



Australian Government

CUAACD201 Develop drawing skills to communicate ideas

Release: 1

CUAACD201 Develop drawing skills to communicate ideas

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Application

This unit describes the skills and knowledge required to develop simple drawing techniques to communicate ideas. It does not relate to drawing as an art form.

It applies to individuals who use drawing to visually represent ideas about objects, the use of space, narratives or the steps in a process.

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

Unit Sector

Visual communication – art, craft and design

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to use a range of drawing techniques	1.1 Clarify purpose of drawings with appropriate people 1.2 Identify suitable techniques to represent ideas 1.3 Select tools and materials required for selected techniques 1.4 Take presentation context into account when selecting techniques, tools and materials
2. Produce simple drawings	2.1 Explore ways of representing ideas through application of different techniques 2.2 Seek feedback from others on different drawing techniques 2.3 Select techniques best suited to represent ideas 2.4 Draw ideas using selected techniques

ELEMENT	PERFORMANCE CRITERIA
	2.5 Respond positively to feedback from others on own work and take action to improve own skills as required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.5	Identifies and uses feedback as a strategy to improve skills
Oral Communication	1.1, 2.2, 2.5	Uses questioning and active listening to clarify task requirements, and seek and respond to feedback
Interact with others	1.1, 2.2, 2.5	Follows accepted practices and protocols in seeking advice and opinions from others
Get the work done	1.2, 1.3, 1.4, 2.1, 2.3, 2.4	- Plans and undertakes routine drawing tasks in consultation with others - Makes routine decisions using defined circumstances to assist - Manages own decisions about appropriate techniques to represent ideas using experimentation and feedback

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAACD201 Develop drawing skills to communicate ideas	CUVACD201A Develop drawing skills to communicate ideas	Updated to meet Standards for Training Packages and clarify intent.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAACD201 Develop drawing skills to communicate ideas

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Performance Evidence

Evidence of the ability to:

- select tools, materials and techniques required to produce drawings
- produce and refine drawings that:
 - demonstrate basic techniques
 - communicate ideas
 - are appropriate for the presentation context.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the uses of common drawing tools and materials
- describe different approaches to drawing
- explain the importance of drawing techniques in representing ideas.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to equipment and materials used to produce drawings.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

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