



Australian Government

Department of Education, Employment and Workplace Relations

CUVILL501A Develop professional illustrations

Release: 1

CUVILL501A Develop professional illustrations

Modification History

Version	Comments
CUVILL501A	This version first released with <i>CUVII Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to create professional illustrations for a range of purposes in both print and digital formats.

Application of the Unit

Illustrators apply the skills and knowledge in this unit. They typically create pictures for books, magazines, and other publications and for commercial products, such as textiles, wrapping paper, stationery, greeting cards and calendars. Increasingly, illustrators work in digital format, preparing work directly on a computer and producing designs and illustrations for games, mobile phones and the web.

At this level, the illustrator uses a range of advanced techniques within work that conveys strong conceptual and theoretical development and engagement with the creative brief. This work is carried out independently with some mentoring and guidance as required.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

<p>1. Interpret the illustration brief</p>	<p>1.1 Analyse the illustration brief in terms of key communication objectives</p> <p>1.2 Develop an understanding of the broader context for the illustrative work</p> <p>1.3 Develop shared understandings of illustration requirements with relevant people</p>
<p>2. Generate and assess ideas for illustrations</p>	<p>2.1 Evaluate the specific context and proposed media for the illustrative work</p> <p>2.2 Identify and source references that inform illustration in the relevant context</p> <p>2.3 Consider current and emerging trends and thinking about illustration</p> <p>2.4 Explore and experiment with different approaches and techniques for communication of key messages</p> <p>2.5 Create appropriate relationships between different visual components</p> <p>2.6 Maximise contributions of others through collaboration on ideas, including other experts as required</p> <p>2.7 Reflect on ideas for technical, creative and budgetary implications</p> <p>2.8 Refine and select approaches that best balance the overall needs of the brief</p>
<p>3. Create illustrations</p>	<p>3.1 Create impactful illustrations through effective engagement with the elements and principles of design</p> <p>3.2 Use advanced compositional skills to establish strong spatial relationships in illustrations</p> <p>3.3 Create appropriate mood and feeling in illustrations</p> <p>3.4 Develop and reflect evolving personal style in illustrative work</p> <p>3.5 Engage in an ongoing process of testing, creative collaboration and refinement during the process</p>
<p>4. Finalise illustrations</p>	<p>4.1 Negotiate and agree to modifications and amend as required</p> <p>4.2 Develop accurate and comprehensive documentation to support the production process</p> <p>4.3 Present final illustrations and documentation to relevant</p>

	people and confirm
5. Evaluate effectiveness of illustrations	<p>5.1 Evaluate completed illustrations in terms of <i>success</i> in achieving objectives</p> <p>5.2 Assess work against other <i>creative, technical and business considerations</i></p> <p>5.3 Analyse and evaluate feedback from client and others</p> <p>5.4 Reflect on own role in design process and note areas for future improvement</p>

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - interpret and clarify written proposals and creative briefs
 - present ideas for work
 - produce accurate and detailed production documentation for illustrations
- critical thinking and analytical skills to:
 - evaluate communication needs and develop appropriate illustrations
 - distil key ideas and approaches from complex and varying information and ideas
- initiative and enterprise skills to see opportunities for new and creative approaches to illustrative work
- literacy skills to engage with potentially complex information at an advanced level
- self-management and organisational skills to:
 - take responsibility for the illustration challenge
 - meet responsibilities within a collaborative project
- problem-solving skills to take ownership of complex technical and conceptual challenges and develop creative solutions in response
- numeracy skills to interpret and work within project budgets
- technology skills to:
 - use the advanced features of current illustration digital technologies
 - use the internet as a research tool.

Required knowledge

- properties and capabilities of the range of illustration materials and techniques, including:
 - digital and traditional techniques
 - image manipulation
 - layout and typography
- current and emerging trends and ideas in illustration
- typical roles and responsibilities of key people involved in illustration projects
- principles and purposes of illustration in different contexts
- production factors that impact on illustration in both print and digital contexts
- other legal and ethical requirements that impact on illustration
- critical and creative thinking techniques that can be used as part of the design process
- elements and principles of design and how they may be used, adapted and challenged in the creation of work
- intellectual property issues and legislation for professional illustration practice
- sustainability considerations for professional illustration practice
- OHS requirements for illustration practice.

Evidence Guide

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • create a body of illustrative work for use in a range of media, both print and electronic • work confidently with the elements and principles of design across multiple illustration contexts • apply knowledge of illustration techniques.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • industry-current illustration technologies.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • professional evaluation by industry professionals of illustrations developed by the candidate • evaluation of presentations made by the candidate about work developed • evaluation of processes used by the candidate to conceive, plan and realise the work • direct observation of work in progress • evaluation of a candidate’s visual diary or other forms of documentation showing the development of the illustrations • questioning and discussion about candidate’s intentions and the work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. <p>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).</p>
Guidance information	<p>Holistic assessment with other units relevant to the industry</p>

for assessment	sector, workplace and job role is recommended, for example: <ul style="list-style-type: none">• CUVPRP501A Realise a body of creative work.
-----------------------	---

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><i>Communication objectives</i> may be to:</p>	<ul style="list-style-type: none"> • challenge • compare • contrast • entertain • inform • inspire • motivate • persuade • sell.
<p><i>Broader context</i> may relate to:</p>	<ul style="list-style-type: none"> • client preferences and perceptions • community attitudes • corporate objectives • cultural expectations and influences • ethical considerations • key relationships for the project • industry trends • legal considerations • policies and guidelines • social responsibilities • sustainability • societal expectations.
<p><i>Relevant people</i> may include:</p>	<ul style="list-style-type: none"> • art directors • authors • clients • copywriters • creative directors • employers • end users • graphic designers • other illustrators • supervisors • technical experts.
<p><i>Specific contexts</i> for</p>	<ul style="list-style-type: none"> • advertisements • architectural illustrations

<p>illustration may be:</p>	<ul style="list-style-type: none"> • book covers • children’s books • editorial illustrations • fashion illustrations • illustrations for urban planning • portraits • posters • story boards for animation • storybooks • technical, anatomical and botanical illustration.
<p>Media may be:</p>	<ul style="list-style-type: none"> • digital: <ul style="list-style-type: none"> • desktop presentation • film • pixel-based • television • vector-based • web • print: <ul style="list-style-type: none"> • books • direct mail • information boards • magazines • newspapers • point of sale • posters.
<p>References may include:</p>	<ul style="list-style-type: none"> • digital images • film and video • internet • marketing data • material from the sponsoring organisation • own experience • photographs • previous work • product information • reference books, journals and texts • scripts • technical data • work of other designers • writings.
<p>Current and emerging trends and thinking</p>	<ul style="list-style-type: none"> • appropriate standards • cultural considerations

may relate to:	<ul style="list-style-type: none"> • cultural norms • stretching boundaries • stylistic developments.
Techniques may include:	<ul style="list-style-type: none"> • animation • association • caricature • cartooning • distortion • exaggeration • fantasy • special effects.
Other experts may be:	<ul style="list-style-type: none"> • artists • copywriters • digital media designers • graphic designers.
Elements and principles of design relate to:	<ul style="list-style-type: none"> • alignment • balance • coherence • colour • composition • contrast • direction • dominance • emphasis • form • line • movement • pattern • positive and negative space • proportion • proximity • repetition • rhythm • shape • simplicity or complexity • subordination • texture • unity.
Creative collaboration and refinement may involve:	<ul style="list-style-type: none"> • client consultation • informal conversations with peers • modelling

	<ul style="list-style-type: none"> • piloting • technical discussions • workshopping of ideas.
Documentation may include:	<ul style="list-style-type: none"> • creative rationale • finished artwork • instructions for printers • production specifications.
Success may be measured by:	<ul style="list-style-type: none"> • audience response • clarity of the message • client feedback • cost effectiveness • customer comments • sales achieved.
Creative, technical and business considerations may relate to:	<ul style="list-style-type: none"> • codes of practice • copyright and intellectual property • cultural expectations and influences • ethical principles • legislation, including OHS legislation, policies and guidelines • social responsibilities, such as protection of children • societal expectations.

Unit Sector(s)

Visual communication – illustration

Custom Content Section

Not applicable.