



**Australian Government**

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

# **CUESET302A Make sets**

**Revision Number: 1**

## CUESET302A Make sets

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the skills and knowledge required to interpret set construction schedules and specifications, and to produce sets for any production within the cultural industries.</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>This unit describes the skills and knowledge required to interpret set construction schedules and specifications, and to produce sets for any production within the cultural industries. It builds on the skills found in the unit CUESET05C Apply set construction techniques to include the full construction of a wider range of set elements and liaison with other technical and creative personnel.</p> <p>This unit also underpins units that focus on set construction planning and the use of experimentation to meet design requirements.</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. Determine set requirements	1.1. Correctly interpret the set production schedule, set specifications, lists and scale drawings 1.2. Liaise with <i>relevant personnel</i> to confirm the set construction requirements 1.3. Contemplate and consider <i>set construction methods</i> and techniques to ensure that correct visual interpretation of the <i>production requirements</i> is met through close liaison with relevant personnel
2. Prepare for set construction	2.1. Determine the accurate measurements for the construction of the <i>set item</i> and make appropriate alterations to the scale drawings 2.2. Determine the appropriate methods and techniques to be used for the production of the set, in accordance with the design and specification requirements 2.3. Select and prepare the required equipment, tools and materials in accordance with the design and specification requirements
3. Construct sets	3.1. Construct sets using selected materials, construction techniques and finishes 3.2. Construct various set elements in a logical order and to meet production timelines 3.3. Follow safety procedures during the construction process in accordance with organisational and legislative requirements 3.4. Participate in any ongoing production technique trials to establish the best results and solve any problems during the construction of the set items, including: colour mixes, textures, materials, construction techniques, construction of prototypes and painting styles 3.5. Identify potential different approaches that may enhance the final outcome and incorporate those into the work process
4. Finish and check the set	4.1. Complete required fireproofing in accordance with occupational and public health and safety legislative requirements 4.2. Liaise with relevant personnel to evaluate and check the set items for accuracy and compliance with design and construction specification requirements 4.3. Identify and make any necessary adjustments in

ELEMENT	PERFORMANCE CRITERIA
	<p>accordance with discussions, making accurate changes to <i>relevant documentation</i></p> <p>4.4. Correctly label and code all partially finished set items for identification during the construction phase</p> <p>4.5. Store the set in accordance with organisational procedures and the nature of the set, to avoid loss or damage</p> <p>4.6. Clean, maintain and store tools, equipment and materials in accordance with relevant workplace and safety requirements</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills sufficient to visualise and interpret creative concepts
- literacy skills sufficient to interpret production documentation, construction specifications, instructions and drawings
- numeracy skills sufficient to calculate measurements
- technical skills sufficient to:
  - draw (including perspective/technical drawing and drawing to scale)
  - safely handle hazardous materials typically used in set construction
  - use a range of set construction equipment including hand and power tools
  - use a range of set construction techniques (including carpentry and joinery)
  - work with specialised materials

#### Required knowledge

- behaviour of materials, finishes, painting techniques and colours under lighting and other production conditions
- copyright, moral rights and intellectual property issues and legislation
- current and emerging technology relevant to set construction
- legislative and organisational OHS standards in relation to set construction
- principles and techniques of set construction and painting
- properties and characteristics of materials before and after art finishing
- properties, applications and durability of materials used for set construction
- safe handling techniques for hazardous materials typically used in set construction
- testing finished and unfinished materials, such as fabric, leather, vinyl, plastic, foam, latex, found objects, straw, paper, and cardboard

## 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:

- ability to correctly and safely use techniques and processes to realise the creation of sets
- ability to interpret set designs and documentation in order to meet production requirements
- ability to interpret specifications correctly to determine appropriate construction techniques for a range of sets
- knowledge and understanding of the properties, applications and durability of different types of materials used to make set elements.

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

#### Context of and specific resources for assessment

Assessment must ensure:

- access to a range of equipment as listed in the Range Statement
- access to materials, equipment and tools required to construct a range of set elements
- access to set specifications and drawings
- access to venues/locations in which sets can be constructed
- access to appropriate learning and assessment support when required
- the use of culturally appropriate processes, and techniques appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

<b>EVIDENCE GUIDE</b>	
<b>Method of assessment</b>	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• case studies to assess candidate's ability to determine construction techniques for a range of different set requirements</li> <li>• evaluation of sets created by candidate in terms of construction quality and adherence to specifications</li> <li>• oral or written questioning to assess knowledge of materials, safety issues and construction techniques</li> <li>• review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• CUFPPM403A Coordinate film and media production services and resources</li> <li>• CUFSET301A Assemble and maintain sets</li> <li>• MEM18001C Use hand tools.</li> </ul>



## 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.

<p><b><i>Relevant personnel</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• designer/production designer</li> <li>• director (photography, technical)</li> <li>• floor manager</li> <li>• head of department</li> <li>• performers</li> <li>• producer</li> <li>• set construction/production personnel</li> <li>• set supervisor/manager</li> <li>• specialist/technical staff</li> </ul>
<p><b><i>Set construction methods</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• construction materials:             <ul style="list-style-type: none"> <li>• adhesives</li> <li>• cloths (canvas, gauze, nessel, wool, silk, velour, synthetic fabric)</li> <li>• fabrics</li> <li>• fasteners</li> <li>• fibreglass</li> <li>• leather</li> <li>• masonite</li> <li>• metal products (e.g. bars, tubes, sheets)</li> <li>• mouldable materials</li> <li>• moulded or cast metal</li> <li>• paper products</li> <li>• plaster</li> <li>• plastic</li> <li>• polystyrene</li> <li>• thermoplastic</li> <li>• timber/timber products</li> <li>• wood</li> </ul> </li> <li>• construction methods, e.g.:             <ul style="list-style-type: none"> <li>• fabrication</li> <li>• gluing</li> </ul> </li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• metalwork (e.g. cutting, welding, brazing)</li> <li>• moulding</li> <li>• painting</li> <li>• sculpting (and other shaping methods)</li> <li>• timber construction</li> <li>• woodworking</li> </ul>
<i>Production requirements</i> may include:	<ul style="list-style-type: none"> <li>• occupational, public health &amp; safety requirements: <ul style="list-style-type: none"> <li>• commonwealth, state and territory OHS regulations</li> <li>• local government construction legislation and regulation</li> <li>• national and international standards, guidelines and codes of practice</li> </ul> </li> <li>• production environments: <ul style="list-style-type: none"> <li>• on location (interior, exterior)</li> <li>• outside broadcast</li> <li>• stage/theatre/venue</li> <li>• studio</li> </ul> </li> <li>• production types: <ul style="list-style-type: none"> <li>• animated productions</li> <li>• commercials</li> <li>• documentaries</li> <li>• feature films</li> <li>• filmed events or performances</li> <li>• live or pre-recorded television productions</li> <li>• music video</li> <li>• short films</li> <li>• television productions of any type (e.g. music, drama, comedy, variety, sport)</li> </ul> </li> </ul>
<i>Set item</i> may include:	<ul style="list-style-type: none"> <li>• automated and animatronic devices</li> <li>• back drops</li> <li>• cycloramas</li> <li>• drops</li> <li>• electrical and mechanical winches</li> <li>• flats</li> <li>• flooring and floor cladding</li> <li>• flown pieces</li> <li>• hydraulics</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• large props (e.g. furniture)</li> <li>• lifts</li> <li>• pneumatics</li> <li>• rakes</li> <li>• revolves</li> <li>• road cases, boxes, crates for storage/transportation</li> <li>• rostra</li> <li>• scaffolding</li> <li>• soft drapes</li> <li>• special effects sets</li> <li>• stairs</li> <li>• traps</li> <li>• treads</li> <li>• trucks</li> </ul>
<p><b><i>Relevant documentation</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• budgets</li> <li>• colour charts</li> <li>• confirmation of receipt and dispatch notes</li> <li>• descriptive set checklists</li> <li>• fault reports</li> <li>• hire agreements</li> <li>• manufacture schedules</li> <li>• manufacturers' specifications/instructions</li> <li>• measurement charts</li> <li>• memos of instruction</li> <li>• operational/project plan</li> <li>• paint colour formulas</li> <li>• production schedules</li> <li>• running sheets</li> <li>• scripts</li> <li>• set breakdown lists</li> <li>• set construction schedule/plan</li> <li>• set design</li> <li>• sketches</li> <li>• stock orders</li> <li>• stock reports</li> <li>• technical drawings</li> </ul>

**Unit Sector(s)**

<b>Unit sector</b>	
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**Competency field**

<b>Competency field</b>	Visual communication - sets
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**Co-requisite units**

<b>Co-requisite units</b>		