

UAL Level 2 Certificate in Applied Drawing

Sample Internal Assignment

Unit 1: Developing skills in Applied Drawing

Paper 1

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1 Introduction

This document contains an example of an assignment that could be used for Unit 1: Developing Skills in Applied Drawing. Teachers are welcome to use this assignment for practice, or they may prefer to develop their own assignment and subject themes that reflect the teaching on the course. Teachers should ensure that themes set allow students to explore drawing through both observation and conceptual opportunities. Student should also be encouraged to produce outcomes in an area of personal interest such as fashion, engineering, architecture etc.

Where centres are developing their own assignment, they should review the guidance stated in the qualification specification.

This document should be read in conjunction with the qualification specification. The specification describes what a student must know and be able to do upon completion of the qualification, as well as what the student should be taught.

2 Assessor Information

This sample assignment has been written to ensure the following controls are in place:

- **Time:** This assessment can take place over a period of 4 weeks.
- **Resources:** There are no specific resources required for this assignment. However centres must provide an appropriate level of access to workspace, ICT software and general specialist equipment. It is up to the student to ensure they have access to any other specialist equipment required to complete this assessment.
- **Supervision:** This assessment should be completed in the course of normal curriculum time and supervised and marked by the tutor/assessor, although some aspects of work such as, research and certain practical tasks may be unsupervised. Assessors must also intervene where there is a health and safety hazard observed.
- **Collaboration:** collaboration is allowed for this assessment, but the individual contribution must be assessed.
- **Authentication:** Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors can provide on-going formative guidance prior to submission. This guidance should only enable the student to take the initiative in making amends, but should not detail what amends should be made. Work that is amended after submission will constitute malpractice. Students and Teachers must sign the Candidate Authentication Declaration to confirm that all evidence submitted is the students' own.
- **Evidence:** There are no specific evidence requirements. However students' final body of drawing work should comprise **10 – 30 pieces**.
- **Grading:** All grading decisions must be made against the assessment criteria and grade descriptors given in this paper. Grading decisions should only be undertaken by a designated assessor/tutor.

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Sample Internal Assignment

Unit 1: Developing skills in Applied Drawing

Time Allowed: 4 weeks

3 Assignment Brief

From the subject themes listed below, you are invited to research, develop and explore a **SINGLE** subject or idea that interests or inspires you. If none of the themes offered provides you with a satisfactory source of inspiration, then discuss other potential subjects with your tutor.

You should propose an application for your chosen theme to another discipline or subject area, such as Theme 1 to biology, Theme 4 to history or geography etc.

Subject themes include:

- **Theme 1:** Measurement and recording systems are explored through a detailed study of **insects**
Associated references include: Cornelia Hesse Honegger, Lucia Nogueira, August Natterer and Albrecht Durer.
- **Theme 2:** Measurement, the narrative and recording systems are explored through a detailed study of three **souvenirs** taken from places or events that have significance to you.
Associated references include: Susan Hiller, Tracey Emin, Ellen Gallagher and Joseph Cornell.
- **Theme 3:** Measurement and documentary drawing systems are explored through a detailed study of a personal space or place of **refuge** that relates to feelings that you may have.
Associated references include: John Bock, Jessica Stockholder, Rachel Whiteread and Yinka Shonibare.
- **Theme 4:** Measurement and recording systems are explored through a detailed study of the **architecture** of **landscape** or **buildings**
Associated references include: Kathy Prendergast, Rachel Whiteread, Toba Khedoori and Leonardo da Vinci.

ASSESSMENT GUIDANCE FOR STUDENTS

1. You should begin your drawing response by **researching** the subject theme as widely as possible. You need to start from a broad base and make notes whilst keeping a visual record (such as a mind map) of your progress.

Your research should involve both primary and secondary research sources.

Primary research should be in the form of your own personal investigation and may, for example, include developmental drawings exploring both the representational and non-representational aspects of your theme. It may also show your consideration of different materials and techniques. At this stage, your thinking and planning should be broad.

2. During your **secondary research**, you'll need to show that you've considered the work of other designers, craftspeople or artists, and the social, political, geographical, economic, cultural, religious or personal contexts surrounding them.

You'll also need to show that you clearly understand the difference between primary and secondary sources by referencing your work.

At this stage, you may also want to talk to your teacher and others in your class about how you might **respond** to your chosen subject theme.

3. As your work progresses it should show evidence of your initial personal responses to a gradual focusing of your ideas. Your work should show evidence of **experimentation** – reworking ideas, trialling different **materials** and **techniques** – and how your research has influenced the development.
4. As your work continues, you'll be aware of the way different materials, techniques, processes and methods impact the development of your theme. You'll record this investigation and **analyse** the effect they have on your progress, through your **annotated** drawings.
5. During your work, you'll have practised and applied the various materials, techniques, processes and methods you find most appropriate for the development of your work, and you will think about how your theme and the skills you are developing relate to another discipline or subject area.
6. You should compile a portfolio of work within the allotted period of time, showing your research, experimentation and analysis. The body of your drawing work should comprise between 10 and 30 pieces.
7. Before submitting your drawing response, your teacher will facilitate the group critique of your work. The criteria that your teacher will use to assess and feedback your work are set out below. Make sure you keep a full record of the feedback received.

4 Grading

Your drawing work will be assessed and graded on how well you have provided evidence of:

Assessment Criteria (AC)
1.1 Produce a variety of drawings showing how they explored the characteristics of a variety of drawing materials and techniques.
1.2 Affect the appearance and meaning of drawing through the application of a variety of drawing materials and techniques.
1.3 Produce drawings of 2D and 3D subjects using systems of measurement that are appropriate for representational and non-representational subjects
2.1 Find research sources and ideas that are relevant to the intention of the drawing work
2.2 Produce a variety of drawing work that demonstrates alternative ways in which drawing can be used to record and interpret information and develop ideas.
3.1 Present annotated drawings explaining the factors that have informed the development of the work.
3.2 Use feedback from others to extend the quality of drawing.
3.3 Judge the effectiveness of the use of materials and techniques in relation to drawing.

Grading decision

- To achieve a **Pass** grade, you will need to achieve all the assessment criteria to the Pass standard defined in the grade descriptor.
- To achieve a **Merit** grade, you will need to achieve all the assessment criteria to the Merit standard defined in the grade descriptor.
- To achieve a **Distinction** grade, you will need to achieve all the assessment criteria to the Distinction standard defined in the grade descriptor.
- **Referral:** if you fail to meet the assessment criteria following assessment, you will be referred and will have one opportunity to redeem your referral. Referrals that have been successfully redeemed will be capped at a Pass.
- If you are still unable to provide sufficient evidence to meet the assessment criteria, you will be awarded a **Fail** grade.

Tutors/Assessors will make a holistic judgement on which grade descriptor most closely matches the work you have submitted.

GRADE DESCRIPTORS

Areas of competence	Failure criteria	Pass criteria	Merit criteria	Distinction criteria
		Work submitted fails to meet one or more of the assessment criteria and is of a poor standard	Work submitted meets all of the assessment criteria and is of a satisfactory standard	Work submitted meets all assessment criteria and is of a high standard
1. Research	Insufficient or irrelevant primary and/or secondary supporting research	Uses sufficient and relevant primary and/or secondary research to effectively develop ideas through purposeful investigations.	Uses a range of appropriate and relevant research sources to effectively develop ideas through purposeful investigations.	Uses an extensive range of appropriate and relevant research sources to effectively develop ideas through creative and purposeful investigations.
	Inadequate demonstrations of recording ideas, observations and insights.	Records ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions.	Consistently records ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions.	Consistently and thoroughly records ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions.
	Insufficient experimentation with appropriate media, materials and techniques.	Effectively selects and purposefully experiments with appropriate media, materials and techniques to further drawing ideas.	Consistently selects and purposefully experiments with appropriate media, materials and techniques to further drawing ideas with good levels of accuracy and creativity.	Consistently applies logic to select and experiment with appropriate media, materials and techniques to further drawing ideas with excellent levels of accuracy, creativity and innovation.
2. Practical skills and presentation	Limited use of processes, application of skills or knowledge demonstration few or no alternative ideas.	Competent demonstration of processes and application of skills and knowledge to develop ideas and present creative responses.	Considered and capable demonstration of processes, application of skills and knowledge used to develop ideas and present creative responses.	Skilful demonstration of processes, skills and knowledge to develop alternative ideas and present creative responses.
	Does not communicate sufficiently either the intention or meaning.	Presents personal and meaningful responses that accurately represents and/or interprets the subject or idea.	Presents personal and meaningful responses that accurately represents and/or interprets the subject or idea with very good levels of accuracy and creativity.	Presents personal and meaningful responses that accurately represents and/or interprets the subject or idea with excellent levels of accuracy, creativity and innovation.
	Work is disorganised and/or unfinished.	Work is organised and complete.	Work is organised in a way that is logical and coherent.	Work is organised and presented with consideration of viewers and display requirements.
3. Evaluation and reflection	Inadequate evaluation or insufficient evidence of on-going assessment of ideas limiting progress and development.	Sufficient evaluation with evidence of on-going assessment of ideas used to inform progress and development.	Consistent evaluation, clearly communicated and applied to make reasoned decisions and inform the development of ideas.	Thorough evaluation and interpretation, demonstrating clarity in thinking and the decision making used to inform and progress ideas.
	Do not recognise accidental development opportunities to make improvements to the quality of the drawing work	Use accidental development opportunities to make improvements to the quality of the drawing work	Further explore and use accidental development opportunities to make improvements to the quality of the drawing work	Capitalise on accidental development opportunities to make improvements to the quality of the drawing work
	Superficial evidence of judging the effectiveness of creating their work.	Sufficient evidence of judging the effectiveness of creating their work.	Thorough evidence of judging the effectiveness of creating their work, seeking and using feedback from others.	Thorough and extensive evidence of judging the effectiveness of creating their work, seeking and using feedback from others.