



Australian Government

CUAPAI201 Develop painting skills

Release: 1

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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 painting techniques to produce fundamental paintings from simple ideas.

It typically applies to individuals who have developed some general design, drawing or painting skills and who are now embarking on a career in visual arts. They have little or no experience in painting 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 – painting

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 painting resources	1.1 Calculate and obtain type and quantity of painting 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 painting techniques	2.1 View a range of paintings in different styles, and discuss with key people how effects are achieved 2.2 Match potential techniques to ideas for own paintings 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 paintings, 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 paintings 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 and select suitable options to build own skills

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, 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	2.1, 2.2, 3.2	Seeks guidance and cooperates with instructions and advice from others to achieve best outcomes for own

others		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 and 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
CUAPAI201 Develop painting skills	CUVPAI201A Develop painting skills	Updated to meet Standards for Training Packages and clarify intent.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

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