

Life Drawing

Unit Reference	A/601/5951
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	<p>This unit will enable learners to develop their life drawing skills and abilities by exploring the visual potential of the human form interpreted through the analytical and expressive use of a wide range of mark making materials.</p> <p>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>
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can</i>
1. Understand approaches to life drawing	<p>1.1 Evaluate a minimum of six drawings of the human form produced by at least three artists or designers to determine the</p> <ul style="list-style-type: none"> • relationship between the selection and application of materials, techniques, formats in relationship to the intended purpose • potential to employ similar approaches in own work
2. Be able to use specialist techniques and processes to	<p>2.1 Use a variety of materials to produce life drawings using at least six different approaches from the following</p>

<p>develop inventive and imaginative approaches to life drawing</p>	<ul style="list-style-type: none"> • line • tone • colour • form/proportion • motion • measured drawing • timed drawing • spatial analysis • drawing from memory • analytical observation • abstracted and reductive forms <p>2.2 Develop and adapt a range of techniques from the above list to explore life drawing for at least four identified purposes from the following</p> <ul style="list-style-type: none"> • technical accuracy • analytical observation • fashion drawing • anthropometric investigation • illustration • impressionistic or expressive immediacy • as a cognitive tool
<p>3. Understand the aesthetic and technical qualities of life drawing for different purposes</p>	<p>3.1 Evaluate, with the use of the drawings produced above, the suitability of the chosen techniques for each of the chosen purposes</p> <p>3.2 Analyse the aesthetic qualities of the drawings produced</p> <p>3.3 Assess the technical qualities of the drawings produced</p>
<p>4. Be able to produce life drawings for an identified purpose</p>	<p>4.1 Determine a purpose explored in 2.2 in order to produce life drawings</p> <p>4.2 Select and utilise suitable materials for identified life drawing purpose</p> <p>4.3 Produce at least four life drawings which address the specified life drawing purpose</p>

Mapping to National Occupational Standards

Creative and Cultural Skills Design NOS 2009

DES3 PS: a, e, f, h. K&U: 3, 4

DES4 PS: c, d, e. K&U: 2, 3

DES10 PS: a, c, d, e, f, h, I, j, k, n. K&U: 2, 4, 5

Supporting Unit Information

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Indicative Content

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

Learners will reflect upon the outcomes of their exploration in terms of technical and aesthetic qualities and make this reflection evident in, for example, reflective journals, workbooks, annotated drawings.

Learning Outcome 1. Understand approaches to life drawing

Learners will need to research the work of others and explore different approaches to life drawing. In particular learners should become aware of how intended purpose can dictate the chosen approach, eg Measured drawing for tailoring, tonal drawing to explore form, line for illustration...

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

Through practical experimentation learners should explore a wide range of different approaches to the production of life drawings and then apply selected techniques to the production of drawings for identified purposes.

Learning Outcome 3. Understand the aesthetic and technical qualities of life drawing for different purposes

Learners should reflect upon the drawings produced in learning outcome 2, analysing the technical and aesthetic qualities of the techniques and processes employed, as well as their suitability for the chosen purposes. It is recommended that this should set the scene for learning outcome 4.

Learning Outcome 4. Be able to produce life drawings for an identified purpose

Learners will bring together the knowledge and skills explored above to identify a purpose, and associated suitable materials, techniques and approaches in order to produce at least 4 final life drawings.

Teaching Strategies And Learning Activities

This unit is designed to provide learners with practical experience and skills associated with life drawing

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 images
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated drawings
- 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.