



Australian Government

Department of Education, Employment and Workplace Relations

CUVACD301A Produce drawings to communicate ideas

Release: 1

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Modification History

Version	Comments
CUVACD301A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce drawings that represent and communicate ideas. It does not relate to drawing as an art form.

Application of the Unit

People working in many industries apply the skills and knowledge in this unit.

Ideas for communication are diverse and may include design concepts for objects, processes or spaces, or movement sequences for performances or screen productions. Drawings may be for personal use or for presentation in exhibitions, tender bid proposals or publications.

Drawing may be electronic or hand drawn.

At this level, the individual would take some responsibility for experimentation with a range of drawing techniques and be expected to show some command of those techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Plan drawing work	1.1 Explore <i>drawing requirements</i> with reference to relevant <i>reference material</i> and <i>appropriate people</i> when required 1.2 Identify <i>factors</i> that may impact on how drawing work is undertaken 1.3 Gather information about drawing <i>techniques, materials</i> and <i>equipment</i> from a range of <i>sources</i> and determine how they may be used to communicate <i>ideas</i> 1.4 Evaluate information for its application to specific drawing briefs
2. Experiment to represent ideas	2.1 Assess the capabilities of techniques, materials and equipment through exploration 2.2 Select approaches that best suit the purpose of drawings and their <i>presentation context</i> 2.3 Follow safety procedures for particular techniques, materials and equipment
3. Create drawings	3.1 Organise materials, tools and equipment for selected techniques 3.2 Produce preliminary drawings and discuss their effectiveness with relevant people 3.3 Finalise drawings, incorporating feedback on work in progress as required 3.4 <i>Prepare</i> drawings for the presentation context

Required Skills and Knowledge

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

Required skills

- communication skills to impart information through drawing
- learning skills to improve own drawing technique through feedback and experimentation
- literacy skills to interpret varied information about drawing as a visual representation tool
- numeracy skills to:
 - determine layout issues
 - calculate measurements
- planning and organising skills to:
 - organise resources
 - prepare drawings for presentation
- problem-solving skills to select drawing techniques that best meet project needs
- technical skills to use a range of drawing techniques.

Required knowledge

- physical properties and capabilities of the range of materials, tools and equipment used in drawing
- different approaches to drawing and how other practitioners use drawing to represent ideas
- cleaning and maintenance techniques for tools used in drawing
- elements and principles of design and their specific application to drawing
- intellectual property issues and legislation in relation to drawing
- ways to minimise waste in drawing projects
- OHS issues associated with tools and materials used for drawing.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • produce a series of drawings that: <ul style="list-style-type: none"> • show a command of selected techniques • successfully communicate the required ideas.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • equipment and materials required to produce drawings.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct observation of the development of drawings • evaluation of drawings in terms of their effectiveness in communicating ideas • questioning and discussion about candidate’s intentions and the work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

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.

<p><i>Drawing requirements</i> may include:</p>	<ul style="list-style-type: none"> • diagrams • illustrations • sketches.
<p><i>Reference material</i> may include briefs or specifications with information, such as:</p>	<ul style="list-style-type: none"> • audience • background information about clients • budget • clients’ needs <ul style="list-style-type: none"> • considerations, such as: <ul style="list-style-type: none"> • contractual • copyright • ethical • legal • creative objectives • materials • personnel involved in the project • purpose • technology • timeframe.
<p><i>Appropriate people</i> may include:</p>	<ul style="list-style-type: none"> • clients • colleagues • industry practitioners • managers • mentors • supervisors • teachers.
<p><i>Factors</i> may include:</p>	<ul style="list-style-type: none"> • aesthetic considerations • availability of personnel • availability of resources • available budget • complexity of project • expectations of target users of drawings • own level of skill • presentation context

	<ul style="list-style-type: none"> • technical requirements • timelines.
Techniques may include:	<ul style="list-style-type: none"> • 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 and negative space • scaling techniques • tonal range to produce illusion of form in space • washes.
Materials may include:	<ul style="list-style-type: none"> • boards • charcoal • coloured pencils • crayons • graphite pencils • inks • natural ochres • pastels and chalks • pigments • range of papers • solvents • watercolour • wood or bark.
Equipment may include:	<ul style="list-style-type: none"> • blades • computer • digital camera • drawing and design applications • printer • rags • range of brushes, including air brushes • scanner • sponges • sticks.
Sources may include:	<ul style="list-style-type: none"> • catalogues • colour charts and boards • nature • stories or narratives • technical texts • work of other artists and designers.
Ideas may relate to:	<ul style="list-style-type: none"> • crafted objects

	<ul style="list-style-type: none"> • design concepts • digital work • installations • movement sequences • narrative • paintings or prints • performance • sculptures • story • technical solutions for a work or design.
<p><i>Presentation contexts</i> may include:</p>	<ul style="list-style-type: none"> • exhibition proposals • grant applications • projections • proposals for product development • proposals in response to a brief • publications • visualisation of an object, product or idea.
<p><i>Preparing</i> drawings for presentation may include:</p>	<ul style="list-style-type: none"> • adding captions or text to drawings • cleaning drawings • mounting drawings • preparing drawings for printing or reproducing • scanning drawings and preparing them for electronic storage or transmission.

Unit Sector(s)

Visual communication – art, craft and design