



**Australian Government**

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

# **CUVDES02A Apply the design process to 2-dimensional work in response to a brief**

**Release: 1**

## **CUVDES02A Apply the design process to 2-dimensional work in response to a brief**

### **Modification History**

Not applicable.

### **Unit Descriptor**

This unit describes the skills and knowledge required to explore and apply the design process in a 2-dimensional (2D) way 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.

This unit describes the skills and knowledge required to explore and apply the design process in a 2-dimensional (2D) way 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.

### **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

### Elements and Performance Criteria

Element	Performance Criteria
1 Examine information on two dimensional design	<ul style="list-style-type: none"><li>1.1 Identify and access relevant sources of information on design processes specifically relating to two dimensional applications</li><li>1.2 Use knowledge of relevant design processes to inform work</li></ul>
2 Apply design processes to produce samples of two dimensional design work	<ul style="list-style-type: none"><li>2.1 Select appropriate materials, tools and equipment required for the production of design samples in accordance with the brief</li><li>2.2 Follow appropriate and safe procedures to apply instances of design processes</li><li>2.3 Consider outcomes in relation to processes used and suitability for the brief</li><li>2.4 Explore different approaches to satisfy the requirements of the brief</li><li>2.5 Produce a range of samples which demonstrate the application of design processes to two dimensional work</li><li>2.6 Present and store samples in a format which takes account of the need for professional presentation and potential need for the samples in future work</li></ul>

## 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

knowledge about the materials, tools and equipment required to apply design processes to two dimensional applications

work space organisation and maintenance including environmental and safety issues

knowledge about how other artists and designers use design processes in their work

awareness of different design processes and philosophies in the context of two dimensional applications

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 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 design processes to two dimensional work in accordance with the requirements of the brief

fundamental understanding of the design process as it applies to two dimensional work.

### Method and context of assessment

The assessment context must provide for:

project or work activities that allow the candidate to access and apply design processes 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 design processes.

### Key competencies in this unit

Key competencies are built into all workplace competencies. The following table 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 of design processes.

**Communicating ideas and information (2)**

Producing a range of samples which apply design processes.

**Planning and organising activities (1)**

Following procedures to apply design processes.

**Working with others and in teams (1)**

Discussing work with colleagues.

**Using mathematical ideas and techniques (1)**

Applying linear perspective.

**Solving problems (1)**

Working out design solutions.

**Using technology (1)**

Using digital applications.

**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

knowledge about the materials, tools and equipment required to apply design processes to two dimensional applications

work space organisation and maintenance including environmental and safety issues

knowledge about how other artists and designers use design processes in their work

awareness of different design processes and philosophies in the context of two dimensional applications

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 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 design processes to two dimensional work in accordance with the requirements of the brief

fundamental understanding of the design process as it applies to two dimensional work.

**Method and context of assessment**

The assessment context must provide for:

project or work activities that allow the candidate to access and apply design processes 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 design processes.

### **Key competencies in this unit**

Key competencies are built into all workplace competencies. The following table 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 of design processes.

### **Communicating ideas and information (2)**

Producing a range of samples which apply design processes.

### **Planning and organising activities (1)**

Following procedures to apply design processes.

### **Working with others and in teams (1)**

Discussing work with colleagues.

### **Using mathematical ideas and techniques (1)**

Applying linear perspective.

### **Solving problems (1)**

Working out design solutions.

### **Using technology (1)**

Using digital applications.

## 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 a commissioning body or organisation, e.g. supervisor, client, community organisation

may be written, diagrammatic, visual, verbal.

**Sources of information on design processes specifically relating to 2D applications may include:**

books and magazines

art and design work

scientific texts

anecdotal sources, personal observation

natural and architectural forms

manufactured structures

optics, including single and multiple vanishing points.

**Materials may include:**

a range of papers

cardboard

pencils

inks and washes

markers

glue

found materials.

**Tools and equipment may include:**

a range of brushes

pens and nibs

receptacles

spray guns

air brushes

sponges

rulers

measuring tools

cutting blades

scissors

spatulas

digital equipment

relevant software ( which may include CADD, Illustrator).

**Design samples may be exercises in response to a brief and involve considerations of:**

direction

shape

size

tone

texture

pattern

shape

positive and negative shape  
harmony  
contrast  
proportion  
rhythm.

**Design samples may involve:**

mark making  
exploring tonal range to produce illusion of three-dimensionality  
linear perspective  
modelling volume through marks and tone.

**Samples may be:**

drawn, painted, printed, collaged  
photographs  
digital output.

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

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 a commissioning body or organisation, e.g. supervisor, client, community organisation  
may be written, diagrammatic, visual, verbal.

**Sources of information on design processes specifically relating to 2D applications may include:**

books and magazines  
art and design work  
scientific texts  
anecdotal sources, personal observation  
natural and architectural forms  
manufactured structures  
optics, including single and multiple vanishing points.

**Materials may include:**

a range of papers  
cardboard  
pencils  
inks and washes  
markers  
glue  
found materials.

**Tools and equipment may include:**

a range of brushes  
pens and nibs  
receptacles  
spray guns  
air brushes  
sponges



rulers  
measuring tools  
cutting blades  
scissors  
spatulas  
digital equipment  
relevant software ( which may include CADD, Illustrator).

**Design samples may be exercises in response to a brief and involve considerations of:**

direction  
shape  
size  
tone  
texture  
pattern  
shape  
positive and negative shape  
harmony  
contrast  
proportion  
rhythm.

**Design samples may involve:**

mark making  
exploring tonal range to produce illusion of three-dimensionality  
linear perspective  
modelling volume through marks and tone.

**Samples may be:**

drawn, painted, printed, collaged  
photographs  
digital output.

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

## **Unit Sector(s)**

Not applicable.