



COURSE AND ASSESSMENT OUTLINE
CUV30311 CERTIFICATE III IN DESIGN FUNDAMENTALS
YEAR ONE

This qualification is delivered via a blended model that includes learning in a classroom-based environment by qualified trainer/assessors, Self-Study and Work Placement.

The course is delivered unit by unit in the order outlined below. The first session of the training program focuses on inducting the student into the RTO and training program. The trainer provides each student with a training plan and takes their time to explain each of the Blocks, the units of competency and the training to be conducted during the program. The training program is delivered with a blend of verbal instruction, Power Point presentation, demonstration, instructions and practical tasks.

Year	Term	Week	Unit Code	Unit Title	Topic	Assessment & Activities
1	1	1	BSBDES301	ASSESSMENT 1's Element 1 source information on colour and colour theory.	1.1 Identify and access sources of information on colour and colour theory 1.2 Evaluate and collate information to build knowledge of colour and its application in different contexts	Assessment Task 1: Task 1a From your Pinterest site, copy, print and store in your Visual Diary pins from your chosen designer/s who embodies: <ul style="list-style-type: none"> • A Primary Colour • A Secondary Colour • A Warm Colour • A Cool Colour • A Complimentary Colour • An Analogous Colour • A Rainbow Colour Scheme • An Intermediate Colour Task 1b



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						Using the prepared Worksheet, fully paint the Colour wheel and answer the accompanying questions on Colour Theory
1	1	2&3	BSBDES301: Exploring the Use of Colour	Element 2 experiment with colour	2.1 Test different colours and colour-combinations through experimentation 2.2 Use own ideas as a way of testing, challenging or confirming colour theory 2.3 Ensure safe use of materials, tools and equipment during experimentation with colour	Task 1a From your Pinterest site, copy, print and store in your Visual Diary pins from your chosen designer/s who embodies: <ul style="list-style-type: none"> • A Primary Colour • A Secondary Colour • A Warm Colour • A Cool Colour • A Complimentary Colour • An Analogous Colour • A Rainbow Colour Scheme • An Intermediate Colour Task 1b



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						Using the prepared Worksheet, fully paint the Colour wheel and answer the accompanying questions on Colour Theory
1	1	4&5	BSBDES301: Exploring the Use of Colour	Element 3: Communicate concepts and ideas through use of colour	<p>3.1 Investigate how colour might be used to communicate a particular idea or concept</p> <p>3.2 Select materials, tools and equipment relevant to the idea or concept</p> <p>3.3 Apply colour to communicate the concept or idea based on own knowledge of colour and colour theory</p> <p>3.4 Review and reflect on own use of colour and what it communicates professional presentation and potential relevance for future work</p> <p>3.5 Seek and obtain feedback from others about the way colour has been used and its success in communicating the concept or idea</p> <p>3.6 Present and store work any samples in a way which takes account of the need for</p>	<p>i) Using the provided booklet “The Elements and Principles of Design” and your lecturer’s notes, you will create in your Visual Diary, detailed notes and graphics about HUE, TINT, TONE & Shade.</p> <p>ii) In your Visual Diary, complete a FASHION PORTRAIT in their chosen colour Hue using a TINT, a SHADE and a TONE.</p> <p>iii) Make a list of all tools (with accompanying drawings) that you have used for completion of this Assessment.</p> <p>Task 1d</p>



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						<p>Using an A4 page in your Visual Diary, create a Mind Map exploring your ideas for your Hat inspired by the theme "Once Upon A Time" or your idea for a "word-play on a "Creative Pun" and your chosen milliner/ designer.</p> <p>Task 1e</p> <ul style="list-style-type: none">i) Create 4 thumbnail sketches of ideas for your "Once Upon a Time" or "Creative Puns"-themed Hatii) Use pencils and/or a black pen to create your sketchesiii) Add notes under each of your designs about the main concepts behind your designiv) Choose and ticked/circle your chosen thumbnail/ and ideas that they will work to resolve into your completed Hatv) Create a final Resolved Design in your Visual Diary.....and give it:<ul style="list-style-type: none">a. A title ...and hasb. Notate it regarding:
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						<ul style="list-style-type: none"> • Supplies, equipment, difficulties, notes about your 'inspirational' designer ... and..... • Have a discussion with your lecturer and make ½ page of notes in your Visual Diary about the feedback you have received from your lecturer and their peers.
1	1	6	<p>BSBDES302: Exploring and applying the creative design process to 2D forms</p>	<p>ASSESSMENT 2's Element 1 source information on 2D design</p>	<p>1.1 Identify and access relevant sources of information on 2D design 1.2 Evaluate and collate information to build knowledge of 2D design</p>	<p>Task 2a Use the supplied booklet "The Elements and Principles of Design and internet research to create in your Visual Diary</p> <ul style="list-style-type: none"> • An explanation of "What is 2D Design?" <p>For each of the 6 Elements and 7 Principles of Design—provide a ½ page explanation of how each is used in Fashion Design – with photos.</p>



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1	1	7	BSBDES302: Exploring and applying the creative design process to 2D forms	Element 2 explore the creative design process for 2D forms	2.1 Use creative thinking techniques to generate a range of ideas and options 2.2 Use experimentation to explore and challenge a range of different ideas 2.3 Challenge assumptions, reflect on ideas and refine approaches 2.4 Consciously change perspective, and evaluate ideas and situations in new ways	Task 2b: <ul style="list-style-type: none">➤ Use:<ul style="list-style-type: none">• creative thinking techniques• experimentation to explore ideas• challenge to assumptions• Reflect and refine to create a page in your Visual Diary to visually demonstrate the overall process of Design Development <ul style="list-style-type: none">➤ Has experimented with different ideas to suit their needs in the 'making process' – referencing the provided material about:<ul style="list-style-type: none">SimplificationRotationExaggerationCombinationStylisationMaximisationMinimisation and Repetition
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1	1	8-9	<p>BSBDES302: Exploring and applying the creative design process to 2D forms</p>	<p>Element 3 communicate concepts or ideas through application of design processes to 2D forms</p>	<p>3.1 Investigate and reflect on how a particular concept or idea might be communicated in 2D 3.2 Select materials, tools and equipment relevant to the realisation of the concept or idea 3.3 Apply a creative design process to produce a range of 2D concept realisations 3.4 Reflect on own application of design process and success in communicating the concept or idea 3.5 Seek and obtain feedback from others about the 2D form and its success in communicating the concept or idea 3.6 Present and store concept realisations or samples in a format which takes account of the need for professional presentation and the work's potential value for future jobs</p>	<p>Task 2c Create:</p> <ul style="list-style-type: none"> • a professionally-presented Mood board about their chosen Milliner/Fashion Designer that presents your: <ul style="list-style-type: none"> ○ concepts ○ samples and that it could be used for adding potential value for the student's future job aspirations • a PowerPoint about them of at least 10 pages of detailed information, photographs and a Bibliography <p>Task 2d: Create a page in their Visual Diary to visually demonstrate the complicated and interwoven process of Design Development using selected materials, tools, and equipment appropriate to completing the Task</p>
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						<p>Task 2e Create a page of notes about their FINAL DESIGN that reflected the FEEDBACK given by their classmates and lecturer.</p>
1	2	1	<p>BSBWHS211/AUL95 Contribute to health and safety of self and others BSBDES303/AU155 Explore and apply the creative design process to 3D forms.</p>	<p>BSBDES303/AU155</p> <ol style="list-style-type: none"> 1. Source information on 3-dimensional design 2. Explore the creative design process for 3-dimensional forms 3. Communicate concepts or ideas through application of design processes to 3-dimensional forms 	<p>1.1 Identify and access relevant sources of information on 3D design</p> <p>1.2 Evaluate and collate information to build knowledge of 3D design</p> <p>2.1 Use creative thinking techniques to generate a range of ideas and options</p> <p>2.2 Use experimentation to explore and challenge a range of different ideas</p> <p>2.3 Challenge assumptions, reflect on ideas and refine approaches</p> <p>2.4 Consciously change perspective, and evaluate ideas and situations in new ways</p> <p>3.1 Investigate and reflect on how a particular concept or idea might be communicated in 3D form</p>	<p>Introduction to Cluster 2: Learning Plan, materials list, assessment dates and electronic submission requirements (wix.com), visual diary, course overview, design language glossary, software check (Adobe Suite).</p> <p>Task 1a) PowerPoint on Fashion Designer</p> <p>Complete template about influential/leading designer – discussing influences, features and major projects of this designer. Include images and personal opinion</p>



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					<p>3.2 Select materials, tools and equipment relevant to the realisation of the concept or idea</p> <p>3.3 Apply a creative design process to produce a range of 3D concept realisations</p> <p>3.4 Reflect on own application of design process and success in communicating the concept or idea</p> <p>3.5 Seek and obtain feedback from others about the 3D form and its success in communicating the concept or idea</p> <p>3.6 Present and store concept realisations or samples in a format which takes account of the need for professional presentation and the work's potential value for future jobs</p>	
1	2	1		<p>BSBWHS211/AUL95</p> <ol style="list-style-type: none"> 1. Operate safely in own work environment 2. Operate safely within requirements of own role 3. Participate in WHS consultative processes 	<p>1.1 Identify organisational WHS policies and procedures that apply to own work setting</p> <p>1.2 Carry out work tasks according to WHS instructions</p> <p>1.3 Carry out pre-start systems and equipment checks under supervision and according to organisational policies and procedures</p> <p>1.4 Participate in responding to incidents according to organisational policies and procedures</p> <p>2.1 Identify individuals and/or parties to whom queries and concerns about safety in the workplace should be directed</p>	<p>Task 1b) WHS induction Package assignment introduction</p> <ul style="list-style-type: none"> • A 2-page document is to be created for Year 10 Work Experience students. <p>Task 1c) Mood board introduction:</p> <ul style="list-style-type: none"> • using the Moodboard light App – create a professional standard Moodboard that reflects the influence of your chosen designer.



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				<p>2.2 Identify existing and potential hazards relating to own role, and record and report them according to organisational policies and procedures</p> <p>2.3 Identify and contribute to implementing WHS instructions and organisational policies and procedures specific to own work area</p> <p>2.4 Identify and report incidents and injuries to required personnel according to organisational policies and procedures</p> <p>3.1 Contribute to workplace meetings, inspections, and other WHS consultative activities</p> <p>3.2 Identify existing and potential WHS hazards and report them to designated persons according to organisational policies and procedures</p> <p>3.3 Participate in actions to minimise or eliminate workplace hazards and to reduce risks</p>	<ul style="list-style-type: none"> • Include details on your Moodboard what Elements and Principles of Design that you will be emphasising 	
1	2	2	<p>BSBWHS211/AUL95 Contribute to health and safety of self and others</p> <p>BSBDES303/AU155 Explore and apply the creative design process to 3D forms.</p>	<p>BSBDES303/AU155</p> <ol style="list-style-type: none"> 1. Communicate concepts or ideas through application of design processes to 3-dimensional forms 2. Source information on 3- 	<p>1.1 Identify and access relevant sources of information on 3D design</p> <p>1.2 Evaluate and collate information to build knowledge of 3D design</p> <p>2.1 Use creative thinking techniques to generate a range of ideas and options</p>	<p>1a) PowerPoint on chosen designer - hand in for assessment</p> <p>1b) OHS induction Package assignment continued –</p> <p>1c) Moodboard continued</p>



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				<p style="text-align: center;">dimensional design</p> <p>BSBWHS211/AUL95</p> <ol style="list-style-type: none"> 1. Operate safely in own work environment 2. Operate safely within requirements of own role 3. Participate in WHS consultative processes 	<p>2.2 Use experimentation to explore and challenge a range of different ideas</p> <p>2.3 Challenge assumptions, reflect on ideas and refine approaches</p> <p>2.4 Consciously change perspective, and evaluate ideas and situations in new ways</p> <p>1.1 Identify organisational WHS policies and procedures that apply to own work setting</p> <p>1.2 Carry out work tasks according to WHS instructions</p> <p>1.3 Carry out pre-start systems and equipment checks under supervision and according to organisational policies and procedures</p> <p>1.4 Participate in responding to incidents according to organisational policies and procedures</p> <p>2.1 Identify individuals and/or parties to whom queries and concerns about safety in the workplace should be directed</p> <p>2.2 Identify existing and potential hazards relating to own role, and record and report them according to organisational policies and procedures</p> <p>2.3 Identify and contribute to implementing WHS instructions and organisational policies and procedures specific to own work area</p>	<p>TASK 2a) – commence Costume hat making- after watching demonstration, start your sketch for your design; source your materials and resources and then, after consultation with your Assessor, construct your hat. Your designer’s influence must be able to be ‘seen’ in your construction and resolved work. Photograph your progress and the finished piece and include this in your Visual Diary records.</p>
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					<p>2.4 Identify and report incidents and injuries to required personnel according to organisational policies and procedures</p> <p>3.1 Contribute to workplace meetings, inspections, and other WHS consultative activities</p> <p>3.2 Identify existing and potential WHS hazards and report them to designated persons according to organisational policies and procedures</p> <p>3.3 Participate in actions to minimise or eliminate workplace hazards and to reduce risks</p>	
1	2	3-10	<p>BSBWHS211/AUL95 Contribute to health and safety of self and others</p> <p>BSBDES303/AU155 Explore and apply the creative design process to 3D forms.</p>	<p>BSBDES303/AU155</p> <ol style="list-style-type: none"> 1. Communicate concepts or ideas through application of design processes to 3-dimensional forms 2. Source information on 3-dimensional design <p>BSBWHS211/AUL95</p>	<p>1.1 Identify and access relevant sources of information on 3D design</p> <p>1.2 Evaluate and collate information to build knowledge of 3D design</p> <p>2.1 Use creative thinking techniques to generate a range of ideas and options</p> <p>2.2 Use experimentation to explore and challenge a range of different ideas</p> <p>2.3 Challenge assumptions, reflect on ideas and refine approaches</p> <p>2.4 Consciously change perspective, and evaluate ideas and situations in new ways</p>	<p>Task 1b) OHS Induction Package assignment continued and now due You are to create a 2-page document for Year 10 Work Experience students.</p> <p>Task 1c) Moodboard continued</p> <p>Task 1d) Using WorkSafe's smartmove.safetyline.wa.gov.au, complete the Safety Passport Program</p> <p>2a) Costume hat making continued</p>



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				<ol style="list-style-type: none"> 1. Operate safely in own work environment 2. Operate safely within requirements of own role 3. Participate in WHS consultative processes 	<ol style="list-style-type: none"> 1.1 Identify organisational WHS policies and procedures that apply to own work setting 1.2 Carry out work tasks according to WHS instructions 1.3 Carry out pre-start systems and equipment checks under supervision and according to organisational policies and procedures 1.4 Participate in responding to incidents according to organisational policies and procedures <ol style="list-style-type: none"> 2.1 Identify individuals and/or parties to whom queries and concerns about safety in the workplace should be directed 2.2 Identify existing and potential hazards relating to own role, and record and report them according to organisational policies and procedures 2.3 Identify and contribute to implementing WHS instructions and organisational policies and procedures specific to own work area 2.4 Identify and report incidents and injuries to required personnel according to organisational policies and procedures <ol style="list-style-type: none"> 3.1 Contribute to workplace meetings, inspections, and other WHS consultative activities 3.2 Identify existing and potential WHS hazards and report them to designated persons according to organisational policies and procedures 	
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					3.3 Participate in actions to minimise or eliminate workplace hazards and to reduce risks	
1	3	1-2		BSBDES303/AU155 1. Communicate concepts or ideas through application of design processes to 3-dimensional forms 2. Source information on 3-dimensional design 3. Explore the creative design process for 3-dimensional forms	1.1 Identify and access relevant sources of information on 3D design 1.2 Evaluate and collate information to build knowledge of 3D design 2.1 Use creative thinking techniques to generate a range of ideas and options 2.2 Use experimentation to explore and challenge a range of different ideas 2.3 Challenge assumptions, reflect on ideas and refine approaches 2.4 Consciously change perspective, and evaluate ideas and situations in new ways	1d) Safety Passport Program continued 2a) Costume hat making continued TASK 2 Resolved HAT Design: your design, your hat, your Artist Statement and styled photograph exhibited in CVC da Vinci Arts Gallery SUBMISSION: last lesson in Week 1



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				<p>BSBWHS211/AUL95</p> <p>4. Operate safely in own work environment</p> <p>5. Operate safely within requirements of own role</p> <p>6. Participate in WHS consultative processes</p>	<p>1.1 Identify organisational WHS policies and procedures that apply to own work setting</p> <p>1.2 Carry out work tasks according to WHS instructions</p> <p>1.3 Carry out pre-start systems and equipment checks under supervision and according to organisational policies and procedures</p> <p>1.4 Participate in responding to incidents according to organisational policies and procedures</p> <p>2.1 Identify individuals and/or parties to whom queries and concerns about safety in the workplace should be directed</p> <p>2.2 Identify existing and potential hazards relating to own role, and record and report them according to organisational policies and procedures</p> <p>2.3 Identify and contribute to implementing WHS instructions and organisational policies and procedures specific to own work area</p> <p>2.4 Identify and report incidents and injuries to required personnel according to organisational policies and procedures</p> <p>3.1 Contribute to workplace meetings, inspections, and other WHS consultative activities</p>	
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					<p>3.2 Identify existing and potential WHS hazards and report them to designated persons according to organisational policies and procedures</p> <p>3.3 Participate in actions to minimise or eliminate workplace hazards and to reduce risks</p>	
1	3	3	<p>BSBDES201A/D0657 – Follow a design process</p> <p>CUVPRP301A/SS741 - Produce creative work</p>	<p>BSBDES201A:</p> <ol style="list-style-type: none"> 1. Clarify the challenge 2. Explore different ideas and solutions <p>CUVPRP301A:</p> <ol style="list-style-type: none"> 1. Source ideas for creative work 	<p>1.1. Confirm the <i>nature and scope of the challenge</i> with <i>stakeholders</i></p> <p>1.2. Agree on specific objectives with <i>stakeholders</i></p> <p>1.3. Identify any <i>constraints</i> that may impact on the design process</p> <p>1.4. Identify and source <i>relevant supporting information and assistance</i></p> <p>2.1. Generate a range of ideas to respond to the challenge</p> <p>2.2. Explore <i>different options and ideas</i> for meeting objectives</p> <p>2.3. Involve others in the process of developing ideas and solutions</p> <p>1.1 Select and review <i>historical and contemporary information</i> relevant to creative work</p> <p>1.2 Extract and <i>evaluate</i> key <i>ideas and concepts</i></p>	<p>Introduction to Cluster 3 and Task 1: Learning Plan, materials list, assessment dates and submission requirements, Visual Diary, course overview, design language glossary, software check (Adobe Suite).</p> <p>1a) Create Pinterest Board about Japanese Shibori. Review Assessor’s board as example, and create own board with 15 pins of examples that inspire you. Notate under each evaluating each pin in terms of design Elements and Principles and what inspires you about each pin.</p> <p>1b) Find out about a Design Brief and complete your Design Brief Template</p>



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					<p>1.3 Consider personal creative goals and information from other sources in developing ideas</p>	<p>Research What is a Design Brief. Brainstorm as a class and take notes from this session about: possible styles for your pillow/scarf/kimono/quilt and client/stakeholders/target audience. Refine your design brief using information from this discussion and complete design brief, solidifying your goals for project.</p> <p>Take photos of all stages of your work....for all tasks. These are to be printed off; pasted and labelled into your Visual Diary.</p>
1	3	4-5		<p>BSBDES201A:</p> <ol style="list-style-type: none"> 1. Clarify the challenge 2. Explore different ideas and solutions 3. Select and present a solution <p>CUVPRP301A:</p> <ol style="list-style-type: none"> 1. Source ideas for creative work 	<ol style="list-style-type: none"> 1.1. Confirm the nature and scope of the challenge with stakeholders 1.2. Agree on specific objectives with stakeholders 1.3. Identify any constraints that may impact on the design process 1.4. Identify and source relevant supporting information and assistance 2.1. Generate a range of ideas to respond to the challenge 2.2. Explore different options and ideas for meeting objectives 	<ul style="list-style-type: none"> • Assessor distributes information describing how to create a thumbnail sketch and discusses with students. • Assessor discusses OHS issues related to use of indigo dyeing and students take notes to create own personal guide to best use and manage the material's properties.



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				<p>2. Refine and communicate ideas</p> <p>3. Plan and produce creative work</p>	<p>2.3. Involve others in the process of developing ideas and solutions</p> <p>3.1. Reflect on different ideas and feedback, and select a preferred solution</p> <p>3.2. Summarise the key ideas in the solution and present to stakeholders in <i>appropriate format</i></p> <p>3.3. Obtain any required approvals to take the solution to the next stage</p> <p>1.1 Select and review <i>historical and contemporary information</i> relevant to creative work</p> <p>1.2 Extract and <i>evaluate</i> key <i>ideas and concepts</i></p> <p>1.3 Consider personal creative goals and information from other sources in developing ideas</p> <p>2.1 Refine ideas through <i>experimentation</i> with techniques specific to the creative work and the use of visual representation and design tools</p> <p>2.2 Confirm ideas and techniques based on research, experimentation and discussion with <i>key people</i></p> <p>2.3 Communicate and discuss ideas and information about the work</p> <p>2.4 Consider the <i>context</i> for the communication in the way that ideas are presented</p>	<p>1c) Discussion on safe use of materials, tools and equipment during Indigo dyeing. Take 1 x A4 page of legible notes for Visual Diary.</p> <p>1d) Create 4 thumbnail sketches of possible designs for kimono, pillow, scarf, quilt. Designs must take into account constraints dyeing and allowable materials. Draw on 1 x A4 sheet and photograph it when complete. Add notes to each drawing describing the process. Discuss your ideas and seek feedback from Assessor.</p> <p>1e) Choose one design as your final design and write one paragraph in visual diary (5-10 sentences) as to why you chose this design, using guiding questions supplied by Assessor.</p>
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				<p>3.1 Identify work processes and resource requirements</p> <p>3.2 Organise resources required for the production of the proposed creative work based on the plan of work</p> <p>3.3 Safely use and adapt resources to realise ideas</p> <p>3.4 Show proficiency with chosen techniques and resolve technical problems</p> <p>3.4 Take responsibility for the safe and sustainable use of resources</p> <p>3.6 Create a record of the work that shows the process of development</p>	
1	3	6-8	<p>BSBDES201A:</p> <p>4. Clarify the challenge</p> <p>5. Explore different ideas and solutions</p> <p>6. Select and present a solution</p> <p>CUVPRP301A:</p> <p>4. Source ideas for creative work</p>	<p>1.1. Confirm the nature and scope of the challenge with stakeholders</p> <p>1.2. Agree on specific objectives with stakeholders</p> <p>1.3. Identify any constraints that may impact on the design process</p> <p>1.4. Identify and source relevant supporting information and assistance</p> <p>2.1. Generate a range of ideas to respond to the challenge</p> <p>2.2. Explore different options and ideas for meeting objectives</p> <p>2.3. Involve others in the process of developing ideas and solutions</p>	<p>1f) Using Assessor feedback on final design solution, refine final design incorporating feedback.</p> <p>1g) Using Shibori instruction sheet, dye, rinse, dry, iron your fabric.</p> <p>SUBMIT all information through t to Assessor.</p> <p>SUBMIT ASSESSMENT 1 Week 5: Friday 21st August</p>



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				<p>5. Refine and communicate ideas</p> <p>6. Plan and produce creative work</p>	<p>3.1. Reflect on different ideas and feedback, and select a preferred solution</p> <p>3.2. Summarise the key ideas in the solution and present to stakeholders in appropriate format</p> <p>3.3. Obtain any required approvals to take the solution to the next stage</p> <p>4.1. Schedule key tasks and organise resources to support implementation</p> <p>4.2. Carry out testing , prototyping or trialling of the proposed solution</p> <p>4.3. Maintain any required documentation</p> <p>4.4. Identify problems and seek advice and guidance from others</p> <p>5.1. Check the success of the solution based on original objectives</p> <p>5.2. Seek feedback from appropriate stakeholders</p> <p>5.3. Review both the solution and the process undertaken to develop the solution as part of an ongoing learning process</p> <p>1.1 Select and review historical and contemporary information relevant to creative work</p> <p>1.2 Extract and evaluate key ideas and concepts</p> <p>1.3 Consider personal creative goals and information from other sources in developing ideas</p>	
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			<p>2.1 Refine ideas through experimentation with techniques specific to the creative work and the use of visual representation and design tools</p> <p>2.2 Confirm ideas and techniques based on research, experimentation and discussion with key people</p> <p>2.3 Communicate and discuss ideas and information about the work</p> <p>2.4 Consider the context for the communication in the way that ideas are presented</p> <p>3.1 Identify work processes and resource requirements</p> <p>3.2 Organise resources required for the production of the proposed creative work based on the plan of work</p> <p>3.3 Safely use and adapt resources to realise ideas</p> <p>3.4 Show proficiency with chosen techniques and resolve technical problems</p> <p>3.4 Take responsibility for the safe and sustainable use of resources</p> <p>3.6 Create a record of the work that shows the process of development</p> <p>4.1 Review own work for technical proficiency and success in communicating ideas</p> <p>4.2 Question self and others to review the process of creating work and the final outcome</p>	
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					4.3 Use relevant information from own review and the review of others in planning skills development	
1	3	9		<p>BSBDES201A:</p> <ol style="list-style-type: none"> 1. Clarify the challenge 2. Explore different ideas and solutions 3. Select and present a solution <p>CUVPRP301A:</p> <ol style="list-style-type: none"> 1. Source ideas for creative work 2. Refine and communicate ideas 3. Plan and produce creative work 	<ol style="list-style-type: none"> 1.1. Confirm the <i>nature and scope of the challenge</i> with <i>stakeholders</i> 1.2. Agree on specific objectives with <i>stakeholders</i> 1.3. Identify any <i>constraints</i> that may impact on the design process 1.4. Identify and source <i>relevant supporting information and assistance</i> 2.1. Generate a range of ideas to respond to the challenge 2.2. Explore <i>different options and ideas</i> for meeting objectives 2.3. Involve others in the process of developing ideas and solutions 3.1. Reflect on different ideas and feedback, and select a preferred solution 3.2. Summarise the key ideas in the solution and present to stakeholders in <i>appropriate format</i> 	<p>Task 1b) continued.</p> <p>Task 2d) Create 4 possible designs for placement on your fabric. Photograph and store in Visual Diary. Add notes describing your thought process and discuss with Assessor, seeking feedback.</p> <p>Task 2e) Select one design based on feedback and compliance with design brief, and write one paragraph writing why you chose this design.</p>



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			<p>3.3. Obtain any required approvals to take the solution to the next stage</p> <p>4.1. Schedule key tasks and organise resources to support implementation</p> <p>4.2. Carry out testing , prototyping or trialling of the proposed solution</p> <p>4.3. Maintain any required documentation</p> <p>4.4. Identify problems and seek advice and guidance from others</p> <p>5.1. Check the success of the solution based on original objectives</p> <p>5.2. Seek feedback from appropriate stakeholders</p> <p>5.3. Review both the solution and the process undertaken to develop the solution as part of an ongoing learning process</p> <p>1.1 Select and review historical and contemporary information relevant to creative work</p> <p>1.2 Extract and evaluate key ideas and concepts</p> <p>1.3 Consider personal creative goals and information from other sources in developing ideas</p> <p>2.1 Refine ideas through experimentation with techniques specific to the creative work and the use of visual representation and design tools</p>	
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			<p>2.2 Confirm ideas and techniques based on research, experimentation and discussion with key people</p> <p>2.3 Communicate and discuss ideas and information about the work</p> <p>2.4 Consider the context for the communication in the way that ideas are presented</p> <p>3.1 Identify work processes and resource requirements</p> <p>3.2 Organise resources required for the production of the proposed creative work based on the plan of work</p> <p>3.3 Safely use and adapt resources to realise ideas</p> <p>3.4 Show proficiency with chosen techniques and resolve technical problems</p> <p>3.4 Take responsibility for the safe and sustainable use of resources</p> <p>3.6 Create a record of the work that shows the process of development</p> <p>4.1 Review own work for technical proficiency and success in communicating ideas</p> <p>4.2 Question self and others to review the process of creating work and the final outcome</p> <p>4.3 Use relevant information from own review and the review of others in planning skills development</p>	
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1	3	10	<p>BSBDES201A:</p> <ol style="list-style-type: none"> 1. Clarify the challenge 2. Explore different ideas and solutions 3. Select and present a solution <p>CUVPRP301A:</p> <ol style="list-style-type: none"> 1. Source ideas for creative work 2. Refine and communicate ideas 3. Plan and produce creative work 	<ol style="list-style-type: none"> 1.1. Confirm the <i>nature and scope of the challenge</i> with <i>stakeholders</i> 1.2. Agree on specific objectives with <i>stakeholders</i> 1.3. Identify any <i>constraints</i> that may impact on the design process 1.4. Identify and source <i>relevant supporting information and assistance</i> 2.1. Generate a range of ideas to respond to the challenge 2.2. Explore <i>different options and ideas</i> for meeting objectives 2.3. Involve others in the process of developing ideas and solutions 3.1. Reflect on different ideas and feedback, and select a preferred solution 3.2. Summarise the key ideas in the solution and present to stakeholders in <i>appropriate format</i> 3.3. Obtain any required approvals to take the solution to the next stage 4.1. Schedule key tasks and organise <i>resources to support implementation</i> 4.2. Carry out <i>testing , prototyping or trialling</i> of the proposed solution 4.3. Maintain any required <i>documentation</i> 4.4. Identify problems and seek <i>advice and guidance</i> from others 	<p>Task 1b) continued.</p> <p>Task 2f) Using Shibori instruction sheet, create your Shibori, indigo dyed fabric. Rinse, dry and iron</p> <p>Task 2g) After watching workshop on sewing, create your kimono/quilt piece/scarf Store all of your Tasks for Assessment 2 in hardcopy in your Visual Diary.</p> <p>SUBMISSION ASSESSMENT 2: Wednesday, 22nd September.</p>
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			<p>5.1. Check the success of the solution based on original objectives</p> <p>5.2. Seek feedback from appropriate stakeholders</p> <p>5.3. Review both the solution and the process undertaken to develop the solution as part of an ongoing learning process</p> <p>1.1 Select and review historical and contemporary information relevant to creative work</p> <p>1.2 Extract and evaluate key ideas and concepts</p> <p>1.3 Consider personal creative goals and information from other sources in developing ideas</p> <p>2.1 Refine ideas through experimentation with techniques specific to the creative work and the use of visual representation and design tools</p> <p>2.2 Confirm ideas and techniques based on research, experimentation and discussion with key people</p> <p>2.3 Communicate and discuss ideas and information about the work</p> <p>2.4 Consider the context for the communication in the way that ideas are presented</p> <p>3.1 Identify work processes and resource requirements</p>	
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			<p>3.2 Organise resources required for the production of the proposed creative work based on the plan of work</p> <p>3.3 Safely use and adapt resources to realise ideas</p> <p>3.4 Show proficiency with chosen techniques and resolve technical problems</p> <p>3.4 Take responsibility for the safe and sustainable use of resources</p> <p>3.6 Create a record of the work that shows the process of development</p> <p>4.1 Review own work for technical proficiency and success in communicating ideas</p> <p>4.2 Question self and others to review the process of creating work and the final outcome</p> <p>4.3 Use relevant information from own review and the review of others in planning skills development</p>	
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