

<b>Training Package</b>	<b>Film, Television, Radio and Multimedia (CUF01)</b>	<b>HSC Requirements and Advice</b>
<b>Title</b>	<b>Repair, maintain and alter scenic art</b>	
<b>Unit code</b> <b>CUFSCE05A</b>	<b>Unit Descriptor</b> This unit describes the skills and knowledge required to clean, repair and alter scenic art elements for any production within the cultural industries, ensuring that they are well maintained at all times.	<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>
<p>Assessment must include evidence of essential knowledge of, and skills in, the following areas:</p> <ul style="list-style-type: none"> <li>• interpreting written and verbal construction specifications and instructions</li> <li>• interpreting scale drawings</li> <li>• interpreting measurements</li> <li>• working as part of a team</li> <li>• safe handling of hazardous materials</li> <li>• maintaining a clean and safe work area</li> <li>• understanding of the scenic art design process</li> <li>• knowledge of the range of materials used in scenic art including paints and cloths</li> <li>• ability to use a range of equipment used in scenic art.</li> </ul>	<p>This unit has linkages to the following units and combined training delivery and/or assessment may be appropriate:</p> <ul style="list-style-type: none"> <li>• CUFSCE03A Prepare and prime scenic art cloths.</li> </ul>	<p>Assessment requires access to a range of equipment listed in the range of variables statement, currently used by the cultural industries.</p>	<p><b>Key Terms and Concepts</b></p> <ul style="list-style-type: none"> <li>• alterations</li> <li>• cleaning and maintenance</li> <li>• cleaning products</li> <li>• cloths</li> <li>• communication</li> <li>• consultation</li> <li>• documentation</li> <li>• faults</li> <li>• hazardous materials</li> <li>• labelling</li> <li>• materials and equipment</li> <li>• measurements</li> <li>• occupational health and safety (OHS)</li> <li>• personnel</li> <li>• problem-solving</li> <li>• roles and responsibilities</li> <li>• scale drawings</li> <li>• scenic art</li> <li>• scenic art elements</li> <li>• scenic effect</li> <li>• storage.</li> </ul>

Method and context of assessment	Critical aspects of evidence	HSC Requirements and Advice
<p>Assessment may take place on the job, off the job or a mix of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements.</p> <p>Off the job assessment must be undertaken in a closely simulated workplace environment.</p> <p>Assessment methods must include observation of performance during a series of practical demonstrations to establish consistency of performance.</p> <p>A range of methods to assess the application of essential underpinning knowledge must support this and might include:</p> <ul style="list-style-type: none"> <li>• role play</li> <li>• work samples or simulated workplace activities</li> <li>• oral questioning/interview</li> <li>• projects/reports/logbooks</li> <li>• third party reports and authenticated prior achievements</li> <li>• portfolios of evidence.</li> </ul>	<p>This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.</p> <p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• the safe handling of hazardous materials and equipment.</li> </ul>	

## Key competencies

Key competencies	Level
Collecting, organising and analysing information	1
Communicating ideas and information	1
Planning and organising activities	1
Working with others and in teams	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1

Element	Performance Criteria	Range of Variables	HSC Requirements and Advice
1 Identify stains or marks and maintain scenic art elements	1.1 Check scenic art elements and identify any dirt or marks	Scenic art elements may include: <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> Cloths may include: <ul style="list-style-type: none"> <li>• canvas</li> <li>• gauze</li> <li>• nessel</li> <li>• wool</li> <li>• silk</li> <li>• velour</li> <li>• synthetic fabrics</li> </ul>	<b>Learning experiences for the HSC must address:</b> An awareness of a range of scenic art elements.  Awareness of the properties of a range of cloths used in scenic art.  Enterprise/organisation procedures for maintenance of props including: <ul style="list-style-type: none"> <li>• removal of dirt/stains/marks</li> <li>• identification of required repairs.</li> </ul>
	1.2 Clean any elements, ensuring that delicate or problem materials are serviced with care	Materials used may include: <ul style="list-style-type: none"> <li>• water-based paints</li> <li>• dyes</li> <li>• solvent-based paints</li> <li>• texture mediums</li> <li>• fire retardant</li> <li>• stains</li> <li>• adhesives</li> <li>• primer</li> <li>• cleaning agents</li> </ul> Occupational and public health and safety legislative requirements may include: <ul style="list-style-type: none"> <li>• commonwealth, state and territory occupational health and safety regulations</li> <li>• relevant national and international standards, guidelines and codes of practice, eg The Building Code of Australia</li> </ul>	<b>Learning experiences for the HSC must address:</b> An awareness of a range of cleaning agents, detergents and chemicals used to clean scenic art elements.  An awareness of delicate materials requiring special care including: <ul style="list-style-type: none"> <li>• paper</li> <li>• silk</li> <li>• satin</li> <li>• delicate finishes and paint effects</li> <li>• fragile materials.</li> </ul> Awareness of a range of cleaning techniques including those for delicate materials: <ul style="list-style-type: none"> <li>• wiping</li> <li>• washing</li> </ul>

Element	Performance Criteria	Range of Variables	HSC Requirements and Advice
		<ul style="list-style-type: none"> <li>• relevant local government construction legislation and regulation</li> </ul>	<ul style="list-style-type: none"> <li>• brushing</li> <li>• steaming</li> <li>• spot cleaning</li> <li>• use of cleaning agents               <ul style="list-style-type: none"> <li>- detergents</li> <li>- chemicals.</li> </ul> </li> </ul>
	<p>1.3 Apply new paint to any required area of the scenic art element or refer to the relevant personnel, in accordance with individual level of responsibility</p>	<p>Relevant personnel may include:</p> <ul style="list-style-type: none"> <li>• scenic art designer</li> <li>• production designer</li> <li>• scenic art department personnel</li> <li>• scenic art supervisor/manager</li> <li>• scenic art production staff</li> <li>• supervisor</li> <li>• head of department</li> <li>• director of photography</li> <li>• director</li> <li>• producer</li> <li>• technical director</li> <li>• other technical staff</li> <li>• other specialist staff</li> <li>• floor manager</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>• charcoal sticks</li> <li>• measuring tapes</li> <li>• conversion tables</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Knowledge of a range of different types of paint and techniques for their application including:</p> <ul style="list-style-type: none"> <li>• water- and solvent-based paints</li> <li>• dyes and stains</li> <li>• texture mediums</li> <li>• primer.</li> </ul> <p>Equipment for paint application.</p> <p>The importance of acting within level of authority in terms of:</p> <ul style="list-style-type: none"> <li>• taking initiative</li> <li>• problem-solving</li> <li>• decision-making.</li> </ul> <p>An awareness of the roles and responsibilities of personnel working in the enterprise/organisation and their interrelationship including:</p> <ul style="list-style-type: none"> <li>• scenic art designer</li> <li>• production designer</li> <li>• scenic art department personnel</li> <li>• supervisor</li> <li>• head of department</li> <li>• director of photography</li> <li>• director</li> <li>• technical director</li> <li>• other technical/specialist staff</li> <li>• floor/stage manager.</li> </ul>

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	1.4 Ensure that elements are always accurately labelled, coded and stored as appropriate		<p><b>Learning experiences for the HSC must address:</b></p> <p>Information to be recorded on labels including:</p> <ul style="list-style-type: none"> <li>• use of scenic art element in production</li> <li>• production used for</li> <li>• place of storage</li> <li>• special requirements.</li> </ul> <p>Issues relating to storage including:</p> <ul style="list-style-type: none"> <li>• security</li> <li>• climatic affects</li> <li>• OHS considerations</li> <li>• stability</li> <li>• damage</li> <li>• rodents</li> <li>• accessibility.</li> </ul>
2 Check and repair scenic art elements	2.1 Identify any faults, rips or tears and complete minor repairs to scenic art or refer to the relevant personnel, in accordance with individual level of responsibility	<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>• charcoal sticks</li> <li>• measuring tapes</li> <li>• conversion tables</li> </ul> <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> <li>• fire retardant</li> <li>• stains</li> <li>• adhesives</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>An awareness of the issues associated with repairing scenic art elements in a range of environments including:</p> <ul style="list-style-type: none"> <li>• in a studio</li> <li>• on location               <ul style="list-style-type: none"> <li>- interior</li> <li>- exterior</li> </ul> </li> <li>• outside broadcast</li> <li>• day/night.</li> </ul> <p>Problem-solving strategies related to scenic art modifications and repairs:</p> <ul style="list-style-type: none"> <li>• identifying fault/s</li> <li>• possible solution/s</li> <li>• consultation with colleagues and supervisor</li> <li>• taking appropriate action to rectify the fault in accordance with supervisor's recommendation.</li> </ul> <p>A basic understanding of a range of techniques to complete minor repairs to scenic art elements.</p> <p>A range of equipment for repairs and maintenance.</p> <p>Safe work practices for working with tools and materials.</p>

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		<ul style="list-style-type: none"> <li>• primer</li> <li>• cleaning agents</li> </ul> <p>Cloths may include:</p> <ul style="list-style-type: none"> <li>• canvas</li> <li>• gauze</li> <li>• nessel</li> <li>• wool</li> <li>• silk</li> <li>• velour</li> <li>• synthetic fabrics</li> </ul> <p>Environments where scenic art may be used and repaired include:</p> <ul style="list-style-type: none"> <li>• in a studio</li> <li>• on location - interior</li> <li>• on location - exterior</li> <li>• outside broadcast</li> <li>• day</li> <li>• night</li> </ul>	
	<p>2.2 Complete documentation in accordance with enterprise procedures</p>	<p>Documentation may be:</p> <ul style="list-style-type: none"> <li>• computer generated</li> <li>• manually written</li> <li>• confirmation of receipt and dispatch notes</li> <li>• memos of instruction</li> <li>• descriptive scenic art checklists</li> <li>• fault reports</li> <li>• stock reports</li> <li>• stock orders</li> <li>• scenic art design</li> <li>• production schedules</li> <li>• running sheets</li> <li>• scenic art schedule/plan</li> <li>• scenic art breakdown lists</li> <li>• measurement charts</li> <li>• manufacture schedules</li> <li>• manufacturer's specifications/instructions</li> <li>• technical drawings</li> <li>• sketches</li> <li>• colour charts</li> <li>• paint colour formulas</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Documentation methods for:</p> <ul style="list-style-type: none"> <li>• use of scenic art elements</li> <li>• operational faults and malfunctions</li> <li>• completed maintenance</li> <li>• repairing tasks and outcomes.</li> </ul> <p>Importance of recording information that is:</p> <ul style="list-style-type: none"> <li>• clear</li> <li>• legible</li> <li>• accurate</li> <li>• concise, and</li> <li>• contains appropriate use of industry terminology and abbreviations.</li> </ul> <p>Awareness of a range of manual and electronic documentation relevant to the enterprise/organisation.</p>

Element	Performance Criteria	Range of Variables	HSC Requirements and Advice
3 Make alterations to scenic art	3.1 Liaise with relevant personnel to identify the required alterations	Relevant personnel may include: <ul style="list-style-type: none"> <li>• scenic art designer</li> <li>• production designer</li> <li>• scenic art department personnel</li> <li>• scenic art supervisor/manager</li> <li>• scenic art production staff</li> <li>• supervisor</li> <li>• head of department</li> <li>• director of photography</li> <li>• director</li> <li>• producer</li> <li>• technical director</li> <li>• other technical staff</li> <li>• other specialist staff</li> <li>• floor manager</li> </ul> Documentation may be: <ul style="list-style-type: none"> <li>• computer generated</li> <li>• manually written</li> <li>• confirmation of receipt and dispatch notes</li> <li>• memos of instruction</li> <li>• descriptive scenic art checklists</li> <li>• fault reports</li> <li>• stock reports</li> <li>• stock orders</li> <li>• scenic art design</li> <li>• production schedules</li> <li>• running sheets</li> <li>• scenic art schedule/plan</li> <li>• scenic art breakdown lists</li> <li>• measurement charts</li> <li>• manufacture schedules</li> <li>• manufacturer's specifications/instructions</li> <li>• technical drawings</li> <li>• sketches</li> <li>• colour charts</li> <li>• paint colour formulas</li> </ul> Scenic art equipment may include: <ul style="list-style-type: none"> <li>• brushes</li> <li>• dyeing facilities</li> <li>• spray guns</li> <li>• cutting boards and tables</li> </ul>	
	3.2 Read and interpret any instructions for the required alterations		<b>Learning experiences for the HSC must address:</b> Knowledge and understanding of production plans including: <ul style="list-style-type: none"> <li>• three dimensional models</li> <li>• scale drawings</li> <li>• technical notes</li> <li>• scenic art breakdown lists</li> <li>• descriptive scenic art checklists</li> <li>• scenic art design</li> <li>• measurement charts</li> <li>• production schedule</li> <li>• measurements.</li> </ul>
	3.3 Complete alterations to scenic art or refer to the relevant personnel, in accordance with individual level of responsibility		<b>Learning experiences for the HSC must address:</b> Awareness of a range of techniques used to undertake alterations to scenic art considering: <ul style="list-style-type: none"> <li>• quality</li> <li>• personal safety</li> <li>• time constraints.</li> </ul>
	3.4 Complete documentation in accordance with enterprise procedures		

Element	Performance Criteria	Range of Variables	HSC Requirements and Advice
		<ul style="list-style-type: none"> <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>• charcoal sticks</li> <li>• measuring tapes</li> <li>• conversion tables</li> </ul> <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> <li>• fire retardant</li> <li>• stains</li> <li>• adhesives</li> <li>• primer</li> <li>• cleaning agents</li> </ul>	