

## National Unit Specification: General Information

**UNIT** Design Studies: Location Drawing (H)

**NUMBER** D946 12

### COURSE

### SUMMARY

This unit will extend awareness of drawing as a method of enquiry and exploration through varied subject matter. The candidate will explore the use of a variety of media and corresponding techniques through three main subject areas: natural forms, interior views and exterior views. Basic perspective theory will be inherent in the unit. The unit will provide a good basis for further study in art and design, and can be used as an introductory unit in Higher National qualifications.

### OUTCOMES

- 1 Use a variety of media and corresponding techniques.
- 2 Produce drawings from natural forms.
- 3 Produce drawings of interior views.
- 4 Produce drawings of exterior views.

### RECOMMENDED ENTRY

Candidates enrolling for this unit do not need any formal qualifications, access is at the discretion of the centre.

### CREDIT VALUE

1 Credit at Higher.

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## Administrative Information

**Superclass:** JB

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## **CORE SKILLS**

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

The achievement of this unit may contribute to the development of core skills, but the assessment arrangements for the unit do not guarantee that candidates will produce sufficient evidence of core skill achievement. This means that there is no automatic certification of core skills for 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 the Scottish Qualifications Authority.

### **Note on range for the unit**

The range statement for this unit is fully expressed in the performance criteria.

### **OUTCOME 1**

Use a variety of media and corresponding techniques.

#### **Performance Criteria**

- a)     The ability to use a variety of media and corresponding techniques should be demonstrated correctly.
- b)     A range of interesting experimental developments using a variety of materials and corresponding techniques should be demonstrated in a creative manner.

#### **Evidence Requirements**

Evidence should be provided by drawn and written and/or oral evidence as detailed in performance criteria (a) and (b).

Each performance criteria should produce a minimum of two A2 size sheets or their equivalent.

### **OUTCOME 2**

Produce drawings from natural forms.

#### **Performance Criteria**

- a)     A keen perception and accurate observation of the selected subject is demonstrated.
- b)     Demonstrate the ability to render surfaces and textures correctly in a creative manner.
- c)     The relationships between line, tone, form and shade should be accurately represented.
- d)     A variety of materials and corresponding techniques should be correctly demonstrated.

#### **Evidence Requirements**

Evidence of achievement in this outcome can be provided in the form of drawings with accompanying written information and/or orally.

A minimum of two finished A2 sheets or equivalent in addition to all preparatory work.

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

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### **OUTCOME 3**

Produce drawings of interior views.

#### **Performance Criteria**

- a) A keen perception and accurate observation of interior space is demonstrated.
- b) Clear and accurate awareness of perspective theory applied to interior space should be demonstrated.
- c) The compositions should reveal knowledge of form and structure through the use of light, shade, texture and colour.
- d) Demonstrate a variety of materials and corresponding techniques in a creative manner.

#### **Evidence Requirements**

Evidence of achievement in this outcome can be provided in the form of drawings with accompanying written and/or oral information.

A minimum of two A2 sheets or equivalent in addition to all preparatory work.

### **OUTCOME 4**

Produce drawings of exterior views.

#### **Performance Criteria**

- a) A keen perception and accurate observation of exterior views is demonstrated.
- b) A clear and accurate awareness of perspective applied to exterior views should be demonstrated.
- c) The compositions should demonstrate form and structure through the use of light, shade, texture and colour.
- d) Demonstrate a variety of materials and corresponding techniques in a creative manner.

#### **Evidence Requirements**

Evidence of achievement in this outcome can be provided in the form of drawings with accompanying written and/or oral information.

A minimum of two A2 sheets or equivalent in addition to all preparatory work.

## **National unit specification: support notes**

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This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

### **GUIDANCE ON CONTENT AND CONTEXT**

Outcome 1, could use the following range of media: pencil, pen and wash, crayon, markers, charcoal, coloured pencils, water colour, gouache. Experimental developments could be produced from subject areas selected by the candidates and/or tutor.

Outcome 2, subjects could be selected from: still life groups, groups of articles, chairs, stools, easels. Natural forms, rock formations, animal/bird forms/plant forms, to produce a series of drawings using a variety of media. The emphasis could be on enquiry and the exploration of the visual potential of the subject to develop new awareness and responses.

Outcome 3, drawings of interior views, using a variety of media and techniques. The drawings can be of any interior space which is deemed suitable by the tutor. Emphasis could be on exploration of different approaches to the subject, to build up a vocabulary of form. The drawing may include figures if this is considered to be appropriate.

Outcome 4, drawings of exterior views, using a variety of media and techniques. The drawings may be of views from the studio window or landscape, townscape, industrial landscape etc. Exploration and experiment could be emphasised in order to develop the candidate's visual awareness, and sensibility. The use of photography as source material could not be encouraged unless the candidates produce their own photographic references from source. Figures may be included if this is considered to be appropriate.

### **GUIDANCE ON TEACHING AND LEARNING APPROACHES**

The tutor could demonstrate the various working methods and show examples of different styles and techniques to the candidates. Enquiry and exploration could be encouraged through the recording of the visual properties of objects, and the searching for effective aesthetic images through the overall compositions. Basic perspective theory could be introduced to provide sufficient information to allow the candidate to demonstrate accurate interior and exterior views.

Where possible, visits to museums/exhibitions and a variety of interesting locations could be helpful. It is however possible to teach this unit within the confines of a school, college etc. Candidates should work singly and the tutor should give individual guidance on a personal basis.

## National unit specification: support notes

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While the distribution of time between the outcomes will vary, candidates may be expected to complete each outcome within the following time scale:

Outcome 1	6 hours
Outcome 2	8 hours
Outcome 3	8 hours
Outcome 4	8 hours

Candidate activities should be centred on a set of assignments with briefs provided by the tutor. Where practical, candidates input to the brief content could be encouraged. All work for this unit could be retained as part of a portfolio.

Where appropriate, arrangements could be made to ensure that there will be no artificial barriers to learning and assessment. The nature of a candidate's special needs could be taken into account when planning learning experiences and selecting assessment instruments.

### **GUIDANCE ON APPROACHES TO ASSESSMENT**

Candidates could be aware of assessment criteria and instruments. Continuous assessment should be used to assist candidates in their work. Holistic approaches to assessment could be adopted with formative and structured summative assessments. Formative self assessment by candidates can be used during this unit.

Centres may use the Instruments of Assessment which are considered to be the most appropriate. Assessment could be based on assignments with briefs provided by the tutor with input from candidates where practical.

#### Outcome 1

The candidate could produce drawings which show sound control in the handling of at least three different media techniques and their creative development of the subjects selected by the tutor and/or candidate.

#### Outcome 2

The drawings could show:

- keen perception and accurate observation
- evidence of well observed relationships of scale between the elements.
- ability to render different surfaces and textures convincingly.
- structural analysis of form.
- skill and sensitivity in expressing subtle qualities and relationships of line, tone, form and colour if appropriate.
- a range of interesting experimental developments.

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

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Outcomes 3 and 4

The drawings could show:

- awareness of the expressive potential of the media selected
- accurate observation and rendering of form
- sensitive rendering of line and tone
- accurate observation of perspective
- precise relationship between the various parts of the drawing
- light, shade, texture, and colour, skilfully used to reveal form and structure
- unity of composition
- a range of interesting experimental developments.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).