



National Unit Specification: general information

UNIT Beauty and Make-up: Drawing and Colouring Design Skills
(SCQF level 5)

CODE F4P2 11

SUMMARY

The focus of this Unit is practical. In this Unit candidates will learn about the equipment, tools and techniques which can be used to produce a design plan for Nail Art and Make-up. Candidates will also learn about the key components of the colour wheel and how to use it. This Unit is suitable for candidates with little or no knowledge of drawing and colour skills.

OUTCOMES

- 1 Produce a line drawing for a design plan.
- 2 Add contour to the design plan through the use of highlighting and shading techniques.
- 3 Demonstrate knowledge and understanding of the colour wheel.
- 4 Produce a design plan to meet a given brief.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, no formal qualification is essential.

CREDIT VALUE

1 credit at SCQF level 5 (6 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.*

Administrative Information

Superclass: JC

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National Unit Specification: general information (cont)

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CORE SKILLS

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

Opportunities for developing aspects of Core Skills are highlighted in Learning and Teaching Approaches 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 SQA.

OUTCOME 1

Produce a line drawing for a design plan.

Performance Criteria

- (a) Identify equipment and tools required for a line drawing.
- (b) Produce a line drawing using the equipment and tools identified.
- (c) Use line and circle drawing to create shape.

OUTCOME 2

Add contour to the design plan through the use of highlighting and shading techniques.

Performance Criteria

- (a) Use highlighting techniques to create the illusion of three dimensional shapes.
- (b) Use shading techniques to create the illusion of three dimensional shapes.

OUTCOME 3

Demonstrate knowledge and understanding of the colour wheel.

Performance Criteria

- (a) Identify and describe the key components of the colour wheel.
- (b) Explain how tertiary colours are formed.
- (c) Identify complementary and contrasting colours.
- (d) Explain how the colour wheel can be used to aid colour correction.

OUTCOME 4

Produce a design plan to meet a given brief.

Performance Criteria

- (a) Select an appropriate design plan from the brief.
- (b) Research the selected design area.
- (c) Identify the appropriate key elements for the design area.
- (d) Produce the design plan using the elements identified.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Outcomes 1, 2 and 4 — Product evidence supported by written and/or oral evidence for Outcome 3

Candidates will be provided with a brief which will specify the options for the design plan. The options will be:

- ◆ hair
- ◆ nail art
- ◆ make-up

The brief will require the candidate to produce a line drawing and to use highlighting and shading techniques. These should form part of the colour illustrated design plan.

Product evidence will be in the form of a candidate folio, supported by written and/or oral evidence. The folio must include:

- ◆ identification of equipment and tools required for a line drawing
- ◆ production of a line drawing using the equipment and tools identified
- ◆ the use of line and circle drawing to create shape
- ◆ the use of highlighting techniques to create the illusion of three dimensional shapes
- ◆ the use of shading techniques to create the illusion of three dimensional shapes

Candidates must:

- ◆ select an appropriate design plan from the brief
- ◆ carry out research of the selected design area
- ◆ identify the appropriate key elements for the design:
 - line
 - colour
 - contour
 - highlighting/lowlighting
- ◆ produce a design plan using the elements identified

Candidate must also produce written/oral evidence that they can:

- ◆ identify and describe the key components of the colour wheel
- ◆ explain how tertiary colours are formed
- ◆ identify complementary and contrasting colours
- ◆ explain how the colour wheel can be used to aid colour correction

Evidence should be gathered at appropriate points throughout the Unit.

Candidates must produce two design plans from two different given briefs.

National Unit Specification: support notes

UNIT Beauty and Make-up: Drawing and Colouring Design Skills (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 is an optional Unit within the National Certificate Group Award in Beauty Care and Make-up (SCQF level 5) but may also be taken as a free-standing Unit.

This Unit is aimed at helping candidates to develop skills in line drawing to create shape, highlight and shading techniques to give the illusion of three dimensional shapes and the knowledge and understanding of the colour wheel to allow the use of colour for colour correction and understanding contrasting and complementary colours. The candidates will be given a brief for the design plan which will represent either nail art or make-up. Candidates will be required to carry out research in the selected subject area from the brief using books, fashion publications and internet resources. Candidates will then practise line drawing and shading techniques and learn about the fundamentals of the colour wheel. The knowledge and skills learned should then culminate in the production of two design plans for two given briefs from a subject area.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should be given practical demonstration followed by practical activity. Candidates could be encouraged to work both independently and in groups as part of the research process required for Outcome 4. Initial skills can be developed within line drawing and shade and highlight by use of a sketch book containing set diagrams for candidates to use. This will assist in the development of good hand, wrist and finger control. Candidates can then be encouraged to critically analyse all stages of work leading towards final design plans. Group work could also be encouraged to help candidates evaluate and draw conclusion on the effectiveness of their work, define strengths and possible areas for improvements. In colour analysis, case studies can be used to encourage the candidates to confidently use the colour wheel. As specified within the candidate brief the production of the design briefs for Outcome 4 should be done within the context of hair, make-up or nail art. If the Unit is being delivered as part of the National Certificate in Beauty and Make-up (SCQF level 5) it would be appropriate to teach the skills and knowledge required for this Unit within the context of other Units which require design plans.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

The following Core Skills will be signposted throughout delivery of this Unit *Working with Others*, *Information Technology*, *Communication* and *Problem Solving* will be developed through the ability to co-operate and review within the critical analysis process, evaluate and draw conclusion of one's own contribution, organisation of self study and portfolio building and problem solving skills will be enhanced through research involving self study and portfolio building.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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)*.

This Unit will use product evidence in the form of a folio. Outcome 1, 2 and 4 will provide product evidence which will be supported by written and/or oral evidence for Outcome 3. Candidates will be provided with a brief which will specify the options for the design plan. The options for the brief will come from the areas of make-up or nail art. The evidence in the folio will show the skills which have been learned and built on to allow the production of a design plan. An integrated assessment approach should be adopted which enables product evidence for Outcome 1, 2 and 4 as one assessment. Outcome 3 will be generated by written and/or oral evidence under open-book conditions.

The folio should contain the following:

- ◆ identification of equipment and tools required for a line drawing
- ◆ production of a line drawing using the equipment and tools identified
- ◆ the use of line and circle drawing to create shape
- ◆ the use of highlighting techniques to create the illusion of three dimensional shapes
- ◆ the use of shading techniques to create the illusion of three dimensional shapes

Candidates will:

- ◆ select an appropriate design plan from the brief
- ◆ carry out research of the selected design area
- ◆ identify the appropriate key elements for the design:
 - line
 - colour
 - contour
 - highlighting/lowlighting
- ◆ produce a design plan using the elements identified

National Unit Specification: support notes (cont)

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Produce written/oral evidence that they can:

- ◆ identify and describe the key components of the colour wheel
- ◆ explain how tertiary colours are formed
- ◆ identify complementary and contrasting colours
- ◆ explain how the colour wheel can be used to aid colour correction

Evidence should be gathered at appropriate points throughout the Unit.

Candidates must produce two design plans from two different given briefs from the selected option area.

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).