



Australian Government

Department of Education, Employment and Workplace Relations

CUVILL401A Research and apply techniques for illustrative work

Release: 1

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Modification History

Version	Comments
CUVILL401A	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 research and apply techniques for application to any type of illustrative work.

Application of the Unit

Illustrators still developing a full repertoire of professional skills apply the skills and knowledge in this unit. They could be employed in graphic design studios, architectural practices, book and magazine publishers or the media. Illustrators frequently offer their services on a freelance basis from a home-based business. Illustrations could appear in print publications, on storyboards for screen productions, on promotional banners or online. At this level research, experimentation and ongoing refinement are required to produce a range of illustrative work where an individual is beginning the process of finding an individual style. Work is carried out independently with supervision and guidance as required.

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

Element	Performance Criteria
<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

1. Interpret briefs for illustrative work	1.1 Interpret the specifications of illustration briefs 1.2 Take user or client requirements into account when making decisions about illustrative work 1.3 Clarify issues about specifications, parameters and constraints with relevant people as required 1.4 Source and evaluate information pertinent to briefs
2. Organise resources	2.1 Identify resources required for the development of illustrative work, including work space, materials, tools and equipment 2.2 Prepare and care for resources according to requirements 2.3 Follow storage and inventory procedures
3. Test design approaches for illustrative work	3.1 Produce preliminary visual representations 3.2 Identify possible illustrative approaches and establish criteria for selecting final approach 3.3 Select appropriate materials, tools and equipment and test approaches and techniques 3.4 Evaluate testing processes against criteria and select the approach that best meets the requirements of briefs 3.5 Critique own work and seek feedback as required 3.6 Refine and accurately document the illustrative approach based on testing processes
4. Produce illustrative work	4.1 Create illustrations using the selected approach 4.2 Respond positively to feedback and refine illustrative work as required 4.3 Present finished work within agreed work parameters

Required Skills and Knowledge

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

Required skills

- communication skills to engage with others about illustrative work
- initiative and enterprise skills to experiment with illustration techniques to produce different effects
- learning skills to refine and improve a range of techniques
- literacy skills to interpret illustration briefs and research information about illustration
- numeracy skills to deal with technical illustration concepts
- self-management and planning skills to plan work tasks
- technical skills to evaluate, adapt and integrate a range of illustration techniques
- technology skills to use industry-standard illustration software.

Required knowledge

- role of experimentation in developing and refining illustrative work
- techniques, materials, tools and equipment and their application to illustrative work
- types of briefs for illustrative work
- formal elements and principles of design and their application to illustrative work
- ideas, techniques and work of other illustrators
- history and theory of design in relation to illustrative work
- elements and principles of design and how they may be used, adapted and challenged in the creation of illustrations
- intellectual property issues and legislation and their relevance to illustrative work
- OHS requirements for illustrative 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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • produce multiple examples of illustrative work that meet the requirements of briefs • demonstrate a command of selected illustration techniques.
Context of and specific resources for assessment	The assessment context must provide for: • briefs on which to base illustrative work • equipment and tools used to produce illustrative work.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of illustrative work in progress, including exploration of, and experimentation with, techniques • evaluation of illustrative work produced by the candidate • questioning and discussion about the candidate's intentions and the work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. 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).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBDES401A Generate design solutions • BSBDES402A Interpret and respond to a design brief.

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.

Specifications may refer to:	• audience • medium • purpose • style.
Briefs are usually prepared by a commissioning body or organisation and may be:	• diagrammatic • verbal • visual • written.
Illustrative work may be for:	• advertisements • architectural illustration • books • caricature • cartoon • children's book • development of techniques • experimentation and exploration • illustrations for urban planning • layout design • logos • magazines • mock-ups • posters • story boards for animation • storybooks • technical, anatomical and botanical illustration • wordmarks • web design.
Parameters and constraints may refer to:	• client's organisational background • cost • finished art requirements • considerations, such as: • contractual

	• copyright • ethical • health and safety • legal • material characteristics • product characteristics and statistics • subject matter • quantity • technology • timeframe.
Relevant people may include:	• clients • colleagues • industry practitioners • managers • mentors • supervisors.
Work space needs may include:	• drafting table • electronic equipment • lighting and power requirements • process-specific needs.
Materials may include:	• board • canvas • charcoal • crayons • fabrics • found surfaces • glues • graphite • inks • marker pens • pastels • pencils • range of papers of different weights and textures • vellum • water-based and oil-based paints and mediums • wood.
Tools and equipment may include:	• computer and software applications for illustration • digital camera • photocopier (black and white and colour) • printer • range of brushes, including air brushes

	• scanner • scrapers • handmade pen from bamboo or feather • spatulas • sponges • spray cans • steel nibs in pen holders • sticks.
Preliminary visual representations may involve:	• computer-aided exploration • sketching.
Approaches may encompass:	• aesthetic considerations • choice of medium and materials • parameters of the brief • solutions in terms of illustration.
Criteria may relate to:	• access to materials, tools and equipment required for the production of illustrative work • access to specialist support services • consistency with illustration briefs • ease of application • personal affinity with medium and materials.
Strategies to test techniques may involve:	• exploring techniques by making practice pieces, test pieces, mock-ups or samples • testing materials and their application.
Techniques may include:	• calligraphy • cartooning • collage • digital imaging • drawing for animation • lettering • line drawing • mixed media • stencilling • tonal drawing • types of painting: watercolour, gouache and oil painting.
Process followed to refine the design approach may involve:	• adjustment to content • adjustment to take account of elements and principles of design • adjustment to use extended capabilities of techniques.
Process used to document the approach	• final sketches • material samples

may involve:	• photographs • written rationale or description.
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Unit Sector(s)

Visual communication – illustration