



National Unit Specification: general information

UNIT Art and Design: Life Drawing (SCQF level 5)

CODE F51L 11

SUMMARY

The Unit is designed to enable candidates who may be studying life drawing for the first time to develop skills and techniques in the drawing of the human form from a live model. It will enable candidates to develop a basic understanding of the human form in terms of proportion and anatomy. The candidate will develop skills using a variety of media and techniques to produce studies of parts of the human figure and drawings of clothed and/or unclothed live models that are proportionally correct.

The Unit is suitable for candidates who:

- ◆ are undertaking the study of life drawing for the first time
- ◆ wish to obtain basic knowledge of life drawing
- ◆ wish to develop their life drawing skills as part of a portfolio

OUTCOMES

- 1 Produce studies of the human figure.
- 2 Draw the human figure in proportion.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would benefit from previous experience of an art or design course or Units.

Administrative Information

Superclass: JB

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National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit at Intermediate 2 level (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.*

CORE SKILLS

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

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Problem Solving (SCQF level 5)
- ◆ Communication (SCQF level 5)

These opportunities are highlighted in the Support Notes of this Unit Specification.

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

Produce studies of the human figure.

Performance Criteria

- (a) Produce detailed studies of human limbs.
- (b) Produce detailed studies of parts of the human head.

OUTCOME 2

Draw the human figure in proportion.

Performance Criteria

- (a) Produce proportionally correct drawings of the seated human figure.
- (b) Produce proportionally correct drawings of the human figure in standing position.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Product evidence in the form of a folio of studies and drawings that have been produced by study and observation of a live model will be produced to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria.

The folio will include the following:

- ◆ two detailed studies of the human limbs (hands, feet etc)
- ◆ two detailed studies of the human eyes, nose, ears and/or mouth
- ◆ two drawings of the seated human figure
- ◆ two drawings of the standing figure

The studies and drawings can be included in sketchbooks or presented as a series of life drawing studies on separate sheets of paper. All studies should show evidence of any drawing guidelines, axis lines used in the drawing activity and be dated to allow the teacher/lecturer to see the candidate's progression. Any drawings submitted for assessment do not need to be mounted.

Evidence should be produced throughout the delivery of the Unit under open-book conditions.

National Unit Specification: support notes

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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

This Unit is a mandatory Unit of the National Certificate in Art and Design, but can also be taken as a free-standing Unit.

The main emphasis of the Unit should be on the candidate's development and application of skills and techniques in drawing the human figure. Candidates should therefore be directed to produce studies of parts of the human figure such as the nose, hands, feet and mouth and progress to finished drawings of the human figure in seated and standing poses. The candidate should, at the same time, be developing skills in media handling. Live models must be used for all drawings, whether for all or part of the human form.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It would be useful to introduce the basic skeletal structure to candidates at an early stage of this Unit. This would enhance their understanding of the way in which the human form functions. This could be supplemented throughout the Unit by demonstrations and group discussions of the muscle and skeletal structure of the body and how it affects movement and body shape etc.

The unclothed model should be used whenever possible, as this allows candidates to observe body structure clearly and therefore to develop a better understanding of proportion and form. Poses of varying length will help candidates to develop facility with media and also observational skills. Poses of varying length and complexity, sometimes using more than one model will also challenge candidates and add interest and breadth to their learning. Accuracy of proportion and evidence of keen observation should be encouraged throughout the Unit and candidates should be encouraged to use a variety of drawing media and techniques.

It should be noted that some candidates might have difficulty with aspects of this Unit because of their specific religious or cultural background. Centres should take steps to ascertain whether this may be the case and to consider the use of alternative drawing Units where applicable ensuring that there are no unnecessary barriers to learning. The candidates should produce drawings and studies drawn from a live model in the studio, and this work can be supported by the development of studies and sketches gathered from studies of live subjects elsewhere.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* and *Communication* during tutorial sessions, communication with the model, classroom discussions and critiquing of work in progress.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for this Unit would be a practical exercise(s). It is suggested that the candidate is encouraged to produce more than the number of drawings that are stipulated in the Evidence Requirements. The candidate will then be able to select the most successful drawings for assessment. Drawings presented for assessment should, however, include a selection that shows progressive development and all should be clearly dated. It is not expected that drawings will be mounted for final assessment purposes.

Evidence should be generated by drawings produced throughout the delivery of the Unit. Candidates should submit drawings for assessment that have been observed from a live model in the studio; these could be supported by studies and sketches gathered from live subjects elsewhere.

Drawings taken from pictorial or photographic sources are not acceptable.

A variety of poses of short (10 minutes) and long (30 minutes +) duration should include seated and standing poses.

The teacher/lecturer must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as a learning and teaching approach, any work that contributes to a candidate's assessment evidence must be carried out on an individual basis to ensure authenticity.

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 communications 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)*.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).