performance personnel in the development of new approaches to set construction 3.4. Select, adapt or introduce new materials, tools, equipment or technology for the achievement of different effects 3.5. Liaise with colleagues to provide information on the results of experimentation and to make appropriate decisions on new techniques and media 3.6. Set-up or coordinate specific resource requirements which arise from the use of different techniques in accordance with workplace requirements

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- ways of adapting set construction skills across styles, genres and art forms, including film, television, radio and live performance in dance, music, drama
- research skills and sources of information to inform research and experimentation on set construction
- costs and costing processes for set elements
- literacy skills sufficient to undertake research and interpret information and material from a broad range of sources
- numeracy skills sufficient to evaluate resource costs

#### Required knowledge

- the expressive qualities of set construction as it relates to the nature of the work, the style of the production and the qualities of the performance
- innovative and experimental set construction techniques in 2-dimensional (2D) and 3-dimensional (3D)
- ways in which highly effective interaction between the effects produced by sets and performance action can be achieved
- the behaviour of various materials under different types of lighting
- techniques for testing finished and unfinished materials, eg fabric, leather, vinyl, plastic, foam, latex, found objects, straw, paper, and cardboard
- the use and properties of a range of paints and media not generally used in set construction
- the properties and characteristics of a variety of materials before and after art finishing
- testing finished and unfinished materials, such as fabric, leather, vinyl, plastic, foam, latex, found objects, straw, paper, and cardboard
- sources of raw, part-processed and processed materials and components from a range of sources and suppliers, and ascertaining their suitability
- organisational and legislative occupational health and safety procedures particularly in relation to set construction
- copyright, moral rights and intellectual property issues and legislation as they apply to sets
- environmental issues associated with tools and materials used in sets and potential issues associated with new approaches

## 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>• in depth knowledge of a wide range of techniques and media that may be used and adapted for set construction</li> <li>• ability to create innovative set effects through appropriate research and experimentation.</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>• creative collaboration with others in a process to experiment with new techniques to achieve effects for a particular production requirement.</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 effects developed by the candidate to meet a particular brief</li> <li>• evaluation of ideas and methods developed by the candidate to create a range of different effects and production contexts</li> <li>• oral or written questioning to assess knowledge of materials and techniques</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>• set designs, set elements and devices, materials and</li> </ul>

<b>EVIDENCE GUIDE</b>
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	techniques.
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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.

Set <i>elements</i> and devices on which research and experimentation could be required may include:	<ul style="list-style-type: none"> <li>• automated and animatronic devices</li> <li>• electrical and mechanical winches</li> <li>• flats</li> <li>• flooring and floor cladding, e.g. tarkett, rakes</li> <li>• flown pieces</li> <li>• hydraulics</li> <li>• large props, e.g. furniture</li> <li>• lifts</li> <li>• pneumatics</li> <li>• revolves</li> <li>• rostra</li> <li>• scaffolding</li> <li>• set building accessories, e.g. castors, slides, tracks, wires, pulleys</li> <li>• soft drapes, e.g. legs, borders, cycloramas, backdrops, drops</li> <li>• stairs</li> <li>• traps</li> <li>• treads</li> <li>• trucks</li> </ul>
The need for <i>research and experimentation</i> on set construction techniques and media may be related to design requirements for:	<ul style="list-style-type: none"> <li>• new effects</li> <li>• overall creative direction</li> <li>• special effects</li> </ul>
Appropriate <i>techniques</i> may include:	<ul style="list-style-type: none"> <li>• fabrication</li> <li>• metalworking</li> <li>• timber construction techniques</li> <li>• welding and soldering</li> </ul>
<i>Media</i> for set construction may include:	<ul style="list-style-type: none"> <li>• adhesives</li> <li>• canvas and other fabrics</li> <li>• fabric</li> </ul>



**RANGE STATEMENT**

	<ul style="list-style-type: none"> <li>• fasteners</li> <li>• fibreglass</li> <li>• metal products, e.g. bars, tubes, sheets, moulded or cast metal</li> <li>• paper</li> <li>• plastics, e.g. moulded, sheet</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 - sets
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**Co-requisite units**

<b>Co-requisite units</b>	It is strongly recommended that this unit be assessed with or after the following units:	
	CUESET302A	Make sets
	CUESET11B	Develop set construction plans to meet design requirements