



Australian Government

Department of Education, Employment and Workplace Relations

CUVVSP55B Produce textile/fibre work

Release: 1

CUVVSP55B Produce textile/fibre work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to produce textile/fibre work through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited supervision.

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

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVCOR03B Develop, refine and communicate concept for own work
- CUVCOR08B Produce drawings to represent and communicate the concept.

Depending upon the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS08B Document the work progress
- CUVCRS14B Prepare, store and maintain finished work.

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 Prepare and maintain resources for textile/fibre work. | <ul style="list-style-type: none">1.1 Correctly identify and select tools, equipment and materials required for the production of textile/fibre work.1.2 Prepare, clean and maintain tools, equipment and materials in accordance with relevant workplace procedures and safety requirements.1.3 Organise and maintain work space so that it remains clean and safe.1.4 Store tools, equipment and materials in accordance with relevant workplace and safety requirements. |
| 2 Explore textile/fibre techniques to plan work. | <ul style="list-style-type: none">2.1 Assess the capabilities of techniques, tools, equipment and materials for different types of textile/fibre work.2.2 Use and/or combine different techniques, tools, equipment and materials to determine and extend capabilities.2.3 Determine the conceptual vision for the proposed textile/fibre work based on exploration of different techniques or from supplied information.2.4 Establish criteria for the selection of techniques to meet the conceptual vision.2.5 Select techniques based on the conceptual vision.2.6 Plan work, identifying work processes and resource requirements. |
| 3 Realise textile/fibre work. | <ul style="list-style-type: none">3.1 Organise the resources required for the production of the proposed textile/fibre work based on the plan of work.3.2 Safely use and adapt techniques, tools, equipment and materials appropriately to realise the conceptual vision.3.3 Identify potential different approaches that may enhance the final work and incorporate these into the work process. |

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 read product safety labels
- numeracy skills sufficient to calculate quantities, and cost.

Required knowledge:

- physical properties and capabilities of the range of materials, tools and equipment used in textile/fibre work
- work space requirements for textile/fibre work, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects in textile/fibre work
- general knowledge of the formal elements and principles of design and their specific application to the production of textile/fibre work
- cleaning and maintenance techniques for tools and equipment used in textile/fibre work
- general knowledge of the historical and theoretical contexts for textile/fibre work
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools and materials used in textile/fibre work
- organisational and legislative occupational health and safety procedures in relation to textile/fibre work.

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

The following evidence is critical to the judgement of

EVIDENCE GUIDE

assessment and evidence required to demonstrate competency in this unit in this unit

competence in this unit:

- production of textile/fibre work which demonstrates a command of selected techniques and which is consistent with the conceptual vision
- knowledge of materials and tools and how they are used and extended in textile/fibre work.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple textile/fibre works or a single major work.

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 work in progress
- questioning and discussion of the candidate's intentions
- verbal and written reports
- 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 textile/fibre.

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.

Tools may include:

- brushes
- cutting tools
- equipment for tie dyeing
- scrapers
- spatulas
- spoons
- tjantings
- weaving shuttles
- weaving, knitting, embroidery needles.

Equipment may include:

- blenders/electric beater, e.g. Hollander
- hotplate/stove for heating wax
- light box for exposing photo emulsion for screen printing
- looms, e.g. backstrap, table loom
- moulds and deckles
- press
- saucepans
- screens and carousel for printing
- sewing machine
- squeegees
- vacuum table
- vats for dyeing fabric and casting paper.

Materials may include:

- cellulose fibres recycled acid free mount board, plant fibres, e.g. pampas grass, banana leaf, flax, kozo
- cold and hot water dyes and necessary chemicals for dyeing fabric

RANGE STATEMENT

- drawing materials for colouring (may include watercolour pencils)
- fabrics, e.g. cotton, linen, silk, synthetic fabrics, tapa cloth
- materials for embedding in paper, e.g. other fibres, magazine images
- methyl cellulose
- natural fibres, e.g. vines, willow branches, flexible twigs, pandanus, palm fronds, reeds, bark, wool, cotton, fibre spun or twisted into string
- painting materials
- photo emulsion and stencils for screen printing
- pigment dyes for paper
- printing inks
- sizing agents for paper
- synthetic fibres, e.g. plastics
- various waxes for resist dyeing
- water based paints.

Textile/fibre work may include:

- decorated or embellished objects or fabric lengths, e.g. printing, appliqué, tapestry, patchwork, embroidery, stitching
- dyed fabric lengths or objects
- felt cloth or objects
- hand made paper, sheets of paper, cast paper
- objects, e.g. baskets, mats, containers
- printed fabric lengths
- printed objects, e.g. for home-wear, fashion, interior markets, 2-dimensional and 3-dimensional works.

Workplace procedures may relate to:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Safety requirements would be • Federal, State and Territory legislation, regulations

RANGE STATEMENT

in accordance with: and standards.

Organisation and maintenance of the work space may relate to:

- light
- process specific requirements
- ventilation
- wet and dry areas.

Assessing the capabilities of the techniques, tools and materials may involve:

- experimenting directly with work in progress
- producing test pieces or samples
- systematically testing a range of processes.

Extending capabilities of techniques refers to:

- exploring the potential of techniques and discovering new ways of using techniques.

The **conceptual vision** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the textile/fibre work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Criteria for the selection of techniques may relate to:

- access to materials, tools and equipment for the techniques
- consistency with the conceptual vision for the proposed textile/fibre work
- ease of application of the techniques
- personal affinity with the techniques.

Within this unit the candidate would generally extend, build upon and combine a range of **techniques** which may include:

- hand painting
- hand-paper making, e.g. casting, embossing, pulp painting
- knitting and knotting techniques
- printing, e.g. block, screen, stamp, stencil, mono printing
- resist dying techniques, e.g. batik, tie dying, shibori
- stitching, e.g. embroidery, appliqué, patchwork

RANGE STATEMENT

- tapestry
- weaving, e.g. off loom, backstrap, loom weave, basket.

Unit Sector(s)

Not Applicable