



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Drawing

leading to

Level 3 QQI Component: Drawing 3N0581

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 - 1. Level 3 QQI Certificate in General Learning 3M0874**
 - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
 - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877**
- Upon successful completion of this programme module the learner will achieve 5 credits towards the CDETb Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Drawing	2. Component Name and Code Level 3 Drawing Code 3N0581
3. Duration in Hours of Programme Module 50	4. Credit Value 5
5. Assessment Technique Collection of Work 100%	6. Specific Requirements Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities
7. Aims of the Programme Module <p>This programme module aims to equip the learner with the knowledge, skill and competence to explore drawing as a means of communication.</p> 8. Objectives: <ul style="list-style-type: none"> • to develop the skills to communicate basic ideas using marks • to acquire an understanding of drawing vocabulary • to develop skills in using different tools to create images • to develop good workshop practice. 	
9. Learning Outcomes of Level 3 Drawing 3N0581 The learner will be able to: <ol style="list-style-type: none"> 1. communicate basic ideas using marks 2. use a wide range of drawing materials including pencil, charcoal, found mark making objects and colour media 3. demonstrate good workshop practice 4. record a variety of subjects from observation, to include manufactured and natural objects and life-forms 5. complete drawing exercises including recording positive and negative spaces and shapes, scaling up and down, using viewfinders and axes to explore placement on a page, examining tone 6. display personal work including selecting, mounting and hanging. 	
Delivery Strategies and Learning Activities The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.	

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

Learning Outcome 2 Use a wide range of drawing materials including pencil, charcoal, found mark making objects and colour media.

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

demonstrate and explore with the learner a wide range of drawing materials in both black and white and colour media

facilitate the learner to identify, develop and demonstrate the use of different drawing materials.

Man made: (examples)

- pen
- pencil
- charcoal
- chalk
- paint
- pastels
- inks
- crayon.

Found objects: (examples)

- plants
- twigs
- stones
- makeup
- earth.

Explore the different types of drawing papers available (also consider texture, colour and weight).

Examples of papers:

- tissue paper
- water colour
- cartridge paper
- handmade papers.

Learning Outcome 4 Record a variety of subjects from observation, to include manufactured and natural objects and life-forms

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following:*

Using demonstrations, field trips and images from the art world, explore with learner how to record observations and the difference between manufactured, natural object and life forms

Manufactured objects

- Objects, goods or wares made by manual labour or by machinery.

Natural objects

- An object occurring naturally; not made by man.

Life forms

- An entity or being that is living or alive.

The learner, through drawings should demonstrate the difference between manufactured, natural object and life forms.

Learning Outcome 5 Complete drawing exercises including recording positive and negative spaces and shapes, scaling up and down, using viewfinders and axes to explore placement on a page, examining tone.

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

1. Positive and negative space & shape

Explore both knowledge and understanding of positive and negative space & shape resulting in learner producing images of positive and negative space.

- **Space and shape**, two of the elements of design that work together to form a finished work of art. There are two kinds of space: positive and negative.
- **Positive spaces** are those occupied by the main subjects of the work.
- **The negative spaces** are the areas around and behind the positive spaces. Negative space can also be referred to as the background.
- **Shape** The shapes of positive spaces are determined by the shapes of the main subjects of the work. However, negative spaces have shapes as well. If one removes the subjects from a work, the negative spaces are left with a blank in the shape of the parts removed. Therefore, the shapes of the negative spaces are determined by the shapes of the positive spaces.

2. Scaling up and down.

Explain and explore scaling up and down, resulting in the learner producing images demonstrating scaling up and down.

- **Scale up** - increase proportionally; "scale up the model"
- **Scale down** - decrease proportionally; "scale down the model"

Consider the use of:

- grids
- calculator
- photocopier.

3. Viewfinders

Explain and explore the use of viewfinders resulting in learner producing images using a view finder

- A viewfinder is a simple yet extremely useful tool which helps you to select and isolate particular elements in a scene to get the best composition.
- Look at landscape and portrait format
- Types of view finder:
 - box
 - two L shapes
 - grid (this can be made from a box viewfinder and using thread to create squares).

4. Axis

Explain and explore an understanding of use of axis. The learner should be able to explain and demonstrate the use of axis.

Axis is an imaginary line to which elements of a work of art, such as a picture, are referred for measurement or symmetry.

- A straight line about which a body or geometric object rotates or may be conceived to rotate.
- An unlimited line, half-line, or line segment serving to orient a space or a geometric object, especially a line about which the object is symmetric.

Learning Outcome 6 Display personal work including selecting, mounting and hanging.

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

Explain and explore with the learner how one would go about displaying personal work.

- Explain what criteria to use when selecting work:
 - quality
 - subject.
- Explain what criteria is used to choose an appropriate mount:
 - colour
 - size
 - orientation.
- Demonstrate how to mount work.
- Demonstrate how to hang work.

Good workshop practice including health and safety

Learning Outcome 3: Demonstrate good workshop practice

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

- taking into account the local circumstances, explore with the learner how to apply good workshop practice to include set up and preparation, organization and clean up of work area
- apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards.

As with any practical activity, there is an element of risk in craft activities. However this can be kept to an acceptable minimum if those involved are aware of the potential hazards and take appropriate steps to avoid accidents, for example,

Organisation of space

- Untidiness and disorganisation can cause accidents. Keep workspace tidy, Store work carefully. Clean up after you.

Use of sharp tools

- Sharp knives and tools are needed for a variety of crafts. They must be kept in good condition; sharp tools are less of a hazard than blunt tools. All sharp tools must be kept in a safe place. Care should be taken to ensure materials and objects are held securely and handled with care in an appropriate working environment.

Use of liquids

- Any liquid spills can cause a hazard, slipping, and damage to work.

Use of Adhesives & Fixatives

- Some forms of adhesives can be irritants. Adhesives that give off fumes and aerosol propelled fixatives should be used with adequate ventilation and following the manufacturer's instructions.

Use of paints (especially spray)

- The use of airbrush or aerosol: Always use good ventilation and masks if spray painting. Follow the manufacturer's instructions.
- Ingestion of paints. The practice of licking a paintbrush may result in the ingestion of toxic pigments.

Personal health and Hygiene

- Protective clothing; Apron, gloves and mask where necessary.
- Hands should be thoroughly washed after working.

Care of tools and materials

- Respect materials, and tools. Clean after use and store carefully.

Solvents

- Volatile substances
 - Solvents are generally highly volatile and toxic substances. They constitute the most common source of hazardous fumes in art and craft processes. Users of these products must follow the manufacturer's instructions for health and safety.
- Skin irritants
 - Some solvents are primary irritants. Others may produce dermatitis, and by dissolving the natural grease of the skin, make it more vulnerable to damage.
- Inhalation
 - Inhalation is the most common way for solvents to enter the body. Therefore appropriate ventilation should be used according to manufacturer's guidelines.

Fire precautions

- Never store rags/ paper /aerosol near heat or flames.

Using electrical equipment - You should make sure that electrical equipment used for work is safe.

- Check that the electrical equipment is suitable for the work and way in which it will be used.
- Check that the electrical equipment is in good condition.
- Make sure that the user of the equipment is trained to use it safely and can keep others safe.
- Make sure the user knows which personal protective equipment to wear, how to use it, and make sure they do.

11. a Specific Information Relating to the Assessment Techniques.

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	100%
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
<p>In compiling the Collection of Work the learner needs to demonstrate understanding and application of drawing</p> <p>The portfolio must include evidence of the following:</p> <ol style="list-style-type: none"> 1. The learner should present a piece of work that shows understanding and demonstrates knowledge of mark making: <ul style="list-style-type: none"> • explain what mark making is in the medium of drawing • demonstrate, through examples of their work, a number of mark making techniques. 2. The learner should present a number of pieces of work that shows understanding and demonstrates a wide range of drawing materials: <ul style="list-style-type: none"> • explain the difference between found and man made drawing materials • demonstrate the use of drawing materials in both black and white and colour media. 3. The learner should present a piece of work that demonstrates understanding of good workshop practice <ul style="list-style-type: none"> • identify hazardous materials • take adequate safety precautions in the use of media and equipment. 4. The learner should present pieces of work that: <ul style="list-style-type: none"> • demonstrates an understanding of how observations are recorded • demonstrates through a variety of recordings the difference between manufactured, natural object and life forms 5. The learner should present at least 4 drawing exercises that demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • positive and negative space & shape • scaling up and down • use of viewfinders • use of axis. 	

6. The learner should present a piece of work that demonstrates understanding of displaying personal work:

- demonstrate ability to display personal work
- explain how the pieces of work have been selected
- explain how the mounts have been chosen
- discuss their display.

11.b Assessment - General Information –Drawing 3N0581.

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	Assessment Technique
1. Communicate basic ideas using marks	Collection of Work
2. Use a wide range of drawing materials including pencil, charcoal, found mark making objects and colour media	Collection of Work
3. Demonstrate good workshop practice	Collection of Work
4. Record a variety of subjects from observation, to include manufactured and natural objects and life-forms	Collection of Work
5. Complete drawing exercises including recording positive and negative spaces and shapes, scaling up and down, using viewfinders and axes to explore placement on a page, examining tone	Collection of Work
6. Display personal work including selecting, mounting and hanging.	Collection of Work

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.



Drawing 3N0581	Learner Marking Sheet
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Learner's Name: _____

Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1. Communicate basic ideas using marks	<ul style="list-style-type: none"> • Explain the meaning of mark making in the medium of drawing • Demonstrate through examples of their work a number of mark making techniques 		
2. Use a wide range of drawing materials including pencil, charcoal, found mark making objects and colour media	<ul style="list-style-type: none"> • Explain the difference between found and man made drawing materials • Demonstrate the use of drawing materials in both black and white and colour media 		
3. Demonstrate good workshop practice	<ul style="list-style-type: none"> • Identify hazardous materials • Take adequate safety precautions in the use of media and equipment 		
4. Record a variety of subjects from observation, to include manufactured and natural objects and life-forms	<ul style="list-style-type: none"> • Demonstrate an understanding of how observations are recorded • Demonstrate through a variety of recordings the difference between manufactured, natural object and life forms 		

<p>5. Complete drawing exercises including recording positive and negative spaces and shapes, scaling up and down, using viewfinders and axes to explore placement on a page, examining tone</p>	<ul style="list-style-type: none"> • Positive and negative space & shape • Scaling up and down • Use of viewfinders • Use of axis 		
<p>6. Display personal work including selecting, mounting and hanging.</p>	<ul style="list-style-type: none"> • Demonstrate ability to display personal work. • Explain how the pieces of work have been selected • Explain how the mounts have been chosen • Discuss their display 		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____