



**Australian Government**

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

# **CUVACD401A Integrate colour theory and design processes**

**Release: 1**

## CUVACD401A Integrate colour theory and design processes

### Modification History

Version	Comments
CUVACD401A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to explore and integrate colour theory and design processes into two-dimensional or three-dimensional work.

### Application of the Unit

Any person working with the design process in a visual communication context applies the skills and knowledge in this unit.

At this level, work would be undertaken independently, with supervision 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

1. Research information on colour theory and design processes	1.1 Identify and access relevant <b><i>sources of information</i></b> on colour theory and design processes 1.2 Research historical and contemporary approaches to colour and design in the context of the work project 1.2 Evaluate information with consideration of how colour and design issues may be integrated into the design process
2. Communicate ideas through the application of colour and design theory	2.1 Select, combine and explore <b><i>materials, tools and equipment</i></b> to determine ways in which colour theory and design processes may be integrated 2.2 Explore and develop new ideas through a process of experimentation 2.3 Achieve solutions by working with the fundamental <b><i>elements and principles of design</i></b> and different <b><i>aspects of colour</i></b>
3. Evaluate design work	3.1 Reflect on own application of design process and success in communicating concepts and ideas 3.2 Identify areas for future improvement, especially in terms of own skill development 3.3 Communicate about completed work with others and respond positively to feedback

## Required Skills and Knowledge

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

### Required skills

- communication skills to present and discuss ideas about design
- critical thinking and analytical skills to evaluate information from a wide range of sources in order to develop design ideas
- initiative and enterprise skills to consider new and different ways of achieving required design outcomes
- literacy skills to interpret information about design and colour from a range of sources
- problem-solving skills to identify and resolve technical and conceptual design issues
- numeracy skills to use numerical aspects of software programs
- self-management skills to plan and coordinate own work
- technology skills to use the internet as a research tool.

### Required knowledge

- awareness of the notion of individual interpretation and choice within the design process, including the potential limitations of sticking too closely to theory
- ways in which colour theory and design processes can be explored and combined to meet the needs of a brief
- materials, tools and equipment required for the production of samples that integrate colour theory and design processes
- how other artists and designers have applied colour theory and design processes
- intellectual property issues and legislation and their impact on aspects of design
- role and nature of a brief within the design process, including different types of briefs and how designers use them
- sustainability considerations for the design process in the relevant context
- OHS procedures relevant to design context.

## 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.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• solve design challenges through the application of colour theory and design processes</li> <li>• apply knowledge of the ways in which colour theory and design processes may be used in the production of design or artwork.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• tools, materials and equipment used in the design process in the relevant context.</li> </ul>
<b>Method of assessment</b>	<p>Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:</p> <ul style="list-style-type: none"> <li>• evaluation of processes used by the candidate to solve design challenges</li> <li>• evaluation of a candidate’s visual diary or other forms of documentation showing the development of the designs</li> <li>• questioning and discussion about candidate’s intentions and the work outcome</li> <li>• review of portfolios of evidence</li> <li>• review of third-party reports from experienced practitioners.</li> </ul> <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>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## 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>Sources of information</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• art and design work</li> <li>• books and magazines</li> <li>• manufactured structures</li> <li>• natural and architectural forms</li> <li>• optics</li> <li>• personal observation</li> <li>• scientific texts</li> <li>• software programs.</li> </ul>
<p><b><i>Materials</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• clays and plaster</li> <li>• drawing media and implements</li> <li>• hard materials, such as:             <ul style="list-style-type: none"> <li>• metal</li> <li>• stone</li> <li>• wood</li> </ul> </li> <li>• fabrics and textiles</li> <li>• fixing agents and mechanisms</li> <li>• paints and inks</li> <li>• papers and cardboard</li> </ul>
<p><b><i>Tools and equipment</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• air guns and brushes</li> <li>• clamps</li> <li>• cutting blades</li> <li>• digital equipment</li> <li>• hand tools</li> <li>• light sources</li> <li>• pens and nibs</li> <li>• receptacles</li> <li>• rulers</li> <li>• scissors</li> <li>• spatulas</li> <li>• sponges.</li> </ul>
<p><b><i>Elements and principles of design</i></b> relate to:</p>	<ul style="list-style-type: none"> <li>• alignment</li> <li>• balance</li> <li>• coherence</li> </ul>

	<ul style="list-style-type: none"> <li>• colour</li> <li>• composition</li> <li>• contrast</li> <li>• direction</li> <li>• dominance</li> <li>• emphasis</li> <li>• form</li> <li>• line</li> <li>• movement</li> <li>• negative and positive space</li> <li>• pattern</li> <li>• proportion</li> <li>• proximity</li> <li>• repetition</li> <li>• rhythm</li> <li>• shape</li> <li>• simplicity and complexity</li> <li>• subordination</li> <li>• texture</li> <li>• unity.</li> </ul>
<p><i>Aspects of colour</i> may relate to:</p>	<ul style="list-style-type: none"> <li>• addition and subtraction</li> <li>• chroma</li> <li>• colour mix</li> <li>• complementary colours</li> <li>• desaturation</li> <li>• high key</li> <li>• intensity</li> <li>• low key</li> <li>• saturation</li> <li>• temperature</li> <li>• transparency</li> <li>• value.</li> </ul>

## Unit Sector(s)

Visual communication – art, craft and design