

**COMHAIRLE NÁISIÚNTA NA
gCÁILÍOCHTAÍ GAIRMOIDEACHAIS**

**NATIONAL COUNCIL FOR
VOCATIONAL AWARDS**



Module Descriptor

Drawing

Level 2 A20017

September 2001

www.ncva.ie

Level 2 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.ncva.ie .
Module Code	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
Level	Indicates where the module is placed in the national vocational certificate framework, from Foundation to Level 3.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin the NCVA approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain an NCVA award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While the NCVA is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1	Module Title	Drawing
2	Module Code	A20017
3	Level	2
4	Credit Value	1 credit
5	Purpose	<p>This module is a statement of the standards to be achieved to gain an NCVA credit in Drawing at Level 2. It is an elective module for a number of National Vocational Certificate Level 2 areas.</p> <p>The module is designed to provide the learner with knowledge and understanding of drawing as a language. The module will emphasise the process of drawing. It will develop the learner's confidence to use drawing as a means of communication.</p> <p>The module will encourage the learner to develop drawing skills in a variety of ways depending on the area of specialisation being followed.</p>
6	Preferred Entry Level	National Vocational Certificate Level 1, Leaving Certificate, or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	None.
8	General Aims	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 display confidence when using drawing as a means of communication</p> <p>8.2 develop powers of observation and be able to record and describe accurately</p> <p>8.3 discover potential for creativity, self-expression and visual awareness</p>

8.4 experiment with and manipulate a wide range of drawing techniques and media

8.5 develop critical awareness.

9 Units **The specific learning outcomes are grouped into 8 units.**
Learners must complete unit 1 and one other specialist drawing skills unit.

Unit 1 **Core Drawing Skills**
Unit 2 **Craft/3D Study Drawing Skills**
Unit 3 **Architectural/Interior Design Drawing Skills**
Unit 4 **Computer-Aided Drawing Skills**
Unit 5 **Graphic/DTP Drawing Skills**
Unit 6 **Fashion/Textile Drawing Skills**
Unit 7 **Furniture/Joinery Drawing Skills**
Unit 8 **Portfolio Drawing Skills**

10 Specific Learning Outcomes

Unit 1 **Core Drawing Skills**

Learners should be able to:

10.1.1 demonstrate an understanding of the process of drawing

10.1.2 apply the basic elements of drawing

10.1.3 use drawing to record a variety of subjects

10.1.4 use drawing to analyse a variety of subjects

10.1.5 use drawing to interpret a variety of subjects

10.1.6 demonstrate a variety of drawing techniques

10.1.7 demonstrate drawing media and materials

10.1.8 make informed critical judgements of work executed.

Unit 2 **Craft/3D Study Drawing Skills**

Learners should be able to:

10.2.1 use drawing to express a three dimensional idea

- 10.2.2 show the evolution of thought, and process leading to a finished piece eg a craft item
- 10.2.3 demonstrate a sense of weight in a drawing
- 10.2.4 demonstrate a sense of volume in a drawing
- 10.2.5 demonstrate a sense of form in a drawing
- 10.2.6 graphically outline the structure and texture of an object
- 10.2.7 prepare and present the necessary drawings to facilitate the execution of a piece eg a craft item.

Unit 3 Architectural/Interior Design Drawing Skills

Learners should be able to:

- 10.3.1 produce a series of annotated sketches and relevant support material demonstrating architectural drawing skills
- 10.3.2 compile a scale drawing as a result of a survey carried out
- 10.3.3 apply appropriate symbols and surface rendering finishes to enhance an architectural perspective view of a building
- 10.3.4 produce an interior perspective drawing of a building
- 10.3.5 produce a range of details using axonometric drawings
- 10.3.6 produce a range of details using isometric drawings
- 10.3.7 demonstrate the application of shadow projection and light sources, both natural and artificial in an interior and/or on the surface of a building.

Unit 4 Computer-Aided Drawing Skills

Learners should be able to:

- 10.4.1 employ a wide range of technical drawing techniques and media to record and describe a variety of subjects
- 10.4.2 analyse, record and communicate electronically the essence of a number of chosen subjects
- 10.4.3 operate a CAD software package with confidence

- 10.4.4 demonstrate a variety of edit commands commonly used in computer-aided drawing
- 10.4.5 demonstrate computer-aided drawing techniques eg layers and blocks
- 10.4.6 produce solutions to a draughting design brief
- 10.4.7 execute at least one plotted computer-aided drawing.

Unit 5 Graphic/DTP Drawing Skills

Learners should be able to:

- 10.5.1 communicate ideas with the aid of thumbnail sketches
- 10.5.2 record specific information from the environment
- 10.5.3 indicate design concepts by means of rough sketches
- 10.5.4 relate basic forms to complex forms
- 10.5.5 make simple illustrations of complex structures
- 10.5.6 present evidence of sequential graphic design ideas
- 10.5.7 evaluate the developments of graphics and desk-top publishing.

Unit 6 Fashion/Textile Drawing Skills

Learners should be able to:

- 10.6.1 be confident using drawing as a means of communicating fashion ideas
- 10.6.2 observe fashion through drawing
- 10.6.3 demonstrate ideas through the manipulation of textiles
- 10.6.4 express ideas using a range of 2D drawings
- 10.6.5 express ideas using a range 3D media
- 10.6.6 develop their creativity through researching and recording
- 10.6.7 analyse fashion and textiles through drawing.

Unit 7 Furniture/Joinery Drawing Skills

Learners should be able to:

- 10.7.1 produce orthographic working drawings
- 10.7.2 demonstrate oblique, and isometric drawing detailing techniques
- 10.7.3 execute perspective projections of furniture and/or joinery pieces
- 10.7.4 demonstrate the difference between first and third angle projection
- 10.7.5 produce a series of annotated sketches and relevant support material for commonly used pieces of furniture
- 10.7.6 produce the scaled working drawings necessary to execute a piece of furniture by self or someone else
- 10.7.7 demonstrate how computer generated drawings contribute to furniture design.

Unit 8 Portfolio Drawing Skills

Learners should be able to:

- 10.8.1 observe, record, analyse the human figure
- 10.8.2 observe, record, analyse the built environment
- 10.8.3 observe, record, analyse the natural environment
- 10.8.4 assemble a personal and expressive response to visual stimuli
- 10.8.5 use drawing as an integral method of formulating ideas
- 10.8.6 accumulate historical and contemporary material as a result of research undertaken
- 10.8.7 use drawing in a variety of creative contexts.

11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with NCVA regulations.

Assessment is devised by the internal assessor, with external moderation by the NCVA.

Summary

Collection of Work

100%

11.1 Collection of Work

The internal assessor will devise guidelines for candidates on gathering a collection of work that demonstrates evidence of a range of drawing skills. In order to achieve this module candidates are required to present evidence of coursework to show that they have developed a range of appropriate practical skills in both the core drawing unit and one selected specialist drawing unit. The integration of drawing evidence from related modules is encouraged.

- Unit 1, Core Drawing Skills (50% of marks)
- One Specialist Drawing Unit selected from the following: (50% of marks)
 - Craft and/or 3D Study Drawing Skills
 - Architectural and/or Interior Design Drawing Skills
 - Computer-Aided Drawing Skills
 - Graphic and/or DTP Drawing Skills
 - Fashion and/or Textiles Drawing Skills
 - Furniture and/or Joinery Drawing Skills
 - Portfolio Drawing Skills

The collection will include:

Drawing Process Skills

Candidates are required to demonstrate evidence of an acceptable level of competence in a range of drawing skills. The evidence should include the candidate's ability to record, observe and analyse accurately.

Creativity

Candidates are required to produce evidence that demonstrates a creative approach to problem solving. Evidence should also include the ability to interpret a given brief and original approaches to producing a solution. Sketchbooks, notebooks and relevant support material should form part of this evidence.

Development of Work


Candidates are required to show evidence of research carried out. It is expected that their drawing skills will demonstrate evidence of process and the exploration of a wide range of subjects. An accepted standard of achievement using a range of drawing media and material should be an integral part of the learner's development.

Presentation Skills

Sound aesthetic judgement and organisational skills should be demonstrated in the selection of work presented by a candidate. The selection should indicate a critical evaluation of the coursework by the candidate.

12 Grading

Pass	50-64%
Merit	65-79%
Distinction	80-100%

Individual Candidate Marking Sheet		Drawing A20017 Collection of Work 100%
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Candidate Name: _____ NCVA Candidate No.: _____

Centre: _____ Roll No.: _____

Assessment Criteria	Core Unit	Candidate Mark	Specialist Unit	Candidate Mark	Accumulated Mark
Process <ul style="list-style-type: none"> • skilful investigation of elements carried out • clear understanding of techniques demonstrated • successful experimentation with a wide range of media evident 	15		15		
Creativity <ul style="list-style-type: none"> • effective and original analysis used • creative interpretation demonstrated • problem solving strategies creatively used 	15		15		
Development of Work <ul style="list-style-type: none"> • good understanding of process demonstrated • appropriate application of media and materials evident • systematic research undertaken and recorded 	10		10		
Presentation Skills <ul style="list-style-type: none"> • logical organisation and compilation of work carried out • critical evaluation in final selection of drawings evident • aesthetic judgement demonstrated in presentation of selected work 	10		10		
Subtotal	50		50		
TOTAL MARKS <i>This mark will be transferred to the Module Results Summary Sheet</i>					

Internal Assessor's Signature: _____ **Date:** _____

External Examiner's Signature: _____ **Date:** _____

Glossary of Assessment Techniques

Assignment *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

Examination

A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

Project

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills Demonstration

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

NCVA Assessment Principles

- 1 Assessment is regarded as an integral part of the learning process.
- 2 All NCVA assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3 The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4 Assessment techniques in NCVA modules are valid in that they test a range of appropriate learning outcomes.
- 5 The reliability of assessment techniques is facilitated by providing support for assessors.
- 6 Arising from an extensive consultation process, each NCVA module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7 To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8 Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9 Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.