



**Australian Government**

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

# **CUESCE07B Create special effects for scenic art**

**Revision Number: 1**

## CUESCE07B Create special effects for scenic art

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the skills and knowledge required to use a range of advanced techniques to create special effects for scenic art.</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>Scenic artists, painters and set making staff apply the skills and knowledge outlined in this unit. Generally they work as members of set construction crews under the supervision of a workshop manager.</p> <p>They are responsible for painting a range of visual effects such as specific textures and trompe l'oeil. They require a good understanding of scenic art processes, as well as an appreciation of artistic criteria.</p> <p>This unit has linkages to a range of other scenic art units and combined assessment and/or training with those units may be appropriate.</p>
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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. Assess the need for the creation of special effects	<ul style="list-style-type: none"><li>1.1. Liaise with relevant colleagues to confirm the need for <i>special effects</i> scenic art</li><li>1.2. Read and correctly interpret production schedules, specifications, lists and scale drawings when available</li><li>1.3. Assess the need for the use of various special effects based on review of requirements and in consultation with <i>relevant colleagues</i></li><li>1.4. Correctly identify any budgetary or other constraints</li></ul>
2. Test techniques to create special effects	<ul style="list-style-type: none"><li>2.1. Identify possible approaches to achieve the effect required and establish criteria for the selection of the final approach</li><li>2.2. Conduct <i>appropriate research</i> on different approaches and techniques</li><li>2.3. Select appropriate tools and <i>equipment</i> for the testing of approaches and techniques</li><li>2.4. Test and experiment with a range of techniques and materials which might achieve the effect</li><li>2.5. Evaluate testing processes against selection criteria and select the preferred approach based on production requirements</li><li>2.6. Communicate and consult with relevant production personnel on special effects options</li><li>2.7. Accurately document the selected process, including records of required materials and equipment</li></ul>
3. Produce special effects scenic art	<ul style="list-style-type: none"><li>3.1. Select correct tools, equipment and materials in accordance with size/scale requirements</li><li>3.2. Calculate correct quantities of materials, avoiding wastage where possible</li><li>3.3. Use the selected techniques to produce <i>scenic art</i></li></ul>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills required to liaise with other production personnel on scenic art requirements
- literacy skills sufficient to interpret production documentation and conduct research into special effects
- numeracy skills sufficient to calculate quantities

#### Required knowledge

- broad knowledge of the range of special effects which can be achieved in scenic art
- techniques for the achievement of different types of special effect, including relevant tools, materials and equipment
- safety and environmental issues and legislation associated with materials and equipment used to create effects

## 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

The following evidence is critical to the judgement of competence in this unit:

- knowledge of a range of techniques which can be used to create different effects
- ability to apply techniques to achieve the desired special effect.

#### Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the production of scenic art which requires the achievement of a special effect
- interaction with others to reflect the collaborative nature of the process.

#### Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct observation of the candidate using techniques to achieve special effects
- evaluation of scenic art pieces created by the candidate
- oral or written questioning to assess knowledge of techniques, materials and equipment
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

#### Guidance information for assessment

Assessment of this unit requires access to:

- painting materials, tools and equipment commonly used to create special effects for scenic art
- a workspace in which scenic art can be produced.

## 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.

<i><b>Special effects</b></i> may include:	<ul style="list-style-type: none"> <li>• particular textures</li> <li>• trompe l'oeil</li> </ul>
<i><b>Relevant colleagues</b></i> may include:	<ul style="list-style-type: none"> <li>• designers</li> <li>• other scenic artists</li> <li>• stage carpenters</li> <li>• technicians</li> </ul>
<i><b>Appropriate research</b></i> sources may include:	<ul style="list-style-type: none"> <li>• historical data</li> <li>• Internet</li> <li>• previous productions</li> <li>• references and texts</li> <li>• work of other artists</li> </ul>
Scenic art <i><b>equipment</b></i> may include:	<ul style="list-style-type: none"> <li>• brushes</li> <li>• charcoal sticks</li> <li>• conversion tables</li> <li>• cutting boards and tables</li> <li>• dyeing facilities</li> <li>• glue guns</li> <li>• graining combs</li> <li>• hammers</li> <li>• hopper gun</li> <li>• measuring tapes</li> <li>• rollers</li> <li>• scissors and cutters</li> <li>• sponges</li> <li>• spray guns</li> <li>• stamps</li> <li>• tacks</li> <li>• tools, e.g. wire cutters, hammers, pliers</li> </ul>
<i><b>Scenic art</b></i> may include:	<ul style="list-style-type: none"> <li>• back drops</li> <li>• cycloramas</li> <li>• drops</li> <li>• flats</li> </ul>

**RANGE STATEMENT**

	<ul style="list-style-type: none"> <li>• flooring and floor cladding</li> <li>• flown pieces</li> <li>• large props, e.g.: furniture</li> <li>• rakes</li> <li>• rostra</li> <li>• scaffolding</li> <li>• soft drapes</li> <li>• stairs</li> <li>• treads</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 - scenic art
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**Co-requisite units**

<b>Co-requisite units</b>		