



Australian Government

Department of Education, Employment and Workplace Relations

CUVACD201A Develop drawing skills to communicate ideas

Release: 1

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Modification History

Version	Comments
CUVACD201A	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 develop simple drawing techniques for representing and communicating ideas. It does not relate to drawing as an art form. In a work or learning context this unit may relate to visually communicating ideas about objects, as well as the use of space, narratives or the steps in a process.

Application of the Unit

People working in many industries apply the skills and knowledge in this unit. At this level, a limited range of techniques would be expected, and work would normally be completed under supervision.

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. Prepare to use a range of drawing techniques	1.1 Clarify purpose of drawings with <i>appropriate people</i> 1.2 Identify suitable techniques to represent <i>ideas</i> 1.3 Select <i>tools</i> and <i>materials</i> required for selected techniques 1.4 Take <i>presentation context</i> 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 2.5 Respond positively to feedback from others on own work and take action to improve own skills as required

Required Skills and Knowledge

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

Required skills

- communication skills to confirm and discuss purpose of drawings
- learning skills to:
 - improve techniques for producing drawings through practice
 - respond appropriately to feedback on own work
- literacy skills to read product labels and instructions
- numeracy skills to deal with basic scaling and layout issues
- planning and organising skills to organise resources for simple drawing projects.

Required knowledge

- physical properties and capabilities of tools and materials commonly used for drawing
- different approaches to drawing and how other practitioners use drawing to represent ideas
- elements and principles of design
- intellectual property issues and legislation in relation to drawing
- ways of minimising 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	Evidence of the ability to: • produce multiple drawings that: • demonstrate a basic command of nominated techniques • communicate ideas • are appropriate for the presentation context.
Context of and specific resources for assessment	Assessment must ensure access to: • equipment and materials used to produce drawings.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of work in progress • evaluation of drawings • oral or written questioning to assess knowledge of drawing techniques and materials • review of portfolios of evidence • review of third-party reports from experienced practitioners. 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).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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>Appropriate people</i> may include:	• colleagues • mentors • supervisors • teachers.
<i>Techniques</i> 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 and negative space.
<i>Ideas</i> may relate to:	• crafted objects • design concepts • digital work • installations • movement sequences • narrative • paintings and prints • performance • sculptures • story • technical solutions for a design or work.
<i>Tools</i> may include:	• blades • brushes • digital technology • drawing and design applications • measuring tools • printer • rags • scanner • sponges • sticks.

Materials may include:	• boards • charcoal • coloured pencils • crayons • graphite pencils • inks • natural ochres • pastels and chalks • pigments • range of papers • solvents • watercolour • wood or bark.
Presentation context may include:	• design proposal • proposal for product or work development • proposal in response to a brief • visualisation of an idea.

Unit Sector(s)

Visual communication – art, craft and design