



Australian Government

Department of Education, Employment and Workplace Relations

CUVVSP15B Produce drawings

Release: 1

CUVVSP15B Produce drawings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to produce drawings through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature.

It is a specialisation unit and refers to a specific art form statement. This work would usually be carried out under limited supervision. It therefore differs from the units which relate to core drawing techniques for concept representation.

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

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVCOR03B Develop, refine and communicate concept for own work
- CUVCOR08B Produce drawings to represent and communicate the concept
- CUVCOR12B Review history and theory for application to artistic practice.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS08B Document the work progress
- CUVCRS14B Prepare, store and maintain finished work.

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 Prepare and maintain resources to produce drawings. | <ul style="list-style-type: none">1.1 Correctly identify and select tools, and materials required for the production of drawings.1.2 Prepare, clean and maintain tools and materials in accordance with relevant workplace procedures and safety requirements.1.3 Organise and maintain work space so that it remains clean and safe.1.4 Store tools and materials in accordance with relevant workplace and safety requirements. |
| 2 Explore drawing techniques to plan work. | <ul style="list-style-type: none">2.1 Assess the capabilities of techniques, tools and materials for different types of drawings.2.2 Use and/or combine different techniques, tools and materials to determine and extend capabilities.2.3 Determine the conceptual vision for the proposed drawings based on exploration of different techniques or from supplied information.2.4 Establish criteria for the selection of techniques to meet the conceptual vision.2.5 Select techniques based on the conceptual vision.2.6 Plan work, identifying work processes and resource requirements. |
| 3 Realise drawings. | <ul style="list-style-type: none">3.1 Organise the resources required for the production of the proposed drawings based on the plan of work.3.2 Safely use and adapt techniques, tools and materials appropriately to realise the conceptual vision.3.3 Identify potential different approaches that may enhance the final work and incorporate these into the work process. |

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 safety labels
- numeracy skills sufficient to calculate quantities.

Required knowledge:

- the physical properties and capabilities of the range of materials and tools used in drawing
- work space requirements for drawing, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects in drawing
- general knowledge of the formal elements and principles of design and their specific application to the production of drawings
- cleaning and maintenance techniques for tools used in drawing
- general knowledge of the historical and theoretical contexts for drawing
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools and materials used in drawing
- organisational and legislative occupational health and safety procedures in relation to 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

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

- production of drawings which demonstrates a

EVIDENCE GUIDE

competency in this unit

command of selected techniques and which is consistent with the conceptual vision

- knowledge of materials and tools and how they are used and extended in drawing.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple drawings or a single major work.

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

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).

Assessment of this unit requires access to the materials and resources needed to produce drawings.

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.

Tools may include:

- blades
- brushes
- computer, scanner, printer and relevant software
- discs, CDs
- rags
- scrapers
- spatulas
- sponges
- sticks.

Materials may include:

- charcoal
- graphite
- ink and wash
- pastels and chalks
- pencils from H-HB, B-9B
- range of papers of differing weights and textures
- watercolour
- wood, board, fabrics of differing weights and textures, glass, perspex or metal surfaces.

Workplace procedures may relate to such things as:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Safety requirements would be

- Federal, State and Territory legislation, regulations

RANGE STATEMENT

in accordance with: and standards.

Organisation and maintenance of the work space may relate to:

- lighting
- wet and dry areas
- working tables, easels.

Assessing the capabilities of the techniques, tools and materials may involve:

- experimenting directly with work in progress
- producing test pieces or samples
- systematically testing a range of processes.

Within this unit the candidate would generally extend, build upon and combine a range of **techniques** which may include:

- combination of erasing and layering of marks in a range of media
- digital drawing techniques
- layering of marks in a range of media
- overlapping or superimposing translucent marks over other translucent imagery
- using mixed drawing media and a range of techniques to produce drawings, e.g. 'wet' techniques over 'dry' techniques.

Techniques may also include extending and building upon the following techniques:

- linear marks of differing intensity and character, e.g. thick, sharp, thin, curvilinear, soft (side of pencil or crayon)
- linear marks to produce illusion of 3D form
- simple linear perspective through the use of a vanishing point
- tonal range to produce illusion of 3D form.

The **conceptual vision** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the drawings, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

RANGE STATEMENT

Criteria for the selection of techniques may relate to:

- access to materials, tools and equipment for the techniques
- consistency with the conceptual vision for the proposed drawings
- ease of application of the techniques
- personal affinity with the techniques.

Unit Sector(s)

Not Applicable