



## National Unit specification: general information

**Unit title:** Art and Design: Developmental Drawing (SCQF level 5)

**Unit code:** FV2L 11

**Superclass:** JB

**Publication date:** September 2011

**Source:** Scottish Qualifications Authority

**Version:** 01

## Summary

This Unit gives candidates an introduction to the developmental drawing process through the visual analysis of source material and the application of drawing as a process of solving problems. This process will enable candidates to explore the developmental drawing skills used in visual disciplines.

This Unit is suitable for candidates as an introduction to the art and design development process or to develop drawing skills used in visual disciplines.

## Outcomes

- 1 Produce a range of development drawings in response to a given task.
- 2 Produce drawings of a solution in response to a given task.

## Recommended entry

While entry is at the discretion of the centre candidates would benefit from experience in a related art or design discipline.

## 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.*

## **National Unit specification: general information (cont)**

**Unit title:** Art and Design: Developmental Drawing (SCQF level 5)

### **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**

**Unit title:** Art and Design: Developmental Drawing (SCQF level 5)

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 a range of development drawings in response to a given task.

#### **Performance Criteria**

- (a) Gather a range of visual source material from primary and secondary sources in response to a given task.
- (b) Develop a range of initial drawings using a variety of media, as possible solutions for the given task.
- (c) Select a range of appropriate solutions for the given task from the initial drawings.

### **Outcome 2**

Produce drawings of a solution in response to a given task.

#### **Performance Criteria**

- (a) Develop and refine the range of possible solutions using a variety of media.
- (b) Identify a final solution for the given task from the range of developmental drawings.
- (c) Produce final drawings using a variety of media, to demonstrate the solution to the given task.

## **National Unit specification: statement of standards (cont)**

**Unit title:** Art and Design: Developmental Drawing (SCQF level 5)

### **Evidence Requirements for this Unit**

Evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

Written and/or oral recorded evidence and product evidence should be produced to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria. The evidence will be produced under open-book conditions and will include:

#### **Outcome 1**

- ◆ A range of annotated source material, to include both primary and secondary sources. Evidence will include material presented on a minimum of four A4+ size sheets, or equivalent.
- ◆ A minimum of six development drawings produced in response to the given task, evidenced in a sketchbook.
- ◆ A range of appropriate solutions for the given task. The range will comprise a minimum of three different drawing and image making materials and media.

#### **Outcome 2**

- ◆ A minimum of at least four drawings that demonstrate a development of appropriate solutions for the given task, evidenced in a sketchbook.
- ◆ A final solution to the given task, presented as a minimum of two drawings.
- ◆ A range of drawings demonstrating the solution to the given task. The range will comprise the use of a minimum three drawing and image making materials and media.

The candidate will produce the work under open-book conditions, throughout delivery of the Unit.

## **National Unit specification: support notes**

**Unit title:** Art and Design: Developmental 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**

This Unit has been written as part of the development of the National Certificate in Computer Arts and Animation (SCQF level 5). It can however be used in the delivery of any Art and Design subjects, or delivered as a freestanding Unit.

The Unit should be seen as an introduction to the creative development process for visual disciplines, both traditional art and design and time-based. Its aim is to allow candidates to develop visual thinking and development skills through drawing within the context of a simple set task or tasks. The Unit is deliberately not evaluative on the quality of the drawing produced by candidates. Rather, the emphasis should be placed on the development of a process that uses drawing to solve problems. The idea of drawing should be considered in its loosest terms, as a whole range of mark and image making techniques could be considered (eg collage).

Developmental drawing requires the candidate to consider the aesthetic, functional, and many other aspects of an object or a process. This requires research, critical thought, creative interpretation of the given task, and the development and refinement of ideas or concepts. The candidate should identify source material with development potential with a view to progressing initial ideas and/or concepts.

The candidate should select relevant source imagery with development potential. The production of the initial drawings should show a variety of alternative approaches and a personal response to the requirements of the given task. The candidate should show knowledge and skills when gauging the effectiveness of their drawings and creating a range of drawings that demonstrate a variety of media and techniques.

The type of finished drawing could relate to a candidate's chosen discipline, for example animators may well create a storyboard, an interior designer may produce a 3D visualisation and graphic design candidates could produce finished roughs.

## **National Unit specification: support notes (cont)**

**Unit title:** Art and Design: Developmental Drawing (SCQF level 5)

### **Guidance on learning and teaching approaches for this Unit**

This Unit deliberately emphasises the idea of the use of set tasks rather than a more complex and holistic brief. Therefore there is the opportunity to set a number of more manageable activities for candidates, where they could produce a number of different solutions during the delivery of the Unit.

Exploration of the creative drawing process supported by demonstration of a range of visual developmental drawing techniques will enable candidates to create sequential and progressive drawing solutions. In order to progress and develop, candidates should learn to analyse their visual work and understand the potential for refining an idea or concept. Ongoing discussions with the tutor should be encouraged as these will help to reinforce thinking and developmental drawing approaches. It could be of benefit to candidates to include visits and discussions with practising professionals, allowing them to develop a greater awareness of professional working practices and approaches.

Candidates should be encouraged to produce a visual sketchbook containing a variety of drawings and research. This research will provide reference points from which to channel and generate ideas, allowing for the creative development of ideas and/or concepts in response to the given task.

### **Guidance on approaches to assessment for this Unit**

A suitable Instrument of Assessment for this Unit would be practical exercise(s). Candidates should demonstrate the ability to select and use resources and to develop the skills required for successful developmental drawing.

The Unit could be used as a freestanding introductory Unit or in combination with other associated Units. If delivered holistically then an assessment matrix should be devised.

The teacher/lecturer must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as 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 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)*.

## **National Unit specification: support notes (cont)**

**Unit title:** Art and Design: Developmental Drawing (SCQF level 5)

### **Opportunities for developing Core Skills**

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

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

These opportunities are highlighted in the Guidance on content and context section of this Unit Specification.

### **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](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

© Scottish Qualifications Authority 2011

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.