

<b>Training Package</b>	<b>Entertainment (CUE03)</b>	<b>HSC Requirements and Advice</b>
<b>Title</b>	<b>Use scenic art painting techniques</b>	
<b>Unit code</b> <b>CUESCE06A</b>	<b>Unit Descriptor</b> This unit describes the skills and knowledge required to use a range of painting techniques required for the production of scenic art. Techniques would vary but would generally include a limited range. Work would generally be carried out under supervision. This unit builds on the unit CUESCE05A Apply a general knowledge of scenic art, and underpins other units which focus on the use of more advanced techniques to create special effects and the use of experimentation.	<b>HSC Indicative Hours</b>  <b>25</b>

<b>Evidence Guide</b>			
<b>Underpinning skills and knowledge</b>	<b>Linkages to other units</b>	<b>Resource requirements</b>	<b>HSC Requirements and Advice</b>
Assessment must include evidence of the following knowledge and skills: <ul style="list-style-type: none"> <li>• painting techniques used in scenic art, including the effects achieved by different techniques and the application of techniques to different contexts</li> <li>• colour theory and paint mixing techniques</li> <li>• properties and applications of different paints and materials</li> <li>• environmental and safety issues and legislation associated with materials, tools and equipment for the range of techniques</li> <li>• literacy skills sufficient to interpret production documentation</li> <li>• numeracy skills sufficient to calculate quantities and take measurements.</li> </ul>	It is highly recommended that this unit be assessed with or after the following units: <ul style="list-style-type: none"> <li>• CUESCE05A Apply a general knowledge of scenic art</li> <li>• CUVDES01A Apply colour theory in response to a brief.</li> </ul> This unit also has linkages to a range of other scenic art units, and combined assessment and/or training would be appropriate.	Assessment of this unit requires access to: <ul style="list-style-type: none"> <li>• painting materials, tools and equipment used for scenic art</li> <li>• a workspace in which scenic art can be produced.</li> </ul>	<b>Key Terms and Concepts</b> <ul style="list-style-type: none"> <li>• budget</li> <li>• calculation of quantities</li> <li>• colour theory</li> <li>• hazardous items</li> <li>• manufacturer’s instructions</li> <li>• occupational health and safety (OHS)</li> <li>• organisation of work space</li> <li>• paint mixing techniques</li> <li>• painting techniques</li> <li>• paints and materials</li> <li>• personal protective equipment (PPE)</li> <li>• personnel</li> <li>• production schedule</li> <li>• safe work practices</li> <li>• scenic art elements</li> <li>• tools and equipment</li> <li>• visual effect</li> <li>• waste minimisation.</li> </ul>

Method and context of assessment	Critical aspects of evidence	HSC Requirements and Advice
<p>The assessment context must provide for:</p> <ul style="list-style-type: none"> <li>• practical demonstration of skills through the production of a piece of scenic art using nominated painting techniques.</li> </ul> <p>Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:</p> <ul style="list-style-type: none"> <li>• direct observation of the candidate using particular techniques</li> <li>• evaluation of scenic art pieces produced by the candidate</li> <li>• oral or written questioning to assess knowledge of applications of different techniques</li> <li>• review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ul>	<p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• safe and correct use of painting techniques which result in scenic art which meets production requirements</li> <li>• knowledge of the properties of paints and equipment used in scenic art and the associated safety issues.</li> </ul>	

### Key competencies in this unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform      Level 2 = Administer and Manage      Level 3 = Design and Evaluate

Key competencies	Level	Examples
Collecting, organising and analysing information	1	Reading production documentation
Communicating ideas and information	1	Advising colleagues about different options for finishes
Planning and organising activities	1	Preparing tools and equipment
Working with others and in teams	1	Discussing options
Using mathematical ideas and techniques	1	Calculating quantities of materials
Solving problems	1	Making adjustments to material quantities to address problems
Using technology	1	Using a range of brushes and rollers

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Select scenic art painting techniques	1.1 Correctly identify and select techniques required to produce the desired effect in accordance with production requirements	<p>The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.</p> <p>Scenic art elements may include:</p> <ul style="list-style-type: none"> <li>• rostra</li> <li>• flats</li> <li>• treads</li> <li>• stairs</li> <li>• flooring and floor cladding</li> <li>• rakes</li> <li>• scaffolding</li> <li>• flown pieces</li> <li>• soft drapes</li> <li>• cycloramas</li> <li>• back drops</li> <li>• drops</li> <li>• large props, eg furniture</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>An awareness of a range of scenic art elements.</p> <p>An understanding of the use of a range of techniques to produce the desired visual effect for scenic art.</p>
	1.2 Confirm techniques in consultation with relevant colleagues	<p>Within this unit scenic art painting techniques may include:</p> <ul style="list-style-type: none"> <li>• scumbling</li> <li>• sponging</li> <li>• spattering</li> <li>• flogging</li> <li>• puddling</li> <li>• stippling</li> <li>• rag rolling</li> <li>• wood graining</li> <li>• marbling</li> </ul> <p>Relevant colleagues may include:</p> <ul style="list-style-type: none"> <li>• other scenic artists</li> <li>• supervisors</li> <li>• designers</li> <li>• other technicians</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>An awareness of the roles, responsibilities and interrelationship between personnel in a production including:</p> <ul style="list-style-type: none"> <li>• production manager</li> <li>• designers</li> <li>• supervisors</li> <li>• scenic artist department personnel</li> <li>• other technicians.</li> </ul>
	1.3 Select appropriate materials, tools and equipment to support the selected techniques	<p>Materials used may include:</p> <ul style="list-style-type: none"> <li>• water-based paints</li> <li>• dyes</li> <li>• solvent-based paints</li> <li>• texture mediums</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>An awareness of the properties and use of a range of materials.</p> <p>Considerations for the selection of materials for</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	<p>1.4 Calculate correct quantities of materials and minimise waste where possible</p>	<ul style="list-style-type: none"> <li>• fire retardant</li> <li>• stains</li> <li>• adhesives</li> <li>• primer</li> </ul> <p>Scenic art equipment may include:</p> <ul style="list-style-type: none"> <li>• brushes</li> <li>• dyeing facilities</li> <li>• spray guns</li> <li>• cutting boards and tables</li> <li>• scissors and cutters</li> <li>• stamps</li> <li>• rollers</li> <li>• hopper gun</li> <li>• graining combs</li> <li>• sponges</li> <li>• glue guns</li> <li>• tools, eg wire cutters, hammers, pliers</li> <li>• tacks</li> <li>• hammers</li> <li>• charcoal sticks</li> <li>• measuring tapes</li> <li>• conversion tables</li> </ul>	<p>scenic art production including:</p> <ul style="list-style-type: none"> <li>• required visual effect</li> <li>• traditional and contemporary materials available</li> <li>• manufacturer's instructions.</li> </ul> <p>An awareness of the use of a range of hand and power tools including:</p> <ul style="list-style-type: none"> <li>• name</li> <li>• properties</li> <li>• use</li> <li>• potential hazards</li> <li>• safety precautions.</li> </ul> <p>General features and use of scenic art equipment.</p> <p><b>Learning experiences for the HSC must address:</b></p> <p>Calculation of quantities of materials for scenic art production including:</p> <ul style="list-style-type: none"> <li>• a working knowledge of <ul style="list-style-type: none"> <li>- measuring tools</li> <li>- scale drawings</li> <li>- materials lists</li> </ul> </li> <li>• use of mathematical concepts <ul style="list-style-type: none"> <li>- volume</li> <li>- mass</li> <li>- length, breadth and height</li> </ul> </li> <li>• waste minimisation <ul style="list-style-type: none"> <li>- estimation of waste calculated into overall requirements</li> </ul> </li> <li>• working with geometric and irregular shapes.</li> </ul>
2 Prepare equipment and materials	2.1 Safely prepare equipment and materials selected for the task, taking account of requirements for any hazardous items		<p><b>Learning experiences for the HSC must address:</b></p> <p>A basic understanding of occupational health and safety (OHS) legislation and safe work practices when working with tools and materials.</p> <p>Understanding of the importance of following OHS procedures including:</p> <ul style="list-style-type: none"> <li>• safe use of equipment</li> <li>• correct manual handling</li> <li>• safe handling of hazardous substances</li> <li>• risk management</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> <li>• use of personal protective equipment (PPE)</li> <li>• adequate lighting and ventilation</li> <li>• use of fire retardants</li> <li>• appropriate waste disposal</li> <li>• observing manufacturer's instructions.</li> </ul>
	2.2 Test and mix colours to meet production requirements		<b>Learning experiences for the HSC must address:</b> A basic understanding of colour theory and the effects created by mixing colours.
	2.3 Organise work space in a manner which maximises efficiency for the painting process		<b>Learning experiences for the HSC must address:</b> Preparation, painting and drying of materials. Considerations for the organisation of work space including: <ul style="list-style-type: none"> <li>• space</li> <li>• duration of access to space</li> <li>• other work requirements</li> <li>• quantity of materials and equipment</li> <li>• storage and drying time for large pieces</li> <li>• environmental conditions.</li> </ul>
3 Use scenic art painting techniques	3.1 Safely and correctly apply a range of scenic art painting techniques to achieve the desired result	Within this unit scenic art painting techniques may include: <ul style="list-style-type: none"> <li>• scumbling</li> <li>• sponging</li> <li>• spattering</li> <li>• flogging</li> <li>• puddling</li> <li>• stippling</li> <li>• rag rolling</li> <li>• wood graining</li> <li>• marbling</li> </ul>	<b>Learning experiences for the HSC must address:</b> Techniques for painting: <ul style="list-style-type: none"> <li>• on the floor</li> <li>• vertically.</li> </ul>
3.2 Test and adjust painting techniques where appropriate			