



## National Unit Specification: general information

**UNIT** Art and Design: Line and Tone Techniques (SCQF level 6)

**CODE** F5CB 12

### SUMMARY

This Unit is designed to enable the candidate to further develop their basic drawing skills through the production of drawings using a variety of line and tone techniques. The candidate will produce a range of analytical and illustrative drawings that show the applied use and selection of a variety of drawing media.

This Unit is suitable for candidates who:

- ◆ wish to further develop and extend their drawing skills using selected drawing techniques

### OUTCOMES

- 1 Produce a range of line drawings.
- 2 Produce a range of tonal drawings.

### RECOMMENDED ENTRY

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

### CREDIT VALUE

1 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.*

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### Administrative Information

**Superclass:** JB

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

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### **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:

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

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

## **National Unit Specification: statement of standards**

### **UNIT        Art and Design: Line and Tone Techniques (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 range of line drawings.

##### **Performance Criteria**

- (a) Select suitable subject matter from first hand and secondary sources.
- (b) Use selected linear drawing techniques to represent visual qualities of the subject matter.
- (c) Demonstrate competent handling and control of selected drawing media.

#### **OUTCOME 2**

Produce a range of tonal drawings.

##### **Performance Criteria**

- (a) Select suitable subject matter from first hand and secondary sources.
- (b) Use selected tonal drawing techniques to represent visual qualities of the subject matter.
- (c) Demonstrate competent handling and control of selected drawing media.

## **National Unit Specification: statement of standards**

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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 should be produced to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria. The candidate will produce a folio of work which will include:

- ◆ a minimum of four linear drawings of selected primary and secondary source material that show the considered selection and use of two or more drawing media and the use of three linear drawing techniques. The drawings should demonstrate competent handling of the selected drawing media and demonstrate effective representation of the selected subject matter in linear form.
- ◆ a minimum of four tonal drawings of selected primary and secondary source material that show the considered selection and use of two or more drawing media and the use of two tonal drawing techniques. The drawings should demonstrate competent handling of the selected drawing media and demonstrate effective representation of visual elements in tonal form.

Assessment should be ongoing throughout delivery of the Unit with assessment evidence being produced under open-book conditions.

## **National Unit Specification: support notes**

### **UNIT            Art and Design: Line and Tone Techniques (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 Unit is an optional Unit of the National Certificate in Art and Design, but can also be taken as a free-standing Unit.

If this Unit is being delivered as part of a programme of art and design based Units, then it is recommended that centres consider an integrated delivery approach with other Units in the award.

The purpose of the Unit is to progress and develop the candidate's skills in drawing and would be suitable for inclusion in a wider programme of art and design Units. The Unit should lead the candidate through the use of a range of linear and tonal drawing techniques resulting in a final folio of line and tone drawings. The drawings produced should focus on visual elements, utilising and exploring a variety of drawing media and related techniques. Drawing media in this Unit would likely include the use of traditional drawing media and materials, although centres could also consider the use of a wider variety of media incorporating colour and/or experimental media and techniques eg cardboard and ink, colour pen on toned papers etc. Suitable primary and secondary source material should be identified in the initial stages of the Unit. Where practicable the candidate should be encouraged to use primary source material in preference to secondary. The chosen source material should give the candidate room for personal growth and creativity through working in a range of scales and using a variety of media and drawing techniques. The scale of the studies and finished drawings should be informed by the selection of media and techniques.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

In the delivery of the Unit the teacher/lecturer could begin by showing exemplar materials of line and tone drawings produced by past candidates, professional artists and/or illustrators. The candidate should also be made aware of the different drawing media used to create these drawings and of the various different techniques utilised to produce them. Visits to art galleries and relevant exhibitions are recommended as is research through libraries and the internet, where the work of artists and/or illustrators can be viewed. Through this research the teacher/lecturer could indicate the standard of drawing expected in the Unit.

The teacher/lecturer could begin each Outcome by presenting and exploring suitable source material and demonstrating the use of selected drawing media and techniques. The teacher/lecturer could help to advise the candidate to select suitable source material for the drawings. Some of the drawings should be produced from direct observation and study of objects and subjects with the remaining drawings being developed from second hand sources eg photographic source imagery. Photographic source imagery does not need to be produced by individual candidates. The candidate should work independently with ongoing guidance from the teacher/lecturer throughout the Unit.

## National Unit Specification: support notes

### UNIT Art and Design: Line and Tone Techniques (SCQF level 6)

The Unit will support awareness of the visual elements, through the considered selection of drawing media and techniques used to represent selected qualities of the source material. Sensitivity in media handling and use of drawing techniques that show sympathetic awareness of the subject matter should be evident in the drawings. After the completion of each Outcome, the candidate could be encouraged to reflect on their learning through participation in class/group critiques.

#### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* through the consideration of how to effectively represent selected visual qualities of the chosen subject matter through visual representation techniques.

Aspects of the Core Skill of *Communication* may be developed through participation in ongoing tutorial sessions and class critiques throughout delivery of the Unit.

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for this Unit would be a practical exercise(s). The Outcomes could be assessed individually using continuous assessment with teacher/lecturers ensuring, that candidates are aware of the ongoing assessment of their work. Class/group critiques promoting reflective practice and self/peer assessment could also be ongoing throughout this Unit. A variety of appropriate approaches to continuous assessment could be used, for example:

- ◆ reviewing the candidate's use of media and techniques through regular review and feedback in Outcomes 1 and 2
- ◆ ensuring sustained visual awareness of the source material(s) through demonstration, review and evaluative feedback on the developing studies and drawings
- ◆ reviewing the production of drawings with reference to the assessment criteria

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)*.

## **National Unit Specification: support notes**

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