

Unit 4: Art and Design: Explore Drawing

Unit code:	M/502/3888
QCF Level:	BTEC Level 1
Credit value:	4
Guided learning hours:	30

Unit aim

Learners will be shown how to use a variety of drawing/mark-making techniques to explore 2 dimensional (2D) visual language. This is a practical unit where learners will practise and develop their skills through observation and experimentation.

Unit introduction

The ability to express ideas through drawing skills is at the root of good design, from the first rough sketches of a clothes designer to the larger-scale aims of architectural drawing. This unit is an introduction to the many ways learners might use drawing or mark-making materials, techniques and processes in creating and developing drawing for different purposes.

Primary and secondary resource material will be used to inspire ideas and build research skills. Learners will investigate the ways in which the formal elements associated with drawing can be used to describe style or design images and objects; give information; explore ideas or personal responses and express feelings or moods. It is not a requirement for learners to produce one final definitive piece of work to complete this unit. Evidence for this unit may be from work produced through a series of practical exercises, samples, studies and experiments, along with written work where appropriate.

This unit will give learners the opportunity to develop work-related skills relevant to the use of drawing to record a range of creative ideas. Learners will practice self- and time-management skills whilst developing their drawing skills, learning about 2D visual language and using appropriate media methods and technologies. The communication of ideas and intentions, and problem solving will be integrated into creative drawing activities. Health and safety requirements will need to be addressed for learners to be aware of safe working practice.

On completion of the unit, this body of work may contribute to a learners' art and design portfolios. It will evidence the appropriate work-related skills and also indicate learners' level of practical skills in a variety of 2D methods and materials.

Essential resources

The tutor should provide guidance on how learners can research a theme, and how to store their findings accessibly.

Primary research is essential as ideas are often at their most original and innovative when developed from observational studies.

The unit requires diverse secondary resources plus historical and contemporary contextual references. Magazines, books, the internet, visits to art galleries, museums and artist or designer studios and commercial premises are all resources that should contribute to this unit.

A full range of practical 2D resources, such as pens, pencils, brushes, crayons, pastels, inks, different papers and card will be required to fully address this unit.

A suitable working area should be provided.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification	
1	Be able to develop ideas for drawing(s)	1.1	Demonstrate knowledge of Formal Elements	□	<i>Formal elements:</i> different formal elements eg line, tone, colour, shape, pattern, texture
		1.2	Plan ideas from primary and secondary sources	□	<i>Primary and secondary sources:</i> planning eg brainstorming, development exercises, materials, techniques, size of work(s); primary sources eg visits to galleries, exhibitions or museums, recording eg sketches, photos; secondary sources eg libraries, websites, books, magazines, leaflets, TV and other formats; limitations eg time, materials, availability of space
	1.3	Present aims for drawing(s)	□	<i>Present aims:</i> methods eg practical and skills based, mood, meaning, skills based trials, maquettes or models, final outcome	
	1.4	Prepare for and contribute to discussions of ideas and opinions	□	<i>Discussions:</i> follow main points; make relevant and positive contributions; respect others' rights to speak; aids eg presentation, thumbnail sketches, ideas worksheets, computer-aided visuals	
2	Be able to produce drawings	2.1	Produce drawings using appropriate materials, methods and equipment	□	<i>2D materials and equipment:</i> types of materials and equipment eg pencil, pen, ink, charcoal, pastel, crayon, conte, chalk, ink, eraser, ruler, drawing board, easel, brushes, stencils, templates, ICT, computers, printers, scanners, photography, different papers eg thickness, texture, card <i>Techniques:</i> drawing/rendering techniques eg shading, frottage, cross-hatching, perspective, blending, impressing, wax resist, tracing <i>Working methods:</i> materials; methods; processes; correct technical terms
		2.2	Demonstrate self-management skills	□	<i>Self-management skills:</i> attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility eg gathering materials, setting up, tidying up; self-motivation; assertiveness; readiness to improve own performance based on feedback

Learning outcomes	Assessment criteria		Unit amplification
	2.3	Describe measures taken to reduce risks in the work area	<ul style="list-style-type: none"> □ <i>Safety:</i> risks and hazards; appropriate dress; personal protective equipment; materials; tools; work area
3 Be able to comment on own work	3.1	Present information and points of view about their ideas, using appropriate language	<ul style="list-style-type: none"> □ <i>Discussions:</i> own view point eg strengths, weaknesses, improvements; responses; methods eg sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak
	3.2	Prepare for and contribute to formal discussions of ideas and opinions	

Information for tutors

Delivery

Tutors delivering this unit have opportunities to use a wide range of 2D materials, techniques and processes. Although the majority of learners' work will be carried out in a studio environment, it will be helpful to include group discussions and visits to galleries or exhibitions. Research using the internet and library resources will form part of the learning programme. Learners should be encouraged to look at the work of other artists to inform and inspire their own work.

Learners will need some direction at this level. They will require support in the research and experimentation stages of their work, as they gain confidence and practical skills, and guidance in the organisation of their work; in folders, sketchbooks and on presentation sheets. Focus may be aided by the introduction of a theme such as natural forms, mechanical structures, movement etc; inspiration can come from any source(s) in the natural or man-made world. The tutor can use the theme to collect a range of appropriate contextual material and possible sources for observational studies such as musical instruments, machinery, the human form or lamps and lights. The initial presentation of the theme to learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to motivate learners.

It is worth structuring some timed practical exercises – getting learners to log the time on the work – as this gives an understanding of duration. It is important for learners to be aware of time spent on work, and assistance should be given in making them aware of how best to plan work to make the most of time available.

Learners should first explore primary sources to inspire the development of ideas. Secondary sources can be diverse and wide-ranging. The work of historic and contemporary artists and designers will provide valuable inspiration on ways of using drawing or mark-making techniques. Learners should be encouraged to recognise and consider the formal elements in their own work and identify them in the work of others.

The emphasis should be on practical exploration, on learning about the different characteristics of media and materials and the effects that can be achieved through using different methods and processes. Learners should be encouraged to try out a variety of 2D drawing media to evaluate its success, combining media where appropriate to achieve creative and original outcomes. They will also need to comment on the progress of their work for example what they feel has worked well and why. Records should relate directly to methods and processes learners use in their work, rather than being a theoretical exercise. Learners could be encouraged to talk about their work, either on a one-to-one basis or as part of a group discussion as an alternative to a written report. Centre-devised quizzes, writing frames or gapped handouts may also be useful.

Technological media such as computers, printers, scanners and cameras are useful as they often play an intrinsic part in the development and realisation of ideas for example recording work in progress, experiments with colour, manipulation of drawings.

Generic work skills such as self- and time-management, the communication of ideas and intentions, presentation skills and safe practice, should be incorporated by means of relevant, integrated tasks, such as a non assessed group activity of brainstorming on a large piece of paper, with chosen materials made available by the tutor, to a set time. Self-management is essential. Learners will need to collect

and record information in an ordered way and review development at each stage of their work.

Delivery should stimulate, motivate and inspire learners. It should be planned to help learners develop knowledge and understanding of working with a variety of 2D drawing media and materials and their associated techniques and processes.

Demonstrations of techniques will entertain, encourage and inspire.

Experimentation with media and scale should be encouraged. Each medium and material has its own set of rules and methods for use. Learners will need to employ the correct techniques for using the media they choose to work with. Learners also need to be able to select and use suitable 2D drawing materials, techniques and processes appropriate to the task and suitable for their intended outcome.

Regular feedback should be given to learners, both informally in day-to-day discussion and formally via interim cut-off points within the activities. Learners should be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; informal discussion with the tutor, group discussion or individual presentations. It may be written, in notes and annotation in their sketchbooks, or as final comment on their work. Summative feedback and the opportunity for improvement should be given at the deadline of an activity. Formative feedback should be given throughout the delivery of the unit.

Learners will be required to comment on their own work and that of others. Support will be needed to encourage a response to questions such as 'Which formal elements were used? What techniques and processes? What went well and why? What did not work well and why? What new skills have you learned? What could you do to improve your work?'

Group discussions and presentation of work to the peer group and others will have great value. Even if learners are not involved in group projects, the key qualities of support, mutual respect and sharing of facilities and resources are inherent in all activities. The ability to give constructive criticism within the peer group, without negativity or giving offence, is a key skill.

Regarding learning outcome 2.3, working in the studio can be hazardous. Tutors will need to ensure learners are made aware of the health and safety issues relating to the media, materials and equipment they use. Learners should be shown how they reduce risks to themselves and others by thinking and working safely. A common sense approach should be emphasised, rather than merely referring to rules and regulations. Identification of the need for appropriate dress (eg tie long hair back, no hanging jewellery) and protective equipment (eg goggles, face masks, gloves, aprons, sensible footwear; materials) is important. Learners should be made aware of the necessity of following manufacturers' instructions and guidelines for tools, equipment and materials. Knowledge of good practice in the work area should also be emphasised as this kind of approach is transferable to other work spaces (eg avoid hazards in gangways, trailing leads, not obstructing fire exits, keeping work areas clean and tidy). The keeping of a health and safety logbook by learners may be beneficial.

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities

Introduction to the unit

Learners will be given an overview of the unit; what they will be doing, what is expected of them and what it is they are aiming for.

Learners should consider health and safety throughout, notes could be kept in sketchbooks where appropriate, researching the theme for homework.

Quizzes, worksheets and handouts should be used throughout the unit to back up learning. Tutors should give advice on how the learner can file these for later use. It would also be helpful for learners to be shown how to compile their findings, from research and trial work, in accessible way.

To help learners start the tutor should discuss possible themes with them. Suggested themes could be organic forms, geometric forms, structures, water, weather etc. Class to discuss possible research opportunities and starting points.

The initial presentation of the theme to the learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to generate enthusiasm and focus in learners and get them started.

Discussion of the formal elements used in 2D work and examples of work by artists and designers to exemplify work.

What is drawing? This unit could begin with a class discussion into the many uses of drawing

– eg what things look like, for example life drawings, observation drawings, analytical drawings how things are constructed, for example working drawings, instructional drawings, diagrams information drawings, for example charts, graphs, maps, posters, signs and symbols.

Learners are introduced to mark making and develop skills using a variety of wet and dry drawing materials and techniques. Learners undertake a series of drawings from direct observation looking at effects such as line, texture, tone and pattern. Through these observations learners develop skills and knowledge of various drawing devices and how these can assist representational drawing.

Drawing can be used to express feelings. These could be responses to things experienced, for example music, events, smells or how you feel now or felt in the past, for example happy, sad, confused, excited, angry. An exercise could be how different marks with different mediums and colours can best describe this range of emotions.

Learners look at the work of other artists and designers and learn how they can use similar techniques and ideas in their own work.

Throughout the unit the following questions should be asked and addressed; Which formal elements were used? What techniques and processes were used? What went well and why? What didn't go as planned and why? What could improve the work? These are key questions that will build towards summative evaluation.

Topic and suggested assignments/activities

Learners' investigations will show improving awareness and working understanding of the creative potential of drawing techniques. They will be able to work in an organised manner combine knowledge, skills and understanding to produce a range of creative and effective drawings and comment effectively on their work and the work of others'.

Learners drawings will evidence how ideas have been developed using suitable media and techniques. Learners are be given guidance and support when organising and collating their work and the portfolio for the unit must be completed by the set deadline.

At the end of the unit, learners present their favourite three pieces of work to the group – saying why they have chosen the work and why they feel it is successful.

Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; in informal discussion with the tutor, in group discussions or individual presentations, which can be an alternative to written reports. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be in sketchbooks, on worksheets and presentation sheets and in the optional final outcome.

For criterion 1.1 formal elements must be identified in learners' own work. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

Assessment criterion 1.2 requires learners to show evidence of exploring more than one example of both primary and secondary sources. For primary research, assessment will be of learners' own observational studies, supplemented by their own drawings or photographs. All other sources are secondary. For example, learners might first draw and photograph organic and marine forms (primary), then look at books on the subject and the work of artists and designer (secondary).

Assessment will be based on how learners collect then use rudiments of the material to plan ideas that meet the needs of the given theme.

For criterion 1.3 aims should be practical and skills based, rather than conceptual, leading to the creation of a body of work and an optional final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities to assess 1.4 communicate their ideas clearly. Opportunities will occur throughout the unit, both formally and informally. Initially these ideas will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual within the work, verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, health and safety logbooks.

For criterion 2.1 learners will explore at least three types of 2D materials, techniques and processes, showing some development and understanding from the initial trial stage. Four drawings on different surfaces and sizes need to be produced based on and developed from the original research and ideas generated, one of which needs to be A1 size. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece.

Assessment of criterion 2.2 will be on each learner's approach to their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and generic skills such as attendance and punctuality, assertiveness, willingness to respond to feedback and an ability to reflect the set theme. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

Regarding assessment criterion 2.3, learners will show that they have followed the health and safety guidelines for the materials, techniques and processes used. At this level of study, the ability of learners to identify risks and hazards will be much more valuable than quoting legislation. Observation of safe practice can be documented by tutors, or from records by learners. The keeping of a health and safety logbook by learners may be beneficial; these, and witness statements confirming tutor observation of safe practice in the workshop are also acceptable evidence.

Criterion 3.1 can be evidenced through learners demonstrating understanding of their use of materials, methods and processes whilst showing knowledge of some correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work. Final comment may be supported by ongoing evaluative comments, sketchbook annotations, reference to learning from verbal feedback, illustrated verbal presentations, written notes from informal discussion, tutorials or group discussions. The use of audio or visual recording of learners presenting their work, or individual or group critiques may also support this evidence.

For assessment criterion 3.2 learners need to be able to make relevant and positive contributions to discussions regarding their work and respect others' rights to speak. Learners must be able to add positive comment on feedback given to them.

Suggested resources

Books

Cole A – *Eyewitness Art: Perspective* (Dorling Kindersley, 1992)
ISBN 9780863189340

Harrison H – *The Encyclopaedia of Drawing Techniques* (Search Press, 2004)
ISBN 9781844480197

Kaupelis R – *Experimental Drawing Techniques* (Watson-Guption Publications, US, 1992) ISBN 9781592530199

Perrella L – *Artists' Journal and Sketchbooks: Exploring and Creating Personal Pages* (Rockport Publishers Inc, 2000) ISBN 9781592530199

Simpson I – *Drawing, Seeing & Observation* (A&C Black Publishers, US, 2003)
ISBN 9780713668780

Stobart J – *Drawing Matters* (A&C Black Publishers Ltd, 2006)
ISBN 9780713670844

Perrella, L - *Artists Journal and Sketchbooks: Exploring and Creating Personal Pages* (Rockport Publishers Inc, 2007)

Cumming, R - *Eyewitness Art* (Dorling Kindersley, 2006) ISBN 9781405310543

Websites

www.artcyclopedia.com/index.html

www.bbc.co.uk/arts/

www.campaignfordrawing.org

www.eduweb.com/insideart/index.html

www.iamanartist.ie/index.aspx

www.teachingideas.co.uk/art/contents.htm