



Australian Government

Department of Education, Employment and Workplace Relations

CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept

Release: 1

CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to develop drawings which represent and communicate the concept. This is a core unit which complements all the specialisation units. It is different from the drawing specialisation units which focus on drawing as an art form. This unit goes beyond the scope of CUVCOR07B Use drawing techniques to represent the object or idea and CUVCOR08B Produce drawings to represent and communicate the concept in terms of the complexity of skill requirement, use of techniques and sophistication of representation. This work would usually be carried out under supervision.

This is a core unit which underpins many other specialisation units.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit has linkages to all the specialisation units in the Visual Arts Craft and Design Training Package, and to units from other Training Packages.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research suitable drawing techniques for representing the concept.	<ul style="list-style-type: none">1.1 Identify appropriate <i>sources of information</i> relating to a range of <i>techniques</i> and <i>materials</i> and their application to the communication of a <i>concept</i>.1.2 Systematically gather and organise the information.1.3 Evaluate information in terms of the application of techniques and materials to the concept.1.4 Select a range of possible techniques taking into account communication of the concept and the <i>presentation context</i>.
2 Determine purpose for drawings.	<ul style="list-style-type: none">2.1 Identify purpose, scope and presentation context of <i>drawing</i> requirements.2.2 Identify any technical requirements or specifications.2.3 Select a range of possible techniques taking into account communication of the concept and the presentation context.
3 Explore drawing techniques and produce drawings.	<ul style="list-style-type: none">3.1 Select appropriate materials and tools for drawing.3.2 Draw the concept using the range of selected techniques.3.3 Evaluate suitability of each technique in terms of its success in communicating the concept within the presentation context.3.4 Select the drawing/s which best communicate/s the concept within the presentation context.3.5 Prepare drawing/s for the identified presentation context.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Required skills:

- literacy skills sufficient to read product safety labels and instructions and to prepare drawings for presentation
- numeracy skills sufficient to determine layout issues and to deal with scaling.

Required knowledge:

- physical properties and capabilities of a wide range of materials and tools used in drawing
- general knowledge of the elements and principles of design and their specific application to drawing
- general knowledge of different approaches to drawing and how other practitioners use drawing to represent the concept
- awareness of copyright, moral rights and intellectual property issues and legislation in relation to drawing
- environmental and occupational health and safety issues associated with the tools and materials used for drawing.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- production of a series of drawings which demonstrate a command of the selected techniques and which successfully communicate the concept.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using selected tools and materials to produce and present drawings which represent and communicate the concept.

EVIDENCE GUIDE

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct observation of the production of drawings
- evaluation of drawings
- questioning and discussion about candidate's intentions and the work outcome
- verbal or written reports
- review of portfolios of evidence
- third party workplace reports of performances by the candidate.

Assessment of this unit requires access to the materials, resources and equipment needed to apply drawing techniques to represent and communicate the concept.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

The ***concept*** may relate to an object or idea and may include:

- crafted objects
- design concepts
- digital work
- installations
- movement sequence
- paintings or prints
- performance
- sculptures
- story, narrative
- technical solutions for a work or design.

Sources of information may be:

- catalogues
- colour charts and boards
- nature
- stories or narratives
- technical texts
- the work of other artists and designers.

Techniques may include:

- digital drawing techniques
- integration of text and drawing
- linear marks of differing intensity and character
- linear marks to produce illusion of form in space
- linear perspective
- positive/negative space
- scaling techniques
- tonal range to produce illusion of form in space
- washes.

RANGE STATEMENT

Materials may include:

- a range of graphite pencils
- a range of papers
- bark/wood
- boards
- charcoal
- colour pencils
- crayons
- inks
- natural ochres
- pastels and chalks
- pigments
- solvents
- watercolour.

The **presentation context** may include:

- exhibition proposals
- grant applications
- projections
- proposals for product development
- proposals in response to a brief
- publications
- visualisation of a object, product or idea.

Preparing **drawings** for presentation may involve:

- adding captions, text to drawings
- cleaning drawings
- mounting drawings
- preparing drawings for printing/reproducing
- scanning drawings and preparing them for electronic storage or transmissions.

The purpose and scope of the **drawings**:

- relate to their presentation context.

Equipment may include:

- air brush
- blades
- brushes
- computer
- digital camera

RANGE STATEMENT

- drawing and design applications
- printer
- rags
- scanner
- sponges
- sticks.

Unit Sector(s)

Not Applicable