



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUVCOR08B Produce drawings to represent and communicate the concept**

**Release: 1**

## **CUVCOR08B Produce drawings to represent and communicate the concept**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit descriptor**

This unit describes the skills and knowledge required to produce 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 in terms of the complexity of techniques and 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 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 <b>Prepare to use a range of drawing techniques.</b> | <p>1.1 Identify suitable techniques to represent the <b>concept</b>.</p> <p>1.2 Select tools and <b>materials</b> required for the identified <b>techniques</b>.</p> <p>1.3 Consider <b>presentation context</b> for the drawings in selecting techniques, tools and materials.</p> |
| 2 <b>Produce drawings.</b>                             | <p>2.1 Apply a range of techniques to explore ways of representing the concept.</p> <p>2.2 Assess techniques and select those which best suit representation of the concept.</p> <p>2.3 Draw the concept using selected techniques.</p>                                             |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills:

- literacy skills sufficient to read product labels and instructions
- numeracy skills sufficient to deal with basic scaling and layout issues.

#### Required knowledge:

- general knowledge of the physical properties and capabilities of a range of commonly used drawing tools and materials
- 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
- overview knowledge of the elements and principles of design
- 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 more than one drawing which demonstrate a command of the techniques and are appropriate for the presentation context.

#### **Context of and specific resources for assessment**

The assessment context must provide for:

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

#### **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 work in progress
- evaluation of drawings
- questioning and discussion of candidate's intentions and work
- verbal or written reports
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

Assessment of this unit requires access to the materials, resources and equipment needed to apply a number of drawing techniques.

## 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 design or work.

***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
- scaling techniques
- tonal range to produce illusion of form in space
- use of positive/negative space.

***Materials*** may include:

- a range of graphite pencils
- a range of papers
- bark/wood
- boards
- charcoal
- colour pencils
- crayons
- inks

**RANGE STATEMENT**

- natural ochres
- pastels and chalks
- pigments
- solvents
- watercolour.

The ***presentation context*** may include:

- design proposal
- proposal for product or work development
- proposals in response to a brief
- visualisation of a concept.

Equipment may include:

- blades
- brushes
- digital technology
- drawing and design applications
- measuring tools
- printer
- rags
- scanner
- sponges
- sticks.

**Unit Sector(s)**

Not Applicable