



National Unit specification: general information

Unit title: Perspective Drawing and Rendering (SCQF level 6)

Unit code: H2TX 12

Superclass: TD

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Summary

In this Unit candidates will develop freehand perspective sketching and rendering skills. Candidates will select appropriate views for perspective sketches and experiment with a range of drawing media and techniques before producing rendered perspective drawings. Candidates who achieve this Unit will have the ability to effectively express their own 3D design ideas and to integrate perspective drawing with their own creative process in their project folios/sketchbooks.

This Unit is suitable for candidates who want to develop freehand perspective drawing and rendering while exploring the use of different media and/or want to follow a career in architecture or related areas.

This is a mandatory Unit in the National Certificate (NC) in Architecture and Art at SCQF level 6 and a mandatory Unit in the NC in Architecture and Interior Design at SCQF level 6, but is also available as a freestanding Unit.

Outcomes

- 1 Produce a folio of perspective sketches.
- 2 Produce a folio of rendering samples for selected perspective drawings.
- 3 Produce presentation drawings.

Recommended entry

While entry is at the discretion of the centre, it would be beneficial for candidates to have some prior knowledge of 1pt and 2pt perspective views and an awareness of commonly used, relevant terms.

General information (cont)

Unit title: Perspective Drawing and Rendering (SCQF level 6)

Credit points and level

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

**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

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: Perspective Drawing and Rendering (SCQF level 6)

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 folio of perspective sketches.

Performance Criteria

- (a) Select a simple plan view(s) of exterior and/or interior architecture.
- (b) Construct thumbnail sketch views in perspective.
- (c) Demonstrate correct use of perspective drawing techniques.
- (d) Accurately represent the 3D form of objects and space in correct proportions.

Outcome 2

Produce a folio of rendering samples for selected perspective drawings.

Performance Criteria

- (a) Identify appropriate surface materials and finishes for selected perspective views.
- (b) Produce experimental rendering samples which indicate colour, texture and pattern.
- (c) Identify successful rendering techniques.
- (d) Produce experimental rendering samples which show tone in 3D form.

Outcome 3

Produce presentation drawings.

Performance Criteria

- (a) Select preferred thumbnail views.
- (b) Produce perspective drawings which show the correct scale and proportions of the 3D form of objects in 3D space(s).
- (c) Select and apply appropriate drawing media and techniques to effectively indicate colour, texture and pattern.
- (d) Produce and present rendered perspective drawings.

National Unit specification: statement of standards (cont)

Unit title: Perspective Drawing and Rendering (SCQF level 6)

Evidence Requirements for this Unit

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

Written and/or oral and product evidence produced under open-book conditions is required, which will include:

Outcome 1

- ◆ a minimum of four thumbnail sketch perspectives of exterior and/or interior architecture at a size between A5 and A6
- ◆ sketches of 1pt and 2pt perspective
- ◆ at least three objects or 3D features in all thumbnail views

Outcome 2

- ◆ samples of rendering which indicate a minimum of three different surface finishes
- ◆ samples of rendering with tone
- ◆ a minimum of four different drawing media
- ◆ a minimum of three different drawing techniques
- ◆ documentation of the drawing media and techniques used in the rendering samples
- ◆ evaluation of the success of the rendering samples
- ◆ annotation of samples with reference to evaluation of techniques

Outcome 3

- ◆ a minimum of two presentation drawings at A4 size
- ◆ 1pt and/or 2pt rendered perspective drawings which show form, space, correct scale and proportion
- ◆ confident and competent application of drawing media and techniques

Assessment evidence will be gathered from work produced throughout delivery of the Unit.

National Unit specification: support notes

Unit title: Perspective Drawing and Rendering (SCQF level 6)

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 is a mandatory Unit in the National Certificate (NC) in Architecture and Art at SCQF level 6 and a mandatory Unit in the NC in Architecture and Interior Design at SCQF level 6, but is also available as a freestanding Unit.

The application of perspective drawing and associated rendering should relate to the area of study. The content could be linked to other disciplinary studies and/or project work if delivery occurs within an NC programme.

This Unit should provide candidates with the skills to effectively communicate their own 3D design ideas.

It would be beneficial for candidates to have basic knowledge of theory (and some experience of drawing) of both 1pt and 2pt perspective views and to have an awareness of perspective views and an awareness of commonly used, relevant terms. For example, perspective projection, eyelevel, vanishing points, cone of vision, scale, proportion, etc.

It would also be beneficial for candidates to have some prior experience in using a range of drawing and media handling. The sketching, drawing and rendering skills of candidates should be developed through experimentation with a variety of drawing media, techniques and grounds.

Candidates should be aware of the difference between thumbnail sketches and presentation drawings.

Wherever possible the designs used for perspective sketching, drawings and rendering should originate from candidates' own design work.

In Outcome 1, candidates should be directed by the tutor in the selection of simple ground/layout plans based on a regular grid. Candidates should be aware of relative proportion and the scale of objects in the perspective views. A variety of views should be considered before the selection of a view is made.

In Outcome 2, the tutor should ensure the materials and finishes being represented in the rendering samples are appropriate to the design and function of the object/space. Candidates should be encouraged to develop and further refine their perspective drawing and media handling skills in preparation for the production of presentation drawings. Tonal rendering should indicate a direction/source of light following the principles of sciagraphy (shadow projection in architectural rendering).

In Outcome 3, candidates should have the opportunity to apply the knowledge and experience gained to the production of presentation drawings of selected views. Candidates should be encouraged to use drawing to develop and further refine the aesthetic and the design detail before finalising the presentation drawings.

National Unit specification: support notes (cont)

Unit title: Perspective Drawing and Rendering (SCQF level 6)

Guidance on learning and teaching approaches for this Unit

Examples of perspective drawing and rendering should be readily available for candidates and demonstrations should be provided throughout delivery of the Unit. Candidates could be directed to look at the perspective drawings of architects and designers.

Outcome 1

This Outcome could begin with tutor-led demonstrations of the practice, theory and presence of perspective in a variety of sources — drawings, photographic images, digital media and video.

Applied theory of perspective in observational drawing may be a useful learning tool.

Tutors could show — viewpoints on plans, cones of vision, perspective projection, perspective views, eyelevels, vanishing points, true height lines and construction envelopes for more complex shapes.

Information could be issued at the start of delivery on perspective drawing terminology as a reference for candidates. It is recommended that correct terminology be used and referred to throughout the Unit by the tutor and that candidates reinforce their knowledge and use of correct terminology when referring to the folio drawings.

For Outcome 1, simple plan layouts should be used to introduce candidates to selecting preferred views for perspective sketching of interior/exterior spaces. Tutors should explain the advantages of the use of simple thumbnail sketches as a preliminary stage to the production of presentation drawings. Tutors should explain and demonstrate the practice of using eyelevels and vanishing points to create basic form, space and scale and it may be useful to introduce figures into perspective sketches. Candidates could develop sketches further by introducing more complex forms and adding design details in the sketches.

Outcome 2

For Outcome 2, samples of appropriate materials and finishes should be available to candidates. Candidates should be introduced to a variety of drawing media, rendering techniques and mixed media combinations. A variety of grounds should also be considered. The tutor should demonstrate rendering media and techniques for a variety of architectural materials and finishes, colours, textures and patterns.

Possible drawing materials could include a variety of dry and wet media — soft pencil, coloured pencil, thin/thick felt tip pen, soft pastel, oil pastel, ink, collage, acrylic, gouache, watercolour, etc. No medium should be excluded.

There is also the opportunity for candidates to experiment and develop expressive drawing of perspective views in a variety of media. The study of drawing approaches by practicing architects, artists and designers (historical and contemporary) could be beneficial.

It could be helpful if evidence produced for Outcomes 1 and 2 was reviewed by candidates and discussed with the tutor in relation to strengths and weaknesses, prior to Outcome 3.

National Unit specification: support notes (cont)

Unit title: Perspective Drawing and Rendering (SCQF level 6)

Outcome 3

Outcome 3 could be assessed via presentation perspective drawings for design work which may have been produced in other Units as part of a programme of study, such as NC in Architecture and Art. Tutors should guide candidates in the appropriate selection of drawing view(s), media and techniques.

Guidance on approaches to assessment for this Unit

A suitable Instrument of Assessment for this Unit would be a series of practical exercises.

It is recommended that assessment of this Unit is integrated and linked with other Units, when delivered as part of the NC in Architecture and Art or Architecture and Interior Design.

If this Unit is being delivered as a freestanding Unit, the tutor could provide a context for the selected perspective drawings. This could be adapted and personalised by individual candidates.

Candidates should produce sufficient sketches in Outcome 1 to allow for experiential learning and the folio of drawings should be selected from a wider range of sketches. Similarly, candidates should produce sufficient sketches in Outcome 2 to allow for experimentation with a variety of drawing media. The final folio of rendering samples could therefore be selected from a wider range of investigative experimentation produced throughout the Unit.

Although group work may be used as part of the 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. Tutors must be satisfied that evidence submitted is the work of individual candidates.

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)

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Opportunities for developing Core Skills

In this Unit candidates may have opportunities to develop aspects of the Core Skills of *Communication, Information and Communication Technology, Problem Solving* and *Numeracy*.

Communication may be developed through written and/or verbal reporting throughout.

Information and Communication Technology may be developed through the nature of the research and investigation.

Problem Solving may be developed through all Outcomes where candidates will be assigned specific tasks that will require a certain level of critical thinking, planning and evaluating.

Numeracy may be developed through use of numbers and scales in the production of drawings.

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

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