

## Communication Drawing

<b>Unit Reference</b>	<b>Y/601/5486</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>8</b>
<b>Guided Learning Hours</b>	<b>60</b>
<b>Unit Summary</b>	<p>This unit will enable learners to develop their communication drawing skills and abilities by exploring the analytical and expressive use of visual language and a wide range of mark making materials in order to develop analytical, experimental and versatile drawing skills. Learners will become aware of how intended purpose can affect the aesthetic and technical decisions through both the investigation of artists and designers work and by their own practical experimentation</p>
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Understand approaches to communication drawing	<p>1.1 Evaluate a minimum of six communication drawings produced by at least three artists or designers to identify</p> <ul style="list-style-type: none"> <li>• the relationship between the selection and application of materials, techniques, formats and visual language in relationship to the intended purpose</li> <li>• the stylistic approaches used to meet differing objectives</li> <li>• technical and creative parameters</li> <li>• the potential to employ similar approaches in</li> </ul>

	own work
<p><b>2.</b> Be able to use specialist techniques and processes to develop inventive and imaginative approaches to communication drawing</p>	<p>2.1 Use a variety of materials to produce communication drawings using at least six different approaches from the following</p> <ul style="list-style-type: none"> <li>• line</li> <li>• tone</li> <li>• colour</li> <li>• form/proportion</li> <li>• motion</li> <li>• measured drawing</li> <li>• drawing systems</li> <li>• timed drawing</li> <li>• drawing from memory</li> <li>• analytical observation</li> <li>• abstracted and reductive forms</li> <li>• interior and exterior spatial relationships</li> </ul> <p>2.2 Develop and adapt a range of techniques from the list in 2.1 to explore communication drawing for a at least four identified purposes from the following</p> <ul style="list-style-type: none"> <li>• technical illustration</li> <li>• analytical observation</li> <li>• information design</li> <li>• advertising</li> <li>• narrative illustration</li> <li>• impressionistic or expressive immediacy</li> <li>• portraiture</li> <li>• as a cognitive tool</li> <li>• information gathering</li> </ul>
<p><b>3.</b> Understand the aesthetic and technical qualities of communication drawing for different purposes</p>	<p>3.1 Evaluate, with the use of the drawings produced above, the suitability of the chosen techniques and visual language used for each of the chosen purposes.</p> <p>3.2 Analyse the aesthetic qualities of the drawings produced</p> <p>3.3 Analyse the technical qualities of the drawings</p>

	produced
<b>4.</b> Be able to produce communication drawings for an identified purpose	<p>4.1 Identify a purpose explored in 2.2 in order to produce a set of communication drawings</p> <p>4.2 Select suitable materials for identified communication drawing purposes</p> <p>4.3 Produce at least four communication drawings which address the identified communication drawing purpose</p>
<p><b>Mapping to National Occupational Standards</b>  DES2 PS: a, b, h. K&amp;U: 3  DES4 PS: c, d, e. K&amp;U: 2  DES5 PS: a, b, e, f, h, i, l, p, q. K&amp;U: 1, 2, 3, 5, 7  DES10 PS: a, c, d, f, h, i, l. K&amp;U: 2, 3, 4, 5</p>	

# Supporting Unit Information

Y/601/5486 Communication drawing - Level 3

## **Indicative Content**

This unit is designed to provide learners with the methodological and specific skills associated with communication drawing. Learners will be introduced to materials & techniques potentially appropriate to different communication drawing approaches and intentions.

Learners will need to explore both by researching the work of others and by practical experimentation, different approaches to communication drawing. In particular learners should become aware of how intended purpose can dictate the chosen approach

Learners will reflect upon the outcomes of their exploration in terms of technical and aesthetic qualities.

Having explored a range of possible approaches to different purposes for communication drawing learners will select an approach to produce a focused set of at least 3 final drawings

### **Learning Outcome 1. Understand approaches to communication drawing**

Learners should be encouraged to explore examples of a wide range of communication drawing from different artists/designers. They should analyse how the intended communication purpose of a drawing determines the stylistic approach used, referencing the techniques and materials used, subject matter, the use of visual language, suitability for purpose, technical and creative restrictions, and how these may be utilised in the learners own work.

### **Learning Outcome 2. Be able to use specialist techniques and processes to develop inventive and imaginative approaches to communication drawing**

Learners should be encouraged to explore the approaches listed in assessment criteria 2.1, imaginatively using a range of materials to investigate the communication potential of each. From the initial exploration of approaches learners should select the most suitable

techniques and adapt them as appropriate to explore their application to communication drawing purposes as listed in assessment criteria 2.2.

### **Learning Outcome 3. Understand the aesthetic qualities of communication drawings for an identified purpose**

Learners will review the drawings created for learning outcome 2 evaluating their suitability for the chosen purpose, this should include consideration of the communication potential of the materials and techniques, the suitability of visual language used, and the technical and aesthetic qualities of the drawings produced.

### **Learning Outcome 4. Be able to produce communication drawings for an identified purpose**

Learners will need to identify a purpose from the list in assessment criteria 2.2 in order to determine the scope, creative potential and communication requirements necessary to create a set of drawings that communicate the intended message. They should be encouraged to undertake a creative process of research and design development, assessing different possibilities, materials, techniques and the potential commercial application. Learners will apply their knowledge and understanding of communication drawing and associated techniques to create their final drawings that address the identified purpose.

### **Teaching Strategies And Learning Activities**

This unit is designed to provide learners with practical experience and skills in communication drawing, experimenting with a range of materials and techniques. Learners should be encouraged to relate this to potential commercial application and/or professional context.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Evidence Of Achievement**

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of selected drawings
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Annotated drawings
- Web based presentation
- Multi media presentation
- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

### **Additional Information**

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.