



Australian Government

Department of Education, Employment and Workplace Relations

CUVPAI201A Develop painting skills

Release: 1

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Modification History

Version	Comments
CUVPAI201A	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 use basic painting techniques to produce creative work.

Application of the Unit

People with little or no painting experience apply the skills and knowledge outlined in this unit. Typically they are embarking on a career in visual arts or a related area of creative practice and may have acquired general design, drawing or painting skills either at school or through self-directed learning and experimentation.

At this level, they are applying basic techniques to produce paintings from simple ideas. Supervision and guidance would usually be provided.

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. Prepare painting resources	1.1 Identify and obtain painting <i>tools, equipment and materials</i> 1.2 Prepare tools, equipment and materials according to <i>workplace procedures</i> and safety requirements 1.3 Set up a safe work space with guidance from <i>key people</i>
2. Use and test painting techniques	2.1 View a range of <i>paintings in different genres and styles</i> and discuss with others how effects are achieved 2.2 Match potential techniques to the <i>ideas</i> for the work with the assistance of key people 2.3 <i>Test</i> nominated <i>techniques</i> to determine the effects they achieve 2.4 Safely use selected techniques to produce paintings 2.5 Calculate correct quantities of materials required and minimise waste where possible 2.6 Clean and store tools, equipment and materials according to safety requirements and specific needs of different items
3. Make plans to develop skills	3.1 Seek feedback on painting work from key people 3.2 Respond positively to feedback and identify key areas for improvement with the assistance of others 3.3 Review different opportunities to build own skills and select suitable options

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss the process for producing paintings with others
 - understand and follow instructions
- learning skills to:
 - improve techniques for producing paintings through practice
 - respond appropriately to feedback
- literacy skills to read product and equipment safety labels
- numeracy skills to calculate quantities of materials
- planning and organising skills to prepare and set up resources and work space.

Required knowledge

- materials, tools and equipment commonly used for painting
- major genres and styles of painting and the work of key practitioners relevant to individual area of interest
- typical work space and equipment requirements for the production of different types of paintings
- cleaning and maintenance techniques for tools and equipment used in painting
- elements and principles of design – what they are and what they mean
- intellectual property considerations for any person making creative work
- ways of minimising waste in the use of painting tools, materials and equipment
- OHS procedures that apply to painting 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 at least one painting where the techniques and materials support the idea for the work apply knowledge of painting tools, equipment and materials.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> tools, equipment and materials used to produce paintings.
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"> direct observation of paintings in progress questioning and discussion of the candidate's intentions and work 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"> CUVPRP201A Make simple 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.

<i>Tools and equipment</i> may include:	<ul style="list-style-type: none"> • brushes • knives • rags • rollers • scrapers • spatulas • sponges • sticks.
<i>Materials</i> may include:	<ul style="list-style-type: none"> • acrylic paints • bark • canvas • cardboard • fabric • glues • impasto • natural ochres • paper • perspex • tempera • watercolour • wood.
<i>Workplace procedures</i> may relate to such things as:	<ul style="list-style-type: none"> • process-specific procedures • recycling • safety • use of materials.
<i>Key people</i> may include:	<ul style="list-style-type: none"> • artists • mentors • peers • supervisors • teachers.
<i>Painting in different genres and styles</i> may include:	<ul style="list-style-type: none"> • genres: <ul style="list-style-type: none"> • everyday scenes (genre painting) • history

	<ul style="list-style-type: none"> • landscape • portraiture • still life • styles: <ul style="list-style-type: none"> • encaustic • fresco • gouache • ink and wash • oil • panel • tempera • watercolour.
Ideas may be influenced by:	<ul style="list-style-type: none"> • current capability with techniques • historical and theoretical contexts • 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.
Process used to test techniques may include:	<ul style="list-style-type: none"> • exploring techniques by making practice pieces • making samples using nominated techniques • testing techniques directly with work in progress.
Techniques would generally be quite limited in nature and may include:	<ul style="list-style-type: none"> • basic use of: <ul style="list-style-type: none"> • application of a particular colour range and linear work to produce expressive paintings • linear marks of different intensity and character • paint application to produce tactile surfaces • use of a range of brushes to achieve different lines and strokes • use of colour and tone to create illusion of forms in space • use of positive and negative space • variation in paint application.

Unit Sector(s)

Visual communication – painting