



Australian Government

Department of Education, Employment and Workplace Relations

CUVCAL301A Produce calligraphy

Release: 1

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Modification History

Version	Comments
CUVCAL301A	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 produce calligraphy through the exploration and application of a range of techniques, tools, equipment and materials.

Application of the Unit

People still developing their calligraphy expertise apply the skills and knowledge in this unit. They produce finished calligraphy extending and combining a range of techniques to support the ideas of the work.

At this level, work is usually undertaken under supervision, though some autonomy and judgement can be expected within established parameters.

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. Plan calligraphy work through exploration	<p>1.1 Explore calligraphy <i>ideas</i> and <i>techniques</i>, in consultation with <i>key people</i> as required</p> <p>1.2 Review historical and contemporary calligraphy practice as potential sources of ideas</p> <p>1.3 Clarify ideas for calligraphy based on exploration</p> <p>1.4 <i>Assess</i> the capabilities of calligraphy techniques through practice and adaptation</p> <p>1.5 Select techniques that best support the ideas for the work</p>
2. Prepare, maintain and store calligraphy resources	<p>2.1 Select and organise calligraphy <i>tools</i>, equipment and <i>materials</i> suited to the chosen work</p> <p>2.2 Prepare and maintain resources based on the <i>needs of the work</i></p> <p>2.3 Take responsibility for the safe and sustainable use of resources</p> <p>2.4 Store resources according to the needs of different items</p>
3. Create finished calligraphic work	<p>3.1 Safely use and adapt calligraphy techniques to create desired effects</p> <p>3.2 Review work in progress and make adjustments as required to produce final work</p> <p>3.3 Add value to the current work process and future work by documenting the work progress</p> <p>3.4 Liaise with others to obtain feedback on work in terms of its technical proficiency and success in communicating ideas</p>

Required Skills and Knowledge

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

Required skills

- communication skills to discuss ideas for calligraphy with others
- learning skills to:
 - improve calligraphy techniques through practice and some experimentation
 - respond constructively to feedback
- literacy skills to read product safety labels and instructions on use
- numeracy skills to calculate quantities of materials
- planning and organising skills to organise resources required to produce calligraphy
- self-management skills to take responsibility for the process of creating work.

Required knowledge

- physical properties and capabilities of the range of materials and tools used in calligraphic work
- ways of exploring, adapting and combining techniques and materials to achieve different effects in calligraphic work
- historical and theoretical contexts for calligraphic work
- work space requirements for calligraphic work
- cleaning and maintenance techniques for tools used in calligraphic work
- elements and principles of design and their particular application to calligraphy work
- intellectual property issues associated with calligraphic work
- sustainability issues associated with the tools and materials used in calligraphic work
- organisational and legislative OHS procedures in relation to calligraphic work.

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"> • produce multiple pieces of calligraphic work that show some technical proficiency in chosen techniques • work with ideas and techniques and bring them together in finished work • adapt and extend the capabilities of calligraphic techniques and resources.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • equipment and tools used to produce calligraphic work.
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"> • evaluation of technical execution of work pieces produced by the candidate • direct observation of calligraphy in progress • questioning and discussion of the candidate's intentions and 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 for assessment	<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"> • CUVPRP301A Produce 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>Ideas</i> may be influenced by:</p>	<ul style="list-style-type: none"> • current capability with techniques • historical and theoretical context • subject matter or theme for the work, such as: <ul style="list-style-type: none"> • built environment • land and place • natural world • political, cultural and social issues • the body • spiritual concerns.
<p><i>Techniques</i> may include:</p>	<ul style="list-style-type: none"> • application of decoration to pen and drawn letterform • application of pen skills for a purpose, such as to loosen up movements of the pen to make linear marks of differing intensity and character (e.g. thick sharp, thin curvilinear) • penning a range of letterforms, such as: <ul style="list-style-type: none"> • Carolingian • Copperplate • Foundational • Gothic • Italic • Roman • Uncial • variation of weight and size of letterform.
<p><i>Key people</i> may include:</p>	<ul style="list-style-type: none"> • mentors • other artists • peers • supervisors • teachers.
<p>Strategies used to <i>assess</i> the capabilities of techniques may involve:</p>	<ul style="list-style-type: none"> • producing test pieces or samples • systematically testing a range of processes.
<p><i>Tools</i> may include:</p>	<ul style="list-style-type: none"> • brushes, including: <ul style="list-style-type: none"> • air brushes

	<ul style="list-style-type: none"> • Asian brushes • disposable calligraphy pens • paint brushes • handmade pen from materials, such as: <ul style="list-style-type: none"> • bamboo • feather • reed • steel nibs in pen holders • tools adapted for specific purposes.
Materials may include:	<ul style="list-style-type: none"> • fabric, such as: <ul style="list-style-type: none"> • cotton • linen • silk • gesso and impasto • glass • gold leaf • gouache • inks • papers of differing weights and textures • perspex • vellum • watercolour • wood.
Needs of the work may relate to:	<ul style="list-style-type: none"> • availability of different resources • budget and cost control • creative goals • preparation time • process-specific procedures and requirements • recycling • reporting • safety • sustainable use of materials.

Unit Sector(s)

Visual communication – calligraphy