



Australian Government

CUACER201 Develop ceramic skills

Release: 1

CUACER201 Develop ceramic skills

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Application

This unit describes the skills and knowledge required to use a limited range of basic ceramic techniques to produce fundamental ceramic work from simple design concepts.

It applies to individuals who have developed some general design, drawing or craft skills and who are now embarking on a career in visual arts. They have little or no experience in ceramics and work under close supervision and with guidance from others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Visual communication – ceramics

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare ceramic resources	1.1 Calculate and obtain type and quantity of ceramics equipment, tools and materials according to own selected ideas for the work 1.2 Prepare equipment, tools and materials according to procedures for workplace safety, cost control and waste minimisation 1.3 Set up a safe work space with guidance from key people
2. Use and test ceramic techniques	2.1 View a range of ceramic work in different styles, and discuss with key people how effects are achieved 2.2 Match potential techniques to ideas for own ceramic work with assistance from key people 2.3 Test a range of techniques to determine the effects they achieve

ELEMENT	PERFORMANCE CRITERIA
	through experimentation with samples, practice pieces or work in progress 2.4 Use selected techniques to produce fundamental ceramic work considering and applying elements and principles of design 2.5 Clean and store equipment, tools, and materials according to specific needs of different items 2.6 Handle equipment, tools and materials safely and minimise waste throughout all processes
3. Review work to develop skills	3.1 Review own ceramic work and note areas for future improvement 3.2 Seek and consider feedback from key people to identify areas for improvement 3.3 Review different opportunities to build own skills and select suitable options

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.3	Plans a learning process to build own skills
Reading	1.2	Interprets detailed information from familiar procedural documents to determine production and safety requirements
Oral Communication	1.3, 2.1, 2.2, 3.2	- Clearly represents ideas for designs and techniques using relevant industry language - Uses questioning and active listening techniques to gain information and feedback and confirm understanding
Numeracy	1.1, 1.3, 2.4	Uses basic calculations to determine quantities of materials, and measure dimensions of work space and art pieces
Navigate the world of work	1.2, 1.3, 2.6	Follows defined procedures, understands boundaries of own work and skill and seeks clarification and guidance on all issues

Interact with others	2.1, 2.2, 3.2	Seeks guidance and cooperates with instructions and advice from others to achieve best outcomes for own creative work
Get the work done	1.1-1.3, 2.1-2.4	- Organises all processes to set up work space, test techniques and produce creative work with close guidance from others - Makes routine decisions using procedures to guide activities - Makes decisions about appropriate techniques by evaluating and testing a limited range of known options with assistance from others - Resolves problems with technique through trial, error and practice

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUACER201 Develop ceramic skills	CUVCER201A Develop ceramic skills	Updated to meet Standards for Training Packages and clarify intent.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUACER201 Develop ceramic skills

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Performance Evidence

Evidence of the ability to:

- produce multiple fundamental ceramic pieces where the materials and techniques support own ideas for work
- document a basic plan to build own skills, outlining own selected skill development options.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the general features of major styles of ceramics and the work of key practitioners relevant to individual area of interest
- outline, for the elements and principles of design, the fundamental characteristics, primary interrelationships and use in fundamental ceramic work
- outline, for a range of equipment and tools used to produce ceramic work, key physical features and uses, cleaning techniques and storage requirements
- outline the general features and use of a basic range of materials and techniques used to produce fundamental ceramic work
- outline typical work space requirements for producing fundamental ceramic work including ways of organising space and equipment for efficient work operation
- outline procedures for working safely with ceramics materials, tools and equipment.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- equipment, tools and materials used to produce ceramic work
- relevant information sources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

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