Australian Government

Department of Education, Employment and Workplace Relations

CUVDES01A Apply colour theory in response to a brief

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to explore and apply colour theory in response to a brief.   This is a core unit in design fundamentals and as such underpins many other specialisation units.   People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

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Element	Performance Criteria
1 Examine information on colour theory	1.1 Identify and access sources of information on colour theory relevant to the brief
	1.2 Use knowledge of colour theory to inform work as required by the brief
2 Apply colour theories to produce samples	2.1 Select materials, tools and equipment required for the production of colour theory samples
	2.2 Follow appropriate and safe procedures to apply instances of colour theory
	2.3 Consider outcomes in relation to colour theory and the requirements of the brief, and make adjustments accordingly
	2.4 Produce a range of samples which demonstrate the appropriate application of colour theory to a brief
	2.5 Present and store work in a format which takes account of the need for professional presentation and potential need for the samples in future work

Required Skills and Knowledge

Not applicable.

Evidence Guide

Underpinning skills and knowledge
Assessment must include evidence of the following knowledge and skills:
general knowledge of the role and nature of a brief within the design process, including different types of brief and how designers use them
awareness of the notion of individual interpretation and choice within the design process, and the potential limitations of theory
knowledge about the materials, tools and equipment required to apply colour theory
workspace organisation and maintenance including environmental and safety issues
colour attributes and colour relationships
knowledge about how other artists and designers use colour in their work
awareness of different colour theories and their applications to different contexts
awareness of emotional, cultural and situational aspects of colour
copyright, moral rights and intellectual property issues and legislation and their impact on aspects of design
literacy skills sufficient to interpret a brief
numeracy skills sufficient to calculate quantities and proportions and to determine layout issues.

Linkages to other units
This unit underpins many specialisation units, both within the Visual Arts Craft and Design Training Package, and other Training Packages, e.g. Entertainment.   It is highly recommended that this unit be assessed in conjunction with those units.

Critical aspects of evidence
The following evidence is critical to the judgement of competence in this unit:
production of a range of samples which apply colour theory in accordance with the requirements of the brief
fundamental understanding of colour theory.

Method and context of assessment
The assessment context must provide for:
project or work activities that allow the candidate to access and apply colour theory knowledge to a specific context.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:
evaluation of samples
questioning and discussion
review of portfolios of evidence
third party workplace reports of performance by the candidate.

Assessment methods should closely reflect workplace demands (e.g. literacy) 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).

Resource requirements
Assessment of this unit requires access to the materials resources and equipment needed to apply colour theory to a brief.

Key competencies in this unit

Key competencies are built into all workplace competencies.   The table below describes those applicable to this unit.   Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, **organising and analysing information**   (2)

Identifying and accessing sources of information on colour theory.

Communicating ideas and information   (2)

Producing a range of samples which apply colour theory.

Planning and organising activities   (1)

Following procedures to apply colour theory.

Working with others and in teams   (1)

Discussing work with colleagues.

Using mathematical ideas and techniques   (1)

Working out proportions for colour mixing.

Solving problems   (1)

Working out colour schemes.

Using technology   (1)

Using tools and equipment.

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awareness of the notion of individual interpretation and choice within the design process, and the potential limitations of theory

knowledge about the materials, tools and equipment required to apply colour theory

workspace organisation and maintenance including environmental and safety issues

colour attributes and colour relationships

knowledge about how other artists and designers use colour in their work

awareness of different colour theories and their applications to different contexts

awareness of emotional, cultural and situational aspects of colour

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Solving problems   (1)
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Using technology   (1)
Using tools and equipment.

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Range Statement

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The brief:

describes and specifies the work to be completed

is usually prepared by commissioning body or organisation (could be supervisor, client, community organisation)

may be written, diagrammatic, visual, verbal.

Sources of information on colour theory may include:

books and magazines

art and design work

scientific texts

anecdotal sources, personal observation

characteristics of materials, e.g. paints, pigments.

Materials may include:

a range of papers

cardboard

gouache, watercolour, acrylic

pastels, colour pencils, crayons

glue

lighting materials.

Tools and equipment may include:

a range of brushes

receptacles

spray gun

air brushes

sponges

rulers

measuring tools

digital equipment

software

light sources/equipment.

Colour theory samples may be exercises in response to a brief and may involve:

colour grading

colour scales

colour attributes in hue, chroma, value

effective colour relationships, e.g. harmonies and discords

colour schemes

colour models (emotional, physical and psychological effects of colour)

the application of light, e.g. in a theatrical context.

Colour samples may be:

colour wheels

colour swatches

sample boards

photographs

digital output

transitory, e.g. natural and artificial lighting effects

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drawn, painted, printed.

Producing samples may also involve the application of colour theory to a work in progress.
Safe procedures are in accordance with Federal, State and Territory legislation, regulations and standards.

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Unit Sector(s)

Not applicable.