Australian Government

Department of Education, Employment and Workplace Relations

BSBDES301A Explore the use of colour

Revision Number: 1

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

BSBDES301A Explore the use of colour

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to explore the use of colour and to apply colour theory.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to any individual whose work involves the effective use of colour, and who needs to understand the basics about the way colours work. Artists, designers, photographers, lighting technicians, digital media specialists and visual merchandisers are just a few examples of people who need these skills.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Source information on colour and colour theory	1.1. Identify and access **sources of information on colour and colour theory** 1.2. Evaluate and collate information to build a knowledge of colour and its application in different contexts
2. Experiment with colour	2.1. Test different colours and colour combinations through **experimentation** 2.2. Use own ideas as a way of testing, challenging or confirming colour theory 2.3. Ensure safe use of **materials**, **tools and equipment** during experimentation with colour
3. Communicate concepts and ideas through use of colour	3.1. Investigate how colour might be used to communicate a particular **idea or concept** 3.2. Select materials, tools and equipment relevant to the idea or concept 3.3. Apply colour in a way that communicates the concept or idea based on own knowledge of colour and colour theory 3.4. Review and reflect on own use of colour and what it communicates 3.5. Seek and obtain feedback from others about the way colour has been used and its success in communicating the concept or idea 3.6. Present and store work any **samples** in a way which takes account of the need for professional presentation and potential relevance for future work

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to read and interpret information about colour and colour theory
- numeracy skills to calculate quantities and proportions of different colours
- visual literacy skills to make judgements about the way that different colours work together and in conjunction with other elements.

Required knowledge

- colour attributes and colour relationships
- different colour theories and their applications to different contexts
- emotional, cultural and situational aspects of colour
- individual interpretation and choice in relation to the use of colour, and the potential limitations of theory
- materials, tools and equipment required to experiment with colour in relevant contexts
- ways in which other practitioners use colour in their work.

Evidence Guide

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	Evidence of the following is essential: • effective use of colour to communicate a concept or idea • knowledge of colour theory, the effects of colour and its potential use in different contexts.
Context of and specific resources for assessment	Assessment must ensure: • access to materials, resources and equipment needed to apply colour in the relevant work context.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of colour samples produced by the candidate to communicate a concept or idea • oral or written questioning to assess knowledge of colour theory and use of colour by different practitioners.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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.	
Sources of information on colour and colour theory may include:	• anecdotal sources, personal observation • art and design work • books and magazines • characteristics of materials, for example paints, pigments • scientific texts • web-based resources
Experimentation may involve playing with:	• application of light, for example in a theatrical context • colour attributes in hue, chroma, value • colour grading • colour models (emotional, physical and psychological effects of colour) • colour scales • colour schemes • effective colour relationships, for example harmonies and discords
Materials, ***tools and equipment*** may include:	• air brushes • brushes • cardboard • digital equipment • fabrics/textiles/plastics • glue • gouache, watercolour, acrylic • hand tools • light sources/equipment • lighting gels • measuring tools • pastels, colour pencils, crayons • range of papers • receptacles • rulers • software

RANGE STATEMENT

	• sponges • spray gun
Idea or concept to be communicated may relate to a huge range of activities such as:	• advertising and promotion • artistic works • exhibitions or events • fashion designs • interactive digital media products • interior designs • jewellery design • lighting designs • object or product design • sign making • theatrical props, sets or scenic art
Samples may be:	• colour wheels • colour swatches • constructed • digital output • drawn, painted, printed • photographs • sample boards • transitory, for example natural and artificial lighting effects

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

Innovation and Business Skills Australia