Maldives National Skills Development Authority

National Competency Standard for Art Skills

Standard Code: SOC06S18V2

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Preface

Technical and Vocational Education and Training (TVET) Authority was established with the vision to develop a TVET system in the Maldives that is demand driven, accessible, beneficiary financed and quality assured, to meet the needs of society for stability and economic growth, the needs of Enterprise for a skilled and reliable workforce, the need of young people for decent jobs and the needs of workers for continuous mastery of new technology.

TVET system in the Maldives flourished with the Employment Skills Training Project (ESTP) funded by ADB with the objective of increasing the number of Maldivians, actively participating in the labor force, employed and self-employed. The Project supported expansion of demand driven employment-oriented skills training in priority occupations and to improve the capacity to develop and deliver Competency Based Skill Training (CBST). The project supported delivery of CBST programs to satisfy employer demand-driven needs. The National Competency Standards (NCS) provide the base for this training. Currently CBST is offered for five key sectors in the Maldives: Tourism, Fisheries and Agriculture, Transport, Construction and the Social sectors. These sectors are included as priority sectors that play a vital role in the continued economic growth of the country.

The NCS are developed in consultation with Employment Sector Councils representing employers. They are designed using a consensus format endorsed by the Maldives Qualifications Authority (MQA) to maintain uniformity of approach and the consistency of content amongst occupations. This single format also simplifies benchmarking the NCS against relevant regional and international standards. NCS specify the standards of performance of a competent worker and the various contexts in which the work may take place. NCS also describes the knowledge, skills and attitudes required in a particular occupation. They provide explicit advice to assessors and employers regarding the knowledge, skills and attitudes to be demonstrated by the candidates seeking formal recognition for the competency acquired following training or through work experience. By sharing this information, all participants in the training process have the same understanding of the training required and the standard to be reached for certification. Certification also becomes portable and can be recognized by other employers and in other countries with similar standards. NCS are the foundation for the implementation of the TVET system in Maldives. They ensure that all skills, regardless of where or how they were developed can be assessed and recognized. They also form the foundation for certifying skills in the Maldives National Qualification Framework (MNQF).

5V1 is the first version of the NCS for Art & Design, and has been developed and endorsed in the year 2015. This standard includes one Qualification at Level 3 of Maldivian National Qualifications Framework.

Key for coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector **(CON)** Fisheries and Agriculture Sector **(FNA)** Transport sector **(** **TRN)** Tourism Sector **(TOU)** Social Sector
Competency Standard	**(SOC)** Foundation **S**
Occupation with in a industry Sector	**Two digits 01-99**
Unit	**U**
Common Competency	**1**
Core Competency	**2**
Optional/ Elective Competency	**3**
Assessment Resources Materials	**A**
Learning Resources Materials	**L**
Curricula	**C**
Qualification	**Q1, Q2 etc**
MNQF level of Qualification	**L1, L2 etc**
Version Number	**V1, V2 etc**
Year of endorsement of standard, qualification	**By two digits Example- 07**

Description of a visual artist

Visual artists are a creative group of people, who's work/products are to be appreciated by site, such as painting, sculpture, photography, graphic designs etc. A visual artist can work in numerous fields of designing depending on the area of specialty. Visual artists who work in companies shall provide customer-oriented service with the brilliance of the artist in their work/products.

Competency Standard Development Process

The competencies were determined based on the analysis of the tasks expected to be performed by an Artist in the Maldives. The task analysis was based on the existing documents prepared among the experts in the industry and on research based on the work of experts in the field of visual arts in Maldives. Competency standards used for similar type of training in other countries were also examined

1.Endorsement Application for Qualification 01

2. NATIONAL CERTIFICATE III IN ART SKILLS

3. Qualification code: SOC06SQ1L318	Total Number of Credits: 40

4. Purpose of the qualification

The purpose of this qualification is to develop fundamental art and design skills
Candidates who achieve this qualification will have the basic foundation required to work in the art industry.

5. Regulations for the qualification	National Certificate III in Art Skills Qualification will be awarded to those who are competent in unit 1+2+3+4+5+6+7+8+9

6. Schedule of Units

Unit Title	Unit Title	Code
1	Observe personal and work place hygiene practices	SOC06S1U01V2
2	Practice health, safety and security Practices	SOC06S1U02V2
3	Practice effective workplace communication	SOC06S1U03V2
4	Perform Computer Operations	SOC06S1U04V2
5	Introduction to Art	SOC06S1U05V2
6	Elements of art	SOC06S1U06V2
7	Principles of design	SOC06S1U07V2
8	Understanding Tools and basic sketching and shading	SOC06S1U08V2
9	Integrate color theory and design processes	SOC06S1U09V2

7. Accreditation requirements	The training provider should place trainees in relevant work environments to provide the trainees the hands-on experience related to this qualification.
8. Recommended sequencing of units	As appearing under the section 05

1.Endorsement Application for Qualification 02	

2. NATIONAL CERTIFICATE IV IN ART SKILLS	

3. Qualification code: SOC06SQ1L418	Total Number of Credits: 144

4. Purpose of the qualification

The purpose of this qualification is to develop fundamental art and design skills Candidates who achieve this qualification will have the basic foundation required to work in the art industry.

5. Regulations for the qualification	National Certificate IV in Art Skills Qualification will be awarded to those who are competent in unit 1+2+3+4+6+7+8+9+10+11+12+13+14+15+16+17+18

6. Schedule of Units

Unit Title	Unit Title	Code
1	Observe personal and work place hygiene practices	SOC06S1U01V2
2	Practice health, safety and security Practices	SOC06S1U02V2
3	Practice effective workplace communication	SOC06S1U03V2
4	Perform Computer Operations	SOC06S1U04V2
5	Introduction to Art	SOC06S1U05V2
6	Elements of art	SOC06S1U06V2
7	Principles of design	SOC06S1U07V2
8	Understanding Tools and basic sketching and shading	SOC06S1U08V2
9	Integrate color theory and design processes	SOC06S1U09V2
10	Exploring different mediums	SOC06S1U10V2
11	Drawing still life	SOC06S1U11V2
12	Drawing compositions	SOC06S1U12V2
13	Design and illustration	SOC06S1U13V2
14	Figure Drawing	SOC06S1U14V2
15	Produce drawings to communicate ideas	SOC06S1U15V2
16	Use typography techniques for design work	SOC06S1U16V2
17	Edit a digital image	SOC06S1U17V2
18	Create graphics using a graphics application	SOC06S1U18V2

7. Accreditation requirements	The training provider should place trainees in relevant work environments to provide the trainees the hands-on experience related to this qualification.
8. Recommended sequencing of units	As appearing under the section 05

UNIT DETAILS

Unit Title	Unit Title	Code	Level	No of credits
1	Observe personal and work place hygiene practices	SOC06S1U01V2	3	3
2	Practice health, safety and security Practices	SOC06S1U02V2	3	3
3	Practice effective workplace communication	SOC06S1U03V2	3	3
4	Perform Computer Operations	SOC06S1U04V2	3	3
5	Introduction to Art	SOC06S1U05V2	3	3
6	Elements of art	SOC06S1U06V2	3	6
7	Principles of design	SOC06S1U07V2	3	6
8	Understanding Tools and basic sketching and shading	SOC06S1U08V2	3	6
9	Integrate color theory and design processes	SOC06S1U09V2	3	7
10	Exploring different mediums	SOC06S1U10V2	4	16
11	Drawing still life	SOC06S1U11V2	4	16
12	Drawing compositions	SOC06S1U12V2	4	16
13	Design and illustration	SOC06S1U13V2	4	16
14	Figure Drawing	SOC06S1U14V2	4	16
15	Produce drawings to communicate ideas	SOC06S1U15V2	4	10
16	Use typography techniques for design work	SOC06S1U16V2	4	10
17	Edit a digital image	SOC06S1U17V2	4	10

18	Create graphics using a graphics application	SOC06S1U18V2	4	10

Packaging of National Qualifications:

National Certificate III in Art Skills will be awarded to those who are competent in units
1+2+3+4+5+6+7+8+9
Qualification Code:
SOC06SQ1L318
National Certificate IV in Art Skills will be awarded to those who are competent in units
1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18
Qualification Code:
SOC06SQ1L418

COMPETENCY STANDARD FOR ART SKILLS

Unit No	Unit Title
1.	Observe personal and work place hygiene practices
2.	Practice health, safety and security Practices
3.	Practice effective workplace communication
4.	Perform Computer Operations
5.	Introduction to Art
6.	Elements of art
7.	Principles of design
8.	Understanding Tools and basic sketching and shading
9.	Integrate color theory and design processes
10.	Exploring different mediums
11.	Drawing still life
12.	Drawing compositions
13.	Design and illustration
14.	Figure Drawing
15.	Produce drawings to communicate ideas
16.	Use typography techniques for design work

17.	Edit a digital image
18.	Create graphics using a graphics application

UNIT 01

UNIT TITLE	Observe personal and work place hygiene practices				
DESCRIPTOR	This unit covers the knowledge, skills and attitudes required to observe workplace hygiene procedures and maintaining of personal presentation and grooming standard. This unit deals with necessary skills and knowledge required for maintaining the hygiene of workers and the hygienic practices that should be applied while on the job.				
CODE	SOC06S1U01V2	**LEVEL**	3	**CREDIT**	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Observe grooming, hygiene and personal presentation standards	1.1. Grooming, hygiene and personal presentation practices maintained at high standards in line with industry norms and procedures 1.2. Adequate level of personal cleanliness observed throughout the work 1.3. Effects of poor personal hygiene understood and avoided in all practices
2. Follow hygiene procedures	2.1. Hygiene procedures followed in line with procedures and legal requirements 2.2. Hygiene standards maintained in line with procedures

3. Identify and avoid hygiene risks	3.1. Hygiene risks understood and avoided in line with general standards and guidelines

ASSESSMENT GUIDE Form of assessment

- Assessment for the unit needs to be holistic and observed during assessment of other units of competency which forms the qualification.

- Any written or oral examinations may include questions related to hygiene, illness and personal grooming standard.

Assessment context

Assessment may be done in workplace or a simulated work environment.

Critical aspects

It is essential that competence is fully observed and there is ability to transfer competence to changing

circumstances and to respond to unusual situations in the critical aspects of:

- Maintaining adequate level of all aspects of personal hygiene and cleanliness
- Following cleaning procedures for effective cleaning of work areas
- Immediately reporting any symptoms of illness
- Undertaking routine medical check-ups
- This unit may be assessed in conjunction with all and units which form part of the normal job role

Assessment conditions

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
- General knowledge of common terminologies used in hygiene including personal hygiene - Knowledge on general symptoms of different types of diseases - Detailed knowledge and importance of illness and injury reporting procedures	- Ability to follow procedures and instructions - Competent to work according to relevant hygiene regulations and procedures - Competent to work to meet requirements for personnel hygiene and hygienic practices - Communication skills - Interpersonal skills

UNIT 02

UNIT TITLE	Practice health, safety and security Practices				
DESCRIPTOR	This unit describes the importance of health and safety in the working environment. It identifies the key safety hazards within the work area and recognizes the correct manner in which to safely carry out the tasks of the job, for the benefit of the trainee, colleagues and customers.				
CODE	SOC06S1U02V2	LEVEL	3	CREDIT	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. Follow workplace health, safety and security procedures	1.1.	Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations
	1.2.	Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures
	1.3.	Safety and security breaches reported through proper channels of communication, in line with enterprise procedures
2. Deal with emergency situations	2.1.	Emergency situations recognized and appropriate procedures followed in line with enterprise procedures
	2.2.	Assistance sought and cooperation given in emergency situations in line with enterprise procedures
	2.3.	Emergency incidences reported in line with enterprise procedures
3. Identify and prevent hygiene risks	3.1.	Hygiene risks identified, prevented and avoided in line with enterprise procedures
	3.2.	Hygiene risks reported to appropriate persons and corrective action taken in line with enterprise procedures

4. Clean the work area	4.1.	Cleaning tasks accomplished to enterprise standards
	4.2.	Proper method for cleaning selected and employed for appropriate task
5. Secure work premised	5.1.	Work premises closed and locked at the end of work, in line with enterprise procedures
6. Follow first aid procedures	6.1.	Emergency and first aid procedures understood and followed.
7. Inventory and storage	7.1. 7.2.	Inventory maintained 8.2 Equipment stored according to the set procedures

RANGE STATEMENT

Procedures included:
- Guidelines for safe handling of equipment
- Emergency procedures
- Fire safety procedures
- Security and safety guidelines
- Cleaning and decontamination procedures
- Waste handling procedures
- Cleaning chemicals handling guidelines
- Accident and incidence reporting procedures •   Basic first aid procedures
- Linen handling and maintenance procedures
- Maintaining storage and inventory

Tools, equipment and materials required may include:
Relevant procedure manuals

ASSESSMENT GUIDELINE Forms of assessment

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:
- Communicating effectively with others involved in or affected by the work.
- Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- Safely handling and storage of dangerous and/or hazardous goods and substances.
- Applying safe manual handling practices.
- Safely and effectively operating equipment and utilising materials over the full range of functions and processes for work undertaken on worksite.

- This unit may be assessed in conjunction with all and units which form part of the normal job role.

Assessment conditions

Assessment must reflect and events processes that occur over a period of time

Resources required for assessment

The following should be made available:
- A workplace or simulated workplace
- Situations requiring safe working practices
- Instructions on safe working practice
- Hazardous chemicals and/or dangerous goods information
- Common food services equipment with their usage guideline

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
• General knowledge on safe practices • Communication procedures • Relevant workplace procedures and guidelines • Infection control • sterilisation	• Undertake safe manual handling jobs • Competent to follow safety regulations • Competent to work safely with workplace equipment's, materials and colleagues • Competent in linen handling and maintenance

UNIT 03

UNIT TITLE	Practice effective workplace communication				
DESCRIPTOR	This unit addresses the need for effective communication in the spa environment. It describes the ethics of communication and shows the importance of selecting the best method of communication during various situations. It also identifies the barriers to communication and explains how to overcome them. The unit also describes how to use the telephone; the procedures for answering, transferring and holding calls, making outgoing calls and taking messages. In addition, it also highlights the need for cleaning telephone equipment.				
CODE	SOC06S1U03V2	LEVEL	3	CREDIT	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Communicate with customers and colleagues	1.1. Proper channels and methods of communication used 1.2. Workplace interactions with customers and colleagues appropriately made 1.3. Appropriate non-verbal communication used 1.4. Appropriate lines of communication followed
2. Participate in workplace meetings and discussions	2.1. Meetings and discussions attended on time 2.2. Procedures to expressing opinions and following instructions clearly followed 2.3. Questions asked and responded to effectively 2.4. Meeting and discussion outcomes interpreted and implemented correctly
3. Handle relevant work-related documentation	3.1. Conditions of employment understood correctly 3.2. Relevant information accessed from appropriate sources 3.3. Relevant data on workplace forms and other documents filled correctly 3.4. Instructions and guidelines understood and followed properly 3.5. Reporting requirements completed properly

4. Handle telephone	4.1. Procedures for taking messages and making outgoing calls followed correctly 4.2. Incoming calls answered correctly
	4.3. Calls put on hold and transferred properly
	4.4. Outgoing calls made efficiently
	4.5. Communication in both English and Dhivehi demonstrated correctly

RANGE STATEMENT

Procedures included:
- Organizational hierarchy and reporting order
- Communications procedures
- Telephone handling procedures

Aspects evaluated:
- Non-verbal communication
- Interpersonal skills
- General attitude to customers, colleagues and work
- Conformity to policies and procedures

Tools, equipment and material used in this unit may include
- Telephone
- Note pads
- Pens
- Forms and formats related to inter-personal communication

ASSESSMENT GUIDE Assessment form

Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of opportunities for communication. **Critical aspects (for assessment)**

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of communicating effectively with others involved in or affected by the work. This unit may be assessed in conjunction with all and units which form part of the normal job role.

Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

Special notes for assessment

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements

Resources required for assessment
The following should be made available:
- A workplace or simulated workplace

- Materials and equipment

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
• General knowledge of English and Divehi grammar • General knowledge of common telephone equipment • General knowledge on effective communication	• Undertake effective customer relation communications • Competent in communicating basic with customers • Fluency in English and Dhivehi language usage

UNIT 04

UNIT TITLE	Perform Computer Operations

DESCRIPTOR	This unit covers the knowledge, skills and attitudes and values needed to perform computer operations that include inputting, accessing, producing and transferring data using the appropriate hardware and software.				
CODE	SOC06S1U04V2	**LEVEL**	3	**CREDIT**	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Input data into computer	1.1. Data entered into the computer using appropriate program/application in accordance with company procedures 1.2. Accuracy of information checked and information saved in accordance with standard operating procedures 1.3. Input data stored in storage media according to requirements
2. Access information using computer	2.1. Correct program/application selected based on job requirement 2.2. Program/application containing the information required accessed according to company procedures 2.3. Desktop icons correctly selected, opened and closed for navigation purposes
3. Produce/output data using computer system	3.1. Entered/stored data processed using appropriate software commands 3.2. Data printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures 3.3. Files and data transferred between compatible systems using computer software, hardware/ peripheral devices in accordance with standard operating procedures

RANGE STATEMENT

This unit covers computer hardware to include personal computers used independently or within networks, related peripherals, such as printers, scanners, keyboard and mouse, and storage media such as disk drives and other forms of storage. Software used must include but not limited to word processing, spreadsheets, database and billing software packages and Internet browsing software.

Tools, equipment and materials required may include:
- Storage device

- Different software and hardware
- Personal computers system
- Laptop computer
- Printers
- Scanner
- Keyboard
- Mouse
- Disk drive /CDs, DVDs, compressed storage device

ASSESSMENT GUIDE Forms of assessment

The assessor may select two of the following assessment methods to objectively assess the candidate:
- Observation
- Questioning
- Practical demonstration

Assessment context

Assessment may be conducted out of the workplace preferably in a computer classroom

Critical aspects (for assessment)

Assessment must show that the candidate:
- Selected and used hardware components correctly and according to the task requirement
- Identified and explain the functions of both hardware and software used, their general features and capabilities
- Produced accurate and complete data in accordance with the requirements
- Used appropriate devices and procedures to transfer files/data accurately

Assessment conditions

Assessment may be conducted out of the work environment and may include assignments and

projects.

Special notes for assessment

During the assessment the trainees shall:
- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

Resources required for assessment

Computer hardware with peripherals and appropriate software

05

UNIT TITLE	Introduction to Art				
DESCRIPTOR	This unit covers the basic knowledge and attitudes that are essential for the study of art. It briefly explores the different artistic periods, renowned artists and some of their notable works as seen from history.				
CODE	SOC06S1U05V2	LEVEL	3	CREDIT	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Describe different forms of art in history	1.1. Beginning of Art making is understood 1.2. Various forms of art are recognized 1.3. Mediums used in history to create art are described
2. Identify different styles adopted by artists	2.1 Artists from history are identified 2.2 Style of each artist which made the work unique and easy to identify the movement and time are recognized
3. Basic art terminology is understood.	3.1 Basic terms used in art is understood and are able to use the terms accurately to describe different art works

RANGE STATEMENT

A very basic history of art including its different forms, mediums, notable artists and their styles and work must be included. The emphasis of this unit is to familiarise oneself with the most common works and styles of notable artists in history. A brief history of Maldivian Art should also be covered in the unit.

ASSESSMENT GUIDE

Assessment context

Assessment may be done in workplace or a simulated work environment

Critical aspects (for assessment)

Assessment must show that the candidate can recognize notable artists, their artworks and styles

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills

• History of art • Different eras of art history • Famous artist and why are they famous	• Different mediums used in history to create art • Different techniques used by artist in history

06

UNIT TITLE	Elements of art
DESCRIPTOR	This unit is based on the knowledge of the basic elements used to create a work of art. The unit focuses on the importance of having this knowledge as an artist in order to produce a quality work of art.

CODE	SOC06S1U06V2	LEVEL	3	CREDIT	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. Purpose of the elements of art	1.1.	Identify the elements of art
	1.2.	Explain the importance and purpose of these elements in a work of art
	1.3.	Explain each element with visual examples
2. Make a work of art using the elements of art	2.1.	The knowledge and application of elements of art are demonstrated

RANGE STATEMENT

Elements of art

- Point
- Line
- Shape
- Form
- Value
- Space
- Colour
- Texture

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must include practical demonstrations of making artworks fulfilling all the requirements.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment, which reflects the knowledge and understanding of the elements of Art.

Critical aspects (for assessment)

The candidate must demonstrate the elements of art in all his artworks.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills

UNIT

• The elements of art • Purpose and the importance of elements of art in art making	• Application of elements of art in art making

07

UNIT TITLE	Principles of design

DESCRIPTOR	This unit is based on the principles of design used in the art making process. The unit focuses on the importance of having this knowledge as an artist in order to produce a quality work of art.				
CODE	SOC06S1U07V2	LEVEL	3	CREDIT	6

ELEMENTS OF COMPETENCIES	PERFOR ANCE CRITERIA	
1. Purpose of basic design principles	1.1.	Identify the basic principles of design
	1.2.	Explain the importance and purpose of applying the principles of design
	1.3.	Demonstrate the principles of design with visual examples
2. Make a work of art using the principles of design	2.1.	Apply the design principles and create a work of art.

RANGE STATEMENT

The scope of the unit is limited to only the very basic design principles such as; Principles of design

- Rhythm
- Balance
- Emphasis/contrast
- Proportion
- Gradation
- Harmony
- Variety
- Movement

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must include a practical demonstration of making an artwork fulfilling the all the requirements.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment, which reflects the knowledge and understanding of the principles of design.

UNIT
Critical aspects (for assessment)

Assessment must show that the candidate:

- Applied the principles of design in all his art works

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
- Understanding the different principles of design - Purpose and importance of understanding the elements of art in art making	- Applying principles of design in a work of art

UNIT 08

UNIT TITLE	Understanding Tools and basic sketching and shading				
DESCRIPTOR	This unit focuses on the basic tools used in art the making process for beginners. They include drawing tools, erasing tools and painting tools. It also focuses on basic drawing, sketching and shading skills that are of importance for beginner artists.				
CODE	SOC06S1U08V2	LEVEL	3	CREDIT	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. use proper drawing tools	1.1.	Difference in each numbered pencil and their lead quantity is understood
	1.2.	Experiment with different postures in holding pencils to explore different outcomes
	1.3.	common geometrical instruments are used in drawing
	1.4.	explore and demonstrate different ways of making simple artworks using the instruments
2. use erasing tool and sharpening tool	3.1.	use erasing and sharpening tools correctly.
	2.1.	Various ways to use erasing tools in drawing are explored and demonstrated
4. use appropriate drawing surfaces	4.1.	Various qualities of papers and surfaces used for drawing are explored and used appropriately.
	4.1.	Produce simple artworks using different surfaces
5. use painting tools	5.1.	Appropriate Tools and materials used for painting are correctly used.
	5.2.	Produce simple artworks using different tools.
6. Demonstrate basic drawing and sketching styles	6.1.	Use elements of art and principles of design for drawing and sketching
7. Demonstrate basic shading styles	7.1.	Able to use tones and shades with respect to direction of light.

| | 7.2. | Able to use basic styles and techniques of shading |
| | 7.3. | Able to preserve pencil shaded drawings |

RANGE STATEMENT

- Understand the pencil grading scale (HB scale)
- Basic geometrical instruments include compass and ruler
- Erasing tools include rubber eraser, kneaded eraser, white plastic plastic/vinyl eraser, eraser stick, drafters brush
- Painting tools include paints, brushes,

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must include a practical demonstration of making an artwork fulfilling all the requirements.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment, which reflects the knowledge and understanding of the tools used for art making as well as demonstrating basic sketching, drawing and shading styles.

Critical aspects (for assessment)

Assessment must show that the candidate can produce several works of art (drawing, sketching and shading) using the appropriate tools.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
- Tools used in drawing and painting - Purpose of each tool - Drawing, sketching and shading styles	- Applying the tools in the appropriate manner in a work of art - Application of various drawing, sketching and shading styles into artworks

UNIT 09

UNIT TITLE	Integrate color theory and design processes				
DESCRIPTOR	This unit describes the skills and knowledge required to understand and apply basic color theory into artwork.				
CODE	SOC06S1U09V2	LEVEL	3	CREDIT	7

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. apply the basic color theory	1.1. Understand the color wheel (primary, secondary and tertiary colors) 1.2. Demonstrate how to achieve secondary and tertiary colors 1.3. Demonstrate how to apply tints, tones and shades
2. Make a work of art using the colour theory	2.1. Apply the knowledge and skills gained from colour theory to make several works of art

RANGE STATEMENT

The unit should focus on the fundamentals of color such as the color wheel and how to derive its respective colors. It should also focus on how these colors can change using tints, shades and tones.

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must include a practical demonstration of making an artwork fulfilling all the requirements.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment, which reflects the knowledge and understanding of the colour theory in the art process.

Critical aspects (for assessment)

Assessment must show that the candidate can produce several works of art based on colour theory.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills

• Colour wheel • Primary colours • Secondary colours • Tertiary colours • Tints • Shades	• Able to derive secondary colours using primary colours • Able to derive tertiary colours using primary and secondary colors • Able to produce tints and shades of different colours.

UNIT 10

UNIT TITLE	Exploring different mediums				
DESCRIPTOR	This unit describes the skills and knowledge required to understand different mediums used in the art process and the basic skills needed to use them effectively.				
CODE	SOC06S1U10V2	LEVEL	4	CREDIT	16

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. General tools	2.1. Understand the different types of papers and their properties (cold press, hot press) 2.2. Understand the different types of brushes and how they are applied in different types of mediums
3. Pencils/ graphite's	2.2. Demonstrate various grades of pencils based on their tones and shades 2.3. Demonstrate different types of shading (cross hatching, smudging etc) 2.4. Produce artworks demonstrating various types of shading techniques.
4. Water colour	4.1. Understand the different properties of water color painting. 4.2. Demonstrate the use of tools used in water color paintings. 4.3. Demonstrate the basic techniques used in water color painting in artworks.
5. Oil	5.1. Understand the different properties of oil color painting. 5.2. Demonstrate the use of tools used in oil paintings. 5.3. Demonstrate the basic techniques used in oil color paintings in artworks.
6. Acrylic	6.1. Understand the different properties of acrylic painting. 6.2. Demonstrate the use of tools used in acrylic paintings. 6.3. Demonstrate the basic techniques used in acrylic paintings in artworks.

7. Other art mediums	7.1. Explore other mediums such as pencil colors, pastels, airbrushing etc.
	7.2. Produce artworks using the mediums

RANGE STATEMENT

The mediums covered include, pencils/graphite's, water color, oil colors, acrylics as well as other common mediums such as pastels etc.

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must include a practical demonstration of making an artwork using all the mediums stated.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment, which reflects the knowledge and understanding of art mediums.

Critical aspects (for assessment)

Assessment must show that the candidate can produce several works of art using different mediums.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• Types of papers and their properties • Types of brushes • Pencils and their grades • Types of shading • Properties of water color painting • Water color painting tools • Techniques used in water color painting • Properties of acrylic painting • Acrylic painting tools • Techniques used in acrylic painting • Techniques used in pencil color and air brushing	• Types of shading • Techniques used in water color painting • Techniques used in acrylic painting • Techniques used in pencil coloring and air brushing

UNIT

11

UNIT TITLE	Drawing still life				
DESCRIPTOR	This unit describes the skills and knowledge required to draw still life objects using different mediums.				
CODE	SOC06S1U11V2	LEVEL	4	CREDIT	16

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Sketching	1.1. Construct objects from basic shapes. 1.2. Observe the effect of light and formation of shadow. 1.3. Estimate size and proportion of real-life objects.
2. Still life with pencil shading	2.1. produce still life artworks in pencil shading
3. Still life with water color	3.1. produce still life artworks in water color
4. Still life with acrylic	4.1. produce still life artworks using acrylic

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must include a practical demonstration of making still life drawings in using different mediums.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment, which reflects the knowledge and understanding of still life drawing process.

Critical aspects (for assessment)

Assessment must show that the candidate can produce several still life drawings with different mediums.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills

• Fundamental knowledge about still life drawing	• Sketching skills • Shading • Water color painting techniques • Acrylic painting techniques

UNIT 12

UNIT TITLE	Drawing compositions				
DESCRIPTOR	This unit describes the skills and knowledge required to draw compositions using different mediums based on a variety of themes.				
CODE	SOC06S1U12V2	LEVEL	4	CREDIT	16

ELEMENTS OF COMPETENCIES	PERFOR[M]ANCE CRITERIA	
1. Creating compositions	1.1.	Apply the design elements of composing a drawing such as focal point, negative space, balance, lines etc.
	1.2.	Compose using perspective grid
2. Artworks based on themes	2.1.	Select a theme and create compositions. Themes include traditional settings, fishing, island life, underwater etc.

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must include a practical demonstration of drawing compositions based on a variety of themes.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment, which reflects the knowledge and understanding of drawing compositions.

Critical aspects (for assessment)

Assessment must show that the candidate can produce several works of art (compositions) based on different themes.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• design elements of composing a drawing such as focal point, negative space, balance, lines etc. • perspective grid	• Sketching skills • Shading • Water color painting techniques • Acrylic painting techniques

13

UNIT TITLE	Design and illustration				
DESCRIPTOR	This unit describes the skills and knowledge required to draw and design simple logos, patterns, infographics and illustrations.				
CODE	SOC06S1U13V2	**LEVEL**	4	**CREDIT**	16

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. Logo design	1.1.	Understand the basic characteristics of a logo.
	1.2.	Create logos using letters
	1.3.	Create logos using shapes and symbols.
2. Designing Patterns	2.1.	Identify patterns and design in nature such as flowers, trees, rocks, etc.
	2.2.	Identify patterns in manmade objects and structures such as buildings, staircases, monuments, etc.
	2.3.	Create geometric patterns
	2.4.	Use abstract shapes to create patterns
3. Infographics and illustrations	3.1.	Organize information
	3.2.	Select a color palette for illustration
	3.3.	Transform data and information into illustrations
	3.4.	Design titles and text based on themes.
	3.5.	Produce artworks such as; infographics, posters, etc.

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must include a practical demonstration of making an artwork fulfilling all the requirements.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment, which reflects the knowledge and understanding of the colour theory in the art process.

Critical aspects (for assessment)

Assessment must show that the candidate can produce several works of art based on colour theory.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• Basic characteristics of a logo • Patterns in nature and manmade structures	• Create logos using letters, shapes and symbols • Create geometric patterns • Create patterns using abstract shapes

14

UNIT TITLE	Drawing people
DESCRIPTOR	This unit describes the skills and knowledge required to draw people and their facial features.

CODE	SOC06S1U14V2	LEVEL	4	CREDIT	16

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Basic Human anatomy	1.1. Understand body proportion. 1.2. Understand the human skeletal and muscle system 1.3. Produce sketches of people in various postures
2. Drawing the human face	2.1. understand and learn to draw facial components such as eye, nose, mouth, hair 2.2. Learn to draw various facial expressions

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must include a practical demonstration of making artworks fulfilling all the requirements.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment, which reflects the knowledge and understanding of drawing the basic human body.

Critical aspects (for assessment)

Assessment must show that the candidate can produce several works of art (postures, facial features).

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• Basic human anatomy	• Body proportion • Sketching • Facial expressions • Postures

UNIT 15

UNIT TITLE	Produce drawings to communicate ideas

UNIT

DESCRIPTOR	This unit describes the skills and knowledge required to produce drawings that represent and communicate ideas. It does not relate to drawing as an art form.				
CODE	SOC06S1U15V2	LEVEL	4	CREDIT	10

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. plan drawing work	1.1.	Gather information about drawing techniques, materials and equipment from a range of sources and determine how they may be used to communicate ideas
2. Experiment to represent ideas	2.1.	Explore the capabilities of techniques, materials and equipment
	2.2.	Follow safety procedures for particular techniques, materials and equipment
	2.3.	Select approaches that best suit the purpose of drawings and their presentation context
3. Create drawings	3.1.	Organise materials, tools and equipment for selected techniques
	3.2.	Produce preliminary drawings and discuss their effectiveness with relevant people
	3.3.	Finalise drawings, incorporating feedback on work in progress as required
	3.4.	Prepare drawings for the presentation context

ASSESSMENT GUIDELINE

Assessment must be conducted in a safe environment where evidence gathered demonstrates
consistent performance of typical activities experienced in creative arts industry
environments. The assessment environment must include access to:
• equipment and materials required to produce drawings
• information sources.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
- physical properties and capabilities of the range of materials, tools and equipment used in drawing - sources of information about different approaches to drawing - work health and safety issues associated with tools and materials used for drawing	- identify and analyse drawing requirements - explore techniques, materials and equipment safely produce a series of drawings that: - show a command of selected techniques - successfully communicate the required ideas.

UNIT 16

UNIT TITLE	Use typography techniques for design work				
DESCRIPTOR	This unit describes the skills and knowledge required to use typography techniques for design work. It outlines how typography can be applied to a range of design contexts.				
CODE	SOC06S1U16V2	**LEVEL**	4	**CREDIT**	10

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Organise resources for typographic work	1.1. Correctly identify and organise the resources required for the development of typographic work, including workspace, tools and equipment.
2. Test and explore a range of techniques for typography	2.1. Identify the attributes of a range of typefaces and their suitability for different purposes. 2.2. Identify possible approaches to typography design and establish *criteria* for the selection of the final approach. 2.3. Select appropriate *materials, tools and equipment* for the testing of approaches and techniques. 2.4. Trial typography *techniques* that may meet the requirements. 2.5. Evaluate trialling against selection criteria and select the preferred approach based on the requirements
3. Produce typography	3.1. Select and organise equipment, tools, materials and techniques for typographic work in accordance with the design approach. 3.2. Develop the typographic work ensuring consistency with the selected approach and the brief.

4. Ensure quality of typographic product.	4.1. Check and monitor that typography conforms to brief, including grammar and technical production and/or printing requirements.

RANGE STATEMENT

The brief

- Describes and specifies the work to be completed
- Is usually prepared by a commissioning body such as client, supervisor etc.

Criteria

- access to materials, tools and equipment required

- consistency with the brief for choice of typography

- ease of production/outputting

- personal affinity with materials, tools and equipment.

Tools and *equipment*

- appropriate software
- brushes, spatulas
- calligraphy pens •   computer, scanner, printer
- discs, CDs.

Techniques

- applying colour for specific effects
- applying variations to the display of typeface, e.g. scale, bold, headlines, captions, titles
- applying variations to the properties of a given typeface, which are
- composing type with overlays and tints
- kerning
- positioning typeface and images
- size, weight, serif/sanserif, slope
- techniques which accentuate the message, e.g. use of white space, font type, font size and position, use of images
- use of typesetting technology.

ASSESSMENT GUIDE

Critical aspects

- application of typography consistent with concept and brief
- production of typography that can be reproduced and transferred across design.

assessment context

- practical demonstration of skills using required equipment, tools and materials to produce typography for a specific brief.

- presence of time constraints that reflect industry practice and standards.

Assessment method

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct observation of typographic work in progress

- evaluation of typography work produced by the candidate

- questioning and discussion about candidate's intentions and the work outcome

- verbal and written reports

- review of portfolios of evidence

- third party workplace reports of performance by the candidate.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
• detailed knowledge of physical properties and capabilities of a range of materials, tools and equipment used for typographic work • the characteristic of different materials under different treatments and the potential of these characteristics to achieve different effects • the elements and principles of design and how these may be used, adapted and challenged in the development of concepts for typographic work •	• literacy skills numeracy skills •

UNIT 17

UNIT TITLE	Edit a digital image				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to edit and manipulate an image captured digitally				
CODE	SOC06S1U17V2	**LEVEL**	4	**CREDIT**	10

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. Assess digital image	1.1.	Digital image is opened and resolution parameters assessed against job specifications.
	1.2.	Image is converted from RGB to CMYK colour space
	1.3.	Image characteristics are evaluated for colour and tone requirements
2. Edit digital image	2.1.	Suitable software is engaged to enable print image profiling and/or *manipulation* to suit print requirement
	2.2.	Image is retouched to conform to job specifications.
	2.3.	Local colour correction is employed to conform with job specifications.
	2.4.	Tone correction is undertaken to conform with job specifications.
	2.5.	Edited image is saved to conform with job specifications.
	2.6.	Image storage requirements are identified and employed.
	2.7.	Image is saved ready for export.

ASSESSMENT GUIDELINE Assignment Context

- assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment
- appropriate image manipulation software, hardware and file storage capability.

Critical aspects (for assessment)

- photographed image meets the quality and look/feel requirements of the brief. The digital camera functions are used to capture the required image
- understanding of image editing should be transferable across associated sectors of the printing industry
- evidence for assessment may be gathered from assessment of the unit of competency alone or through an integrated assessment activity.

Assessment methods

direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
- performing image editing - circumstances that may require editing or manipulation - why image profiling is required when preparing for printing - why image storage is capability relevant selection of a JPEG or TIFF file format - factors that may influence the grey balance and colour in the final result	- communication of ideas and information by communicating ideas and feedback from internal and external clients collecting, - analysing and organising information by collecting and discussing information between client and work team members planning and organising activities by discussing and integrating digital image editing with other work team members as part of the workflow - teamwork when sharing knowledge and information - mathematical ideas and techniques by applying mathematical formula to determination of image resolution requirements - problem-solving skills by identifying problems in quality and workflow and determining and implementing solutions - use of technology by understanding technology applied in a coordinated manner

UNIT 18

UNIT TITLE	Create graphics using a graphics application				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to develop graphics incorporating a range of features using a high-end application.				
CODE	SOC06S1U18V2	**LEVEL**	4	**CREDIT**	10

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. balance image quality and file size	1.1.	graphics files are opened and design requirements are confirmed.
	1.2.	Graphics are repeated efficiently using a symbol or stamp to reduce file size.
	1.3.	Slices are created from objects, layers or groups and updated as required.
	1.4.	Type anti-aliasing is applied selectively to keep small text easy to read.
	1.5.	Tasks are automated wherever possible and where necessary scripts are used for automation.
2. Manipulate objects	2.1.	Objects and text are manipulated and edited as required.
	2.2.	Elements are defined for repetition; repetition tools are used to create duplicates and then are manipulated as a group.
	2.3.	Complex shapes are created by combining shapes into compounds and if required compounds are edited.

3. Import images		3.1.	Bitmap images are embedded/linked in the file.
		3.2.	Placed bitmaps are modified/duplicated depending on design requirements.

		3.3.	Bitmaps are masked and opacity mask is added.
		3.4.	Layered file is exported to image editing program for editing.
4. Develop variable templates		4.1.	Based on the design requirement, objects are defined within the template as variables.
		4.2.	An automated script or an image server is used to ensure variations, using data stored.
		4.3.	The template variables are tested to ensure correct operation.
5. Colour separate artwork		5.1.	The correct format for the colour separation is determined.
		5.2.	Command preferences are set to correct preferences for print quality and process.
		5.3.	Based on printer feedback the colour separation options are set according to print requirements.
		5.4.	Process and spot colours are combined if required.
		5.5.	A screen frequency value appropriate for the print quality is selected and colour separation preferences are saved.
		5.6.	Spreads and chokes traps are created to avoid mis-registration.
		5.7.	The overlapping and overprint of objects are defined.

	5.8.	A proof is created and the separations checked, any required editing is completed and the file is saved.
6. Prepare for final media	6.1.	Metadata tags are embedded to catalogue, organise and retrieve artwork.
	6.2.	For cross-media publishing purposes web-safe colours are selected.
	6.3.	File formats are chosen to best represent artwork styles.
	6.4.	Objects are linked to create an image map that meets design requirements.
	6.5.	Objects are layered to create animation frames and exported for animation set up.
	6.6.	Compression options are selected that keep the image quality high and the file size low.
	6.7.	Export options are set to the best settings for the final media and the file is saved and exported

RANGE STATEMENT

Objects

- predefined shapes, drawn objects, curved segments, lines

tasks

- batch processing and creating variations of similar designs manipulated

- bend, stretch, twist, warping, liquefy

edited

- transparency, gradients, strokes, custom colours using CMYK sliders

elements

- layers, fine lines, blending, feathering

colour separation options

- process colour, spot colour, halftone, resolution, bleed, printer marks

command preferences

• RGB, CMYK, colour management, proof options, Document Information subjects

Colours

• CMYK colours

• Spot colours

• Registration colours

• PMS

High end application

- Adobe Illustrator
- CorelDraw
- freehand

ASSESSMENT GUIDELINE

Assignment Context

- assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment
- relevant hardware and software.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
- image formats (SWF, SVG, GIF, JPEG, PNG) - JavaScript, AppleScript or Microsoft Visual Basic text and - formatting drawing - shapes manipulating - images design - principles profiles - colour management	- communication of ideas and information by embedding metadata tags collecting, analysing and organising information by - linking objects to create an image map that meets design requirements planning and organising activities by automating tasks wherever possible and using scripts for automation - teamwork when maintaining the production process in association with others - mathematical ideas and techniques by selecting a screen frequency value appropriate for the print quality - problem-solving skills by creating complex shapes and editing them

	· use of technology by creating graphics using a graphics application

Critical aspects (for assessment)

Evidence of the ability to:
- developing graphics incorporating a range of features for cross-media publishing based on a client brief using a high-end application
- demonstrate an ability to find and use information relevant to the task from a variety of information sources
- for valid and reliable assessment of this unit, evidence should be gathered over a period of time through a range of methods for assessment to indicate consistent performance
- evidence for assessment may be gathered from assessment of the unit of competency alone or through an integrated assessment activity.

Assessment methods

direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.