



Australian Government

Department of Education, Employment and Workplace Relations

CUVACD501A Refine drawing and other visual representation tools

Release: 1

CUVACD501A Refine drawing and other visual representation tools

Modification History

Version	Comments
CUVACD501A	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 use drawing skills and other visual representation tools to develop, refine and communicate ideas for creative work. The focus of the unit is on identifying, developing and refining drawing and visual representation as cognitive tools in a professional practice rather than a particular level of drawing technique. While electronic drawing may be used, the ability to draw manually is also a focus of this unit.

Application of the Unit

Professional practitioners working in any area related to visual communication use drawing and other visual representation tools to support their practice.

At this level, practitioners work independently, with mentoring and guidance available as required.

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

<p>1. Evaluate the role of drawing in professional practice</p>	<p>1.1 Explore drawing and other visual communication devices as research, ideas and problem-solving tools for professional practice</p> <p>1.2 Evaluate how different practitioners use different tools and make links to own work</p> <p>1.3 Examine and challenge own <i>barriers to drawing</i></p> <p>1.4 Determine the <i>ways in which drawing and other visual representation tools could be used</i> to support own practice</p>
<p>2. Support practice through experimentation with drawing and visual representation</p>	<p>2.1 Initiate, develop and evolve ideas through the use of different materials and techniques</p> <p>2.2 Consider the presentation context in selecting techniques, tools and materials</p> <p>2.3 Create variety in compositional formats and spatial fields through use of visual elements</p> <p>2.4 Experiment with techniques to produce single and multi-colour visuals</p> <p>2.5 Select and use <i>multimedia approaches</i> to visualising</p> <p>2.6 Compare and contrast the value of electronic and hand drawing for specific purposes</p>
<p>3. Develop individual approach to use of drawing</p>	<p>3.1 Evaluate completed drawings in terms of their success in communicating ideas</p> <p>3.2 Evaluate the process of drawing and visual representation as a professional practice tool</p> <p>3.3 Determine the value and <i>place of drawing and visual representation in own practice</i> based on experimentation</p>

Required Skills and Knowledge

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

Required skills

- communication skills to discuss ideas with others
- critical thinking skills to evaluate information and ideas about potentially complex and abstract concepts
- initiative and enterprise skills to see opportunities for enhancement of practice through drawing development
- learning and self-management skills to evaluate own work in terms of professional development needs
- problem-solving skills to use drawing and visual representation as part of the problem-solving process
- technical skills to apply different drawing techniques
- technology skills to experiment with digital drawing techniques.

Required knowledge

- role of drawing and visual representation in different areas of visual communication practice
- different approaches to drawing and visualising
- potential benefits and uses of drawing skills to the professional practitioner
- typical ways in which drawing can be used at a professional level as an idea, or problem-solving and research tool
- physical properties and capabilities of a wide range of materials and tools used in drawing and visual representation
- intellectual property issues and legislation in relation to drawing and visualisation
- sustainability considerations for drawing as a professional practice tool
- OHS issues associated with the tools and materials used for drawing and visual representation, including use of computers.

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"> • use the process of drawing and visual representation to support professional activities in art and design practice • apply a broad range of drawing techniques.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • hand and digital drawing tools and equipment.
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"> • evaluation of completed drawings prepared by the candidate in terms of the way they express ideas • evaluation of processes used by the candidate in relation to drawing and visual representation • 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.

<i>Barriers to drawing</i> may include:	<ul style="list-style-type: none"> • ‘I can’t draw’ belief • fear of failure • lack of experience • negative perception of the value of drawing • preference for other ways of communicating • previous bad experience with drawing.
<i>Ways in which drawing and other visual representation tools could be used</i> may include use of these tools to:	<ul style="list-style-type: none"> • enhance own perceptions of form, space, etc. • gain commercial advantage • refine and adapt ideas • resolve technical problems in creative work.
<i>Materials and techniques</i> may include:	<ul style="list-style-type: none"> • black and white media • charcoal • coloured media • conte • gouache • ink • paint • pastel, including oil pastel • pencil • watercolour • electronic drawing programs and tools.
<i>Presentation context</i> may include:	<ul style="list-style-type: none"> • collaborative process of sharing ideas • formal presentation of ideas to others • online collaboration • personal note taking • sketching ideas for clients.
<i>Multimedia approaches</i> may include:	<ul style="list-style-type: none"> • collage • combining different markers • use of digital media • use of various papers.
<i>Place of drawing and</i>	<ul style="list-style-type: none"> • collation and storage of drawings as a reference source

<i>visual representation in own practice</i> may refer to decisions about:	<ul style="list-style-type: none">• how to enhance and maintain drawing skills• incorporation of drawing into particular art forms• keeping a visual diary• use of electronic or hand drawing.
--	---

Unit Sector(s)

Visual communication – art, craft and design

Custom Content Section

Not applicable.