



Australian Government

Department of Education, Employment and Workplace Relations

CUVDES04B Integrate colour theory and design processes in response to a brief

Release: 1

CUVDES04B Integrate colour theory and design processes in response to a brief

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to explore and integrate colour theory and design processes using 2-dimensional (2D) and/or 3-dimensional (3D) space. This is a core unit in design fundamentals and as such underpins many other specialisation units. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit underpins many specialisation units, both within the Visual Arts Craft and Design Training Package, and other Training Packages, e.g. Entertainment. It is highly recommended that this unit be assessed in conjunction with those units.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1 Examine information on colour theory and design processes. | 1.1 Identify and access relevant <i>sources of information</i> on colour theory and design processes.
1.2 Examine information with consideration of how colour and design issues may be integrated in the design process. |
| 2 Apply and combine colour theory and design processes to produce samples. | 2.1 Select <i>materials, tools and equipment</i> required for the production of <i>samples</i> which integrate colour theory and design processes according to the needs of <i>the brief</i> .
2.2 Follow appropriate and safe procedures to apply instances of design process and colour theory.
2.3 Select, combine and explore the ways in which colour theory and design processes may be integrated.
2.4 Consider outcomes in relation to processes used and suitability for the brief.
2.5 Explore different approaches to satisfy the requirements of the brief.
2.6 Produce a range of samples which demonstrate how colour theory and design processes can be integrated in two and/or three dimensional space.
2.7 Present and store work in a format which takes account of the need for professional presentation and potential need for the samples in future work. |

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- literacy skills sufficient to interpret a brief
- numeracy skills sufficient to calculate quantities and determine layout and

Required Skills and knowledge

construction issues.

Required Skills and knowledge

Required knowledge:

- general knowledge of the role and nature of a brief within the design process, including different types of brief and how designers use them
- awareness of the notion of individual interpretation and choice within the design process, and the potential limitations of theory
- ways in which colour theory and design processes can be explored and combined to meet the needs of a brief
- knowledge about the materials, tools and equipment required for the production of samples which integrate colour theory and design processes
- knowledge about how other artists and designers have applied colour theory and design processes
- work space organisation and maintenance including environmental and safety issues
- copyright, moral rights and intellectual property issues and legislation and their impact on aspects of design.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- production of samples which integrate colour theory and design processes in accordance with the requirements of the brief
- fundamental understanding of the ways in which colour theory and design processes may be combined in the production of design or art work.

Context of and specific resources for assessment

The assessment context must provide for:

- project or work activities that allow the candidate to access and apply colour theory and design

EVIDENCE GUIDE

processes to a specific context.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct observation of the production of samples
- questioning and discussion
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

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).

Assessment of this unit requires access to the materials resources and equipment needed to produce samples using integrated colour theory and design processes in two and/or 3D space.

Range Statement

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.

Sources of information on colour theory and design processes may include:

- art and design work
- books and magazines
- manufactured structures
- natural and architectural forms
- optics
- personal observation
- scientific texts
- software programs.

Materials may include:

- a range of drawing media and implements
- a range of papers and cardboard
- clays and plaster
- fibre, tape, string
- glues
- light
- nails, screws, wire
- paints and inks
- paper pulp
- wood, metal fabric, plastic.

Tools and equipment may include:

- air guns and brushes
- brushes
- clamps
- computer, scanner, relevant software programs
- cutting blades
- hammer, saw, pliers
- light sources
- pens and nibs

RANGE STATEMENT

- receptacles
- rulers
- scissors
- spatulas
- sponges.

RANGE STATEMENT

Samples may be exercises in response to a brief and may involve consideration of:

- balance
- contrast
- direction
- emotional and cultural aspects of colour and design
- harmonies and discords
- illusion
- mass
- natural and artificial light
- negative and positive form and space
- proportion
- relationships of form to form and form to space
- rhythm
- size
- texture
- tone.

Samples may involve:

- binding, twisting, bending
- cutting, folding
- mark making
- modelling
- painting
- pasting, taping
- the application of light.

Producing **samples** may also involve:

- the application of integrated colour theories and design processes to a work in progress.

The brief:

- describes and specifies the work to be completed
- is usually prepared by a commissioning body or organisation, e.g. supervisor, client, community organisation
- may be written, diagrammatic, visual, verbal.

Unit Sector(s)

Not Applicable