



National Unit specification: general information

Unit title: Drawing Skills — Analytical Drawing (SCQF Level 5)

Unit code: D947 11

Superclass: JB

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Summary

This Unit will be suitable for candidates who have no prior experience of analytical drawing. It will give candidates basic skills in analytical drawing through a range of assignments. The outcomes ask candidates to produce a range of drawings in a variety of media and styles, to develop sound drawing techniques and to represent a subject using a range of different approaches. Candidates who achieve this Unit should have the ability to apply their knowledge of analytical drawing to any assignment. The Unit will provide a good basis for further study in art and design, and can be used as an introductory Unit to Higher National Qualifications.

Outcomes

- 1 Analyse a subject and render it in a variety of media and styles.
- 2 Use sound constructive drawing techniques.
- 3 Represent different aspects of a subject in a variety of styles

Recommended entry

Candidates enrolling for this Unit do not need any prior knowledge of analytical drawing, however candidates will normally be expected to have attained Standard Grade Art and Design at General Level or Intermediate 1 Art and Design or equivalent.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

General information (continued)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

National Unit specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Analyse a subject and render it in a variety of media and styles.

Performance Criteria

- (a) Analysis of the subject is correct and representational.
- (b) The media chosen to convey the subject are relevant.
- (c) The styles chosen to convey the subject are relevant.

Outcome 2

Use sound constructive drawing techniques.

Performance Criteria

- (a) The drawings clearly emphasise the form and structure of the subject.
- (b) The drawing techniques are appropriate to the form and structure of the subject.

Outcome 3

Represent different aspects of a subject in a variety of styles.

Performance Criteria

- (a) Aspects chosen identify the potential of the subject.
- (b) Aspects chosen are suitable for rendering in different styles.
- (c) Drawing styles chosen express different aspects of the subject.

National Unit specification: statement of standards (continued)

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Evidence Requirements for this Unit

Outcome 1

Analyse a subject and render it in a variety of media and styles.

Evidence Requirements

Evidence is required to show the candidate can produce initial drawings that analyse the subject and show its correct shape, texture, colour and tone. The candidate should choose a variety of media and styles that are suitable, ie the media and styles should offer the candidate scope to produce a range of drawings that show close observation and sympathetic representation. The assessor should be satisfied that the candidate has produced drawings that contain enough evidence to show correct and accurate analysis of the subject. The evidence should consist of a set of not less than 4 mounted drawings (selected from a range of drawings) and be presented in a format appropriate to the assignment given by the assessor.

Outcome 2

Use sound constructive drawing techniques.

Evidence Requirements

Evidence is required to show the candidate can use suitable drawing techniques for displaying and emphasising the correct form and structure of the subject. The drawing techniques should be chosen for their suitability to accurately represent the subject. The assessor should be satisfied that the drawing techniques used by the candidate are relevant and appropriate to the assignment given, and that the candidate has produced enough evidence to show a basic understanding of the form and structure of the subject. The evidence should consist of a set of not less than 4 mounted drawings (selected from a range of drawings) and be presented in a format appropriate to the assignment given by the assessor.

The candidate should use the same subject as used in Outcome 1.

Outcome 3

Represent different aspects of a subject in a variety of styles.

Note on range for the outcome

Subject aspects: shape; form; tone; line; texture; colour and pattern.

National Unit specification: statement of standards (continued)

Unit title: Drawing Skills — Analytical Drawing (SCQF Level 5)

Evidence Requirements

Evidence is required to show that the candidate has identified the potential of the chosen subject matter and has rendered it in a variety of media and using a variety of techniques. The candidate should demonstrate an ability to identify appropriate drawing approaches that will best express selected aspects of the subject. The assessor should be satisfied that the candidate has produced drawings that exploit different aspects of a subject in various ways. The evidence should consist of a set of not less than four mounted drawings (selected from a range of drawings) and be presented in a format appropriate to the assignment given by the assessor. The candidate should use the same subject as used in Outcome 1.

National Unit specification: support notes

Unit title: Drawing Skills — Analytical Drawing (SCQF Level 5)

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Assessors should set an assignment that will allow the candidate to work with one or more subjects. If more than one subject is chosen, only one set of drawings should be submitted for assessment. The assignment should lead the candidate through logical progression from initial explorative to final expressive drawings.

The drawings produced may explore tone, texture, line, colour, form, and shape and could be taken from natural or manmade forms. They should utilise a variety of media, eg. pencils, pen and ink, coloured/drawing inks, coloured markers, technical pens, crayons, pastels, water-colour paints, gouache, acrylics and mixed media.

The exploration of a wide range of techniques should include painting (washes, wet and dry, resist, blotting, stippling etc), drawing (hatching, stippling, shading, burnishing, blending etc), collage, printmaking, rubbings, frottage, graffito etc. Drawing styles should include realism, expressionism, abstract, impressionism, simplification etc and exploit scale, proportion and shape.

Guidance on learning and teaching approaches for this Unit

The assessor could begin by showing exemplar material of techniques used by professional artists and provide the candidate with published examples and/or guidance on finding appropriate work to study. Visits to art galleries and exhibitions are recommended, as is research through the Internet.

The assessor could demonstrate the various techniques and working methods available to the candidate, and provide examples and guidance on mounting and presenting work.

The candidate's activities will be centred on an assignment that will be drawn up by the assessor. Candidates should work singly with ongoing individual guidance from the assessor.

National Unit specification: support notes (continued)

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Guidance on approaches to assessment for this Unit

The outcomes should be assessed individually, and continuous assessment should be used to assist candidates in their work.

A variety of appropriate approaches to assessment should be used, for example:

- ◆ candidate/assessor review of candidates use of resources and progress
- ◆ on-going viewing and discussion of developing evidence
- ◆ interim presentations of selected evidence
- ◆ final presentation of selected evidence

These presentations may take the form of a group discussion.

The assessor may present each outcome as an individual assignment, or one assignment may cover each outcome.

The assessor/verifier should also refer to additional examples of the candidates work to see progression of skill or supporting evidence in the case of uncertainty over meeting the required standards.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

In this Unit candidates will develop skills in basic analytical drawing in a variety of media and styles.

Candidates will:

- ◆ analyse a subject
- ◆ produce initial drawings that show analysis through appropriate use of shape, texture, colour, tone, media and styles
- ◆ develop initial drawings further using suitable drawing techniques for displaying and emphasising the correct form and structure of the subject
- ◆ identify appropriate drawing approaches that best express selected aspects of the subject in various ways

This means that as candidates are doing this Unit they will be developing aspects of the Core Skill of Problem Solving.

National Unit specification: support notes (continued)

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Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Updated into current Unit shell with no changes to content	15/06/2011

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