



**Australian Government**

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

# **CUVTEX501A Refine techniques for textile work**

**Release: 1**

## CUVTEX501A Refine techniques for textile work

### Modification History

Version	Comments
CUVTEX501A	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 refine techniques for textile work and to develop own style in a body of creative work. This occurs through a process of research, refinement and evaluation.

### Application of the Unit

Visual artists and designers whose practice includes the design and making of textiles apply the skills and knowledge in this unit. Other technical and design skills for textiles are also described in the textile design and development units in LMT07 Textiles, Clothing and Footwear Training Package.

At this level, the practitioner has a well-developed command of technical skills as well as the conceptual and creative skills to create a coherent body of work.

Technique refinement is a largely independent activity with mentoring and guidance as required. It would normally include work with several different techniques as part of the process of developing an individual style. In practice, this process is integrated with the skills described in the unit CUVPRP501A Realise a body of creative work.

### 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

<b>Element</b>	<b>Performance Criteria</b>
<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

<p>1. Research textile ideas and techniques</p>	<p>1.1 Support professional practice by expanding own knowledge of historical and contemporary textile practice</p> <p>1.2 Research ways that other artists and designers have used different textile <i>techniques</i></p> <p>1.3 Investigate how particular textile techniques work to achieve different <i>technical effects</i></p> <p>1.4 Evaluate the relationships between textile techniques and ideas</p> <p>1.5 Adapt and use relevant ideas and approaches with consideration of <i>intellectual property requirements</i></p>
<p>2. Select textile techniques for refinement</p>	<p>2.1 Consider the <i>opportunities</i> offered by different textile techniques</p> <p>2.2 Determine the <i>limitations and constraints</i> of particular techniques</p> <p>2.3 Select textile techniques for <i>refinement</i></p>
<p>3. Consolidate textile technique to professional level</p>	<p>3.1 Establish and follow <i>safe work practices</i> for selected techniques</p> <p>3.2 Develop increasing confidence and skill through practice and experimentation</p> <p>3.3 Proactively identify and resolve <i>technical problems</i> in textile projects based on developing expertise</p> <p>3.4 Challenge and test ideas, and allow new and unpredictable ideas to emerge</p> <p>3.5 Evolve ideas and other professional skills through ongoing experimentation with technique</p> <p>3.6 Develop own ways of working with techniques to create individual style</p> <p>3.7 Create a <i>coherent body of textile work</i> that shows command of selected techniques</p>
<p>4. Evaluate own textile technique</p>	<p>4.1 Evaluate development of own technique with others and seek feedback</p> <p>4.2 Seek and participate in conversations that challenge and explore different concepts and approaches</p> <p>4.3 Reflect on the particular ways that experimentation with different techniques has informed own work</p> <p>4.4 Identify <i>ways in which technique may be further developed</i> as part of a professional practice and build ideas into future</p>

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## Required Skills and Knowledge

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

### Required skills

- communication skills to engage with others about the technical and conceptual aspects of textile work
- critical thinking and analytical skills to:
  - evaluate and make judgements about relationships between textile techniques, effects and ideas
  - make critical evaluations of own textile technique
  - make critical evaluations of research findings
- initiative and enterprise skills to identify and act on opportunities for own practice presented by research and experimentation
- learning skills to develop and refine own skills to a professional practice standard
- literacy skills to analyse complex and varied information about textile technique
- problem-solving skills to identify and resolve technical problems in textile work
- self-management and planning skills to create a coherent body of textile work
- technical skills to show command of chosen textile techniques at a professional level
- technology skills to use the internet as a research tool.

### Required knowledge

- relationship between textile technique, particular effects and ideas – in the work of other artists and designers and in the context of own practice
- extended range of information sources that support research in textile practice
- cultural, sociological, philosophical, aesthetic, political and commercial influences on textile technique, in historical and contemporary contexts
- professional development opportunities for artists seeking to develop a textile practice
- elements and principles of design and how they may be used, adapted and challenged in the creation of work
- intellectual property issues and legislation associated with textile design as a professional practice
- sustainability issues for the professional operation of a textile design practice
- OHS requirements for the set-up and operation of a professional work space for textile 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.*

<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>• evolve and refine textile technique through a demonstrated process of experimentation</li> <li>• develop individual style in own work</li> <li>• produce a coherent body of professional work that includes the use of well-developed textile technique</li> <li>• research textile technique in the broader context of other artwork and artists</li> <li>• use safe and sustainable work practices.</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>• equipment, materials and tools used to produce textile work.</li> </ul>
<b>Method of assessment</b>	<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"> <li>• evaluation of technique within a body of textile work produced by the candidate</li> <li>• evaluation of processes used by the candidate to evolve and refine textile technique</li> <li>• evaluation of the work documentation</li> <li>• direct observation of textile in progress, including exploration of, and experimentation with, techniques</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, for example:</p> <ul style="list-style-type: none"> <li>• CUVPRP501A Realise a body of creative work.</li> </ul>



## 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>Textile techniques</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• application of pigment</li> <li>• beading</li> <li>• bleaching</li> <li>• constructing three-dimensional (3-D) forms</li> <li>• dissolving (fabric and dye)</li> <li>• dyeing</li> <li>• felting</li> <li>• hand and machine embroidery</li> <li>• knitting</li> <li>• knotting and tufting</li> <li>• layering</li> <li>• manipulating surfaces</li> <li>• printing, screen and transfer</li> <li>• twining</li> <li>• weaving.</li> </ul>
<p><b><i>Technical effects</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• atmosphere</li> <li>• drape</li> <li>• illusion</li> <li>• light reflective qualities</li> <li>• sculptural aspects</li> <li>• texture</li> <li>• transparency.</li> </ul>
<p><b><i>Intellectual property requirements</i></b> may relate to:</p>	<ul style="list-style-type: none"> <li>• copyright</li> <li>• design licensing regulations</li> <li>• form of acknowledgement or credit</li> <li>• moral rights</li> <li>• protocols for the adaptation of work by others</li> <li>• trademarks.</li> </ul>
<p><b><i>Opportunities</i></b> may relate to:</p>	<ul style="list-style-type: none"> <li>• communication of ideas</li> <li>• natural affinity with particular techniques</li> <li>• potential for combining techniques</li> <li>• potential for interactions between technique and media</li> <li>• themes in work.</li> </ul>



<p><b>Limitations and constraints</b> may relate to:</p>	<ul style="list-style-type: none"> <li>• availability of materials</li> <li>• capacity of technique to deliver required effect</li> <li>• own interaction with technique</li> <li>• resources</li> <li>• time.</li> </ul>
<p><b>Refinement</b> relates to:</p>	<ul style="list-style-type: none"> <li>• ability to use selected techniques with confidence</li> <li>• ongoing demonstration of development of technique</li> <li>• use of selected techniques in a body of professional work.</li> </ul>
<p><b>Safe work practices</b> may include:</p>	<ul style="list-style-type: none"> <li>• completing material safety data sheets (MSDS)</li> <li>• correct disposal of waste materials</li> <li>• dust and fume extraction</li> <li>• ergonomic safety</li> <li>• managing risk</li> <li>• reporting accidents and incidents</li> <li>• safe use of tools and equipment</li> <li>• using clearly designated wet and dry areas</li> <li>• using personal protective equipment (PPE).</li> </ul>
<p><b>Technical problems</b> may include:</p>	<ul style="list-style-type: none"> <li>• implications of scale and size</li> <li>• limitations of materials</li> <li>• limitations of processes or technology.</li> </ul>
<p><b>Coherent body of textile work</b> is:</p>	<ul style="list-style-type: none"> <li>• conceptually resolved</li> <li>• documented in terms of its development</li> <li>• subject to critical feedback by others</li> <li>• technically resolved</li> <li>• thematically connected.</li> </ul>
<p><b>Ways in which technique may be further developed</b> may include:</p>	<ul style="list-style-type: none"> <li>• collaboration</li> <li>• further study</li> <li>• intensive workshops</li> <li>• mentored guidance</li> <li>• new projects.</li> </ul>

## Unit Sector(s)

Visual communication – textile work

## Custom Content Section

Not applicable.