



Australian Government

Department of Education, Employment and Workplace Relations

CUVTEX301A Produce textile work

Release: 1

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Modification History

Version	Comments
CUVTEX301A	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 produce textile work through the exploration and application of a range of techniques, tools, equipment and materials.

Application of the Unit

People still developing their textile expertise apply the skills and knowledge in this unit. They produce finished items building on and combining a range of techniques to support the ideas of the work.

At this level, work is usually undertaken under supervision, though some autonomy and judgement can be expected within established parameters.

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. Plan textile work through exploration	1.1 Explore ideas and techniques for textile work in consultation with key people as required 1.2 Review historical and contemporary textile work practice as potential sources of ideas 1.3 Clarify ideas for textile work based on exploration and discussion 1.4 Assess the capabilities of textile work techniques through practice and adaptation 1.5 Select techniques that best support the ideas for the work
2. Prepare, maintain and store textile work resources	2.1 Select and organise textile work tools, equipment and materials suited to the chosen work 2.2 Prepare and maintain resources based on the needs of the work 2.3 Take responsibility for the safe and sustainable use of resources 2.4 Store resources according to the needs of different items
3. Create finished textile work	3.1 Safely use and adapt textile work techniques to create desired effects 3.2 Review work in progress and make adjustments as required to produce final work 3.3 Add value to the current work process and future work by documenting the work progress 3.4 Liaise with others to obtain feedback on work in terms of its technical proficiency and success in communicating ideas

Required Skills and Knowledge

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

Required skills

- communication skills to discuss ideas for textile work with others
- learning skills to:
 - improve techniques to produce textile work through practice and some experimentation
 - respond constructively to feedback
- literacy skills to interpret information about historical and contemporary textile practice
- numeracy skills to calculate quantities of materials
- planning and organising skills to organise resources required to produce textile work
- self-management skills to take responsibility for the process of creating work.

Required knowledge

- ways of exploring techniques and materials to achieve different effects in textile work
- physical properties and capabilities of a range of materials, tools and equipment used in textile work
- work space requirements for textile work, including ways of organising and maintaining space
- cleaning, maintenance and storage procedures for textile work tools, materials and equipment
- historical and theoretical contexts for textile work
- elements and principles of design and their particular application to textile work
- intellectual property considerations for any person making creative work
- sustainability considerations associated with the use of textile work tools, materials and equipment
- OHS procedures that apply to textile 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 textile works or a single major work that shows some technical proficiency in chosen techniques • work with ideas and techniques and bring them together in finished work • adapt the capabilities of textile work techniques and resources.
Context of and specific resources for assessment	Assessment must ensure access to: • equipment, materials and tools used to produce textile 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: • evaluation of technical execution of work pieces produced by the candidate • direct observation of textile work in progress • questioning and discussion of the candidate's intentions and 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: • CUVPRP301A Produce creative work.

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.

<i>Ideas</i> may be influenced by:	• current capability with techniques • historical and theoretical contexts • subject matter or theme for the work, such as: • built environment • land and place • natural world • political, cultural and social issues • the body • spiritual concerns.
<i>Techniques</i> may include:	• hand painting • hand-paper making: • casting • embossing • pulp painting • knitting and knotting techniques • printing: • block • mono printing • screen • stamp • stencil • resist dying techniques: • batik • shibori • tie dying • stitching: • appliqué • embroidery • patchwork • tapestry • weaving: • backstrap

	• basket • loom weave • off loom.
Textile work may include:	• cast paper • decorated or embellished objects or fabric lengths: • appliqué • embroidery • patchwork • printing • stitching • tapestry • dyed fabric lengths or objects • felt cloth or objects • handmade paper • objects: • baskets • containers • mats • printed fabric lengths • printed objects: • fashion • for home-wear • two-dimensional and three-dimensional works • interior markets • sheets of paper.
Key people may include:	• mentors • other artists • peers • supervisors • teachers.
Strategies used to assess the capabilities of techniques may involve:	• experimenting directly with work in progress • producing test pieces or samples • systematically testing a range of processes.
Tools may include:	• brushes • cutting tools • equipment for tie dyeing • scrapers • spatulas • spoons • tjantings

	• weaving shuttles • needles: • weaving • knitting • embroidery.
Equipment may include:	• blenders/electric beater • hotplate/stove for heating wax • light box for exposing photo emulsion for screen printing • looms: • 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: • pampas grass • banana leaf • flax • kozo • cold and hot water dyes and necessary chemicals for dyeing fabric • drawing materials for colouring • fabrics: • cotton • linen • silk • synthetic fabrics • tapa cloth • materials for embedding in paper: • other fibres • magazine images • methyl cellulose • natural fibres:

	• 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 • various waxes for resist dyeing • water-based paints.
<i>Needs of the work</i> may relate to:	• availability of different resources • budget • creative goals • preparation time • process-specific requirements • recycling • safety • sustainability.

Unit Sector(s)

Visual communication – textile work