



Republic of Rwanda  
Ministry of Education



RTB | RWANDA  
TVET BOARD

## FUNDAMENTAL OF ARTISTIC DRAWING

**PFAAD301**

**PERFORM FUNDAMENTAL ARTISTIC DRAWING**

### Competence

RQF Level: 3

Learning Hours



100

Credits: 10

Sector: ARTS AND CRAFTS

Trade: Plastic and Fine Arts

Module Type: Specific

Curriculum: ARCPFA3001- TVET Certificate 3 in Plastic and Fine Arts **1200**

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1200

<b>Purpose statement</b>	This module describes knowledge, skills and attitudes required to perform fundamentals of sketch and artistic drawing. At the end of this module, the learners will be able to prepare work, sketch and draw objects.					
<b>Delivery modality</b>	<b>Training delivery</b>		<b>100%</b>	<b>Assessment</b>		<b>Total 100%</b>
	Theoretical content		30%	Formative assessment	30%	50%
	Practical work:		70%		70%	
	<ul style="list-style-type: none"> <li>Group project and presentation</li> </ul>	20%				
	<ul style="list-style-type: none"> <li>Individual project /Work</li> </ul>	50%				
				Summative Assessment		50%









ESSENTIAL KNOWLEDGE	ESSENTIAL SKILLS	WORKER BEHAVIOUR/ATTITUDES
<ul style="list-style-type: none"> <li>• Describe history of art</li> <li>• Apply Algebra and Trigonometry</li> <li>• Apply occupational health and safety</li> <li>• Apply of Kinyarwanda, Kiswahili, English and French knowledge</li> <li>• Describe types of drawing</li> <li>• Describe light effects</li> <li>• Describe elements and principles of art</li> </ul>	<ul style="list-style-type: none"> <li>• Apply preparation and maintenance tools, equipment and materials for drawing</li> <li>• Apply drawing techniques and styles</li> <li>• Apply light qualities</li> <li>• Apply rules of composition</li> <li>• Apply measuring methods</li> <li>• Varnish an artwork</li> <li>• Frame an artwork</li> <li>• Apply principles of art</li> <li>• Package an artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention to client requirement</li> <li>• Work efficiently</li> <li>• Have personal ethics</li> <li>• Be skilful in drawing</li> <li>• Be Punctual in respecting the work timeframe, appointments, etc.</li> <li>• Demonstrate cooperative with your co-workers</li> <li>• Be a quick learner and flexible</li> <li>• Be Up-to-date to explore new innovations</li> <li>• Personal hygiene yourself and for the workplace</li> <li>• Be accountable for your action</li> </ul>

### Elements of Competency and Performance Criteria

Elements of competency	Performance criteria
<b>1. Prepare for work</b>	1.1 The topic is properly described according to the types of drawing and still-life composition.
	1.2 Tools, materials and equipment are properly identified according to their types.
	1.3 Tools and equipment are properly prepared according to their uses.
	1.4 Tools are properly maintained according to their procedures.
	1.5 The workplace is properly prepared based on environment safety, healthy and security
<b>2 Sketch objects</b>	2.1. The types of sketching and drawing is properly identified according to the theme
	2.2. The model is properly observed according to the elements of art.
	2.3. The subject's wrapping shape is properly proportioned based on art measuring methods.

	2.4. The forms are efficiently constructed based on the principles of art.
<b>3. Draw Objects</b>	3.1. The subject details are properly defined by using shading techniques.
	3.2. The details are emphasized based on light effects.
	3.3. The drawing is adequately produced based on finishing methods.

<b>Learning outcomes</b>	<b>At the end of the module the learner will be able to:</b>
	<ol style="list-style-type: none"> <li>1. Prepare for work</li> <li>2. Sketch objects</li> <li>3. Draw objects</li> </ol>
<b>Learning outcome 1 : Prepare for work</b>	<b>Learning hours: 15</b>

<b>Indicative content</b>	
<ul style="list-style-type: none"> <li>• <b>Description of the drawing theme</b> <ul style="list-style-type: none"> <li>✓ Definition <ul style="list-style-type: none"> <li> Drawing</li> </ul> </li> <li>✓ Types of drawing <ul style="list-style-type: none"> <li> Technical drawing</li> <li> Freehand drawing</li> </ul> </li> <li>✓ Description of the still life <ul style="list-style-type: none"> <li> Style of still life</li> <li> Categories of still life</li> <li> Elements of still life</li> </ul> </li> </ul> </li> <li>• <b>Identification of tools, materials and equipment</b> <ul style="list-style-type: none"> <li>✓ Types of tools <ul style="list-style-type: none"> <li> Pens</li> <li> Pencil</li> </ul> </li> </ul> </li> </ul>	

- ✚ Brush
- ✚ Sharpener
- ✚ Drawing supports

- ✓ Types of materials
- ✓ Types of equipment

- **Preparation of tools and equipment**

- ✓ Making
- ✓ Dissolving
- ✓ Sharpening

- **Maintaining of tools, materials and equipment**

- ✓ Cleaning
- ✓ Reloading
- ✓ Arranging
- ✓ Storing







- **Preparation of the workplace**

- ✓ Environment safety, healthy and security

### Resources required for the learning outcome

Equipment	✓ Computer, drawing tablet, Cintiq, printer, Drawing boards
Materials	✓ Papers, Inks, Paints, Charcoal, Pastel, Crayons, rubbers
Tools	✓ Pencils, pens, Brushes
Facilitation techniques	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Individual and group work</li> <li>• Practical exercise</li> <li>• Trainer guided</li> <li>• Group discussion</li> </ul>
Formative assessment methods	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral presentation</li> <li>• Performance assessment</li> </ul>

## Indicative content

- **Identification of types of sketches/drawing**
  - ✓ Types of sketching
  - ✓ Types of drawing
- **The identification of elements of art**
  - ✓ Line
  - ✓ Shape
  - ✓ Form
- **Drawing of Wrapping shape**
  - ✓ **measuring methods**
    -  Thumb method
    -  Grids
    -  Tick marks
    -  Rule of three
    -  Durer grid
    -  Quick comp tool
- **Construction of form with principles of art**
  - ✓ Perspective
  - ✓ Balance
  - ✓ Proportion
  - ✓ Emphasis
  - ✓ Movement
  - ✓ Rhythm
  - ✓ Unity
  - ✓ Variety

Resources required for the indicative content

Equipment	<ul style="list-style-type: none"> <li>▪ <b>Computer, drawing tablet, printer</b></li> </ul>
Materials	<ul style="list-style-type: none"> <li>▪ <b>Papers, Inks, Paints, Charcoal, Pastel, Crayons, rubbers</b></li> </ul>
Tools	<ul style="list-style-type: none"> <li>▪ <b>Pencils, pens, Brushes, Drawing boards</b></li> </ul>
Facilitation techniques	<ul style="list-style-type: none"> <li>• Demonstration and simulation</li> <li>• Individual and group work</li> <li>• Practical exercise</li> <li>• Individualized</li> <li>• Trainer guided</li> <li>• Group discussion</li> </ul>
Formative assessment methods	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral presentation</li> <li>• Performance assessment</li> <li>• Product based assessment</li> <li>• Project based assessment</li> </ul>

<b>Learning outcome 3: Draw objects</b>	<b>Learning hours: 25</b>
<b>Indicative content</b>	
<ul style="list-style-type: none"> <li>• <b>Definition of the subject details</b> <ul style="list-style-type: none"> <li>✓ <b>Shading technics</b> <ul style="list-style-type: none"> <li>✚ Hatching</li> <li>✚ Cross hatching</li> <li>✚ Stippling</li> <li>✚ Scumbling</li> <li>✚ Scribbling</li> <li>✚ Contour hatching</li> <li>✚ Tick hatching</li> <li>✚ Woven hatching</li> <li>✚ Blending hatching</li> </ul> </li> </ul> </li> <li>• <b>Emphasizing the subject details</b> <ul style="list-style-type: none"> <li>✓ Light effects <ul style="list-style-type: none"> <li>✚ Definition</li> </ul> </li> </ul> </li> </ul>	

- ✚ Types of light
- ✚ Forms of lights and shadows
- ✚ Characteristics of light
- ✚ Principles of light
- ✚ Qualities of light
- ✚ Values (for materials & light)

- **Finishing of drawing**

- ✓ Texturing
- ✓ Colouring
- ✓ Signing
- ✓ Spraying/ fixation
- ✓ Framing

### Resources required for the indicative content

Equipment	<ul style="list-style-type: none"> <li>▪ Computer, drawing tablet</li> </ul>
Materials	<ul style="list-style-type: none"> <li>▪ Papers, Inks, Paints, Charcoal, Pastel, Crayons, rubbers</li> </ul>
Tools	<ul style="list-style-type: none"> <li>▪ Pencils, pens, Brushes, Drawing boards</li> </ul>
Facilitation techniques	<ul style="list-style-type: none"> <li>• Demonstration and simulation</li> <li>• Individual and group work</li> <li>• Practical exercise</li> <li>• Individualized</li> <li>• Trainer guided</li> <li>• Group discussion</li> </ul>
Formative assessment methods	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral presentation</li> <li>• Performance assessment</li> <li>• Product based assessment</li> <li>• Project based assessment</li> </ul>

## Integrated/Summative assessment (For specific module)

### Integrated situation

ONE PENCIL Company in Kigali specialized in children’s books, is looking for a competent artist decorator to help them in drawing home objects for nurseries. As an artist decorator, you are hired to take up the task.

#### Instructions:

The artist must develop and provide sketches by respecting

- 30 still life drawings
- Coloured drawing
- On A0 format
- The drawings will have dark outline
- They will be 5 drawings on each page
- The drawing must be simplified

Duration: 4 hours

#### Resources

<b>Tools</b>	pens, pencils, brushes
<b>Materials</b>	Papers, Inks, Paints, Charcoal, Pastel, Crayons, rubbers
<b>Equipment</b>	Computer, drawing tablet, printer

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
<b>Learning outcome 1: Prepare for work</b>  (20%)	1.1. The topic is properly identified according to the types of drawing and still-life composition. 6	Nursery theme is respected.			2
		30 still-life objects are drawn			2
		The drawings are colored			2
	1.2. Tools, materials and equipment are properly	Appropriate tools are selected.			1
					1

	identified according to their types 3	Appropriate materials are selected.			
		Appropriate equipment are selected			1
	1.3. Tools, materials and equipment are properly prepared according to the use 6	Tools are prepared			2
		Materials are prepared			2
		Equipment are prepared			2
	1.4. Tools, materials and equipment are properly maintained according to their procedures 3	Tools are maintained.			1
		Materials are maintained			1
		Equipment are maintained			1
	1.5. The workplace is properly prepared based on environment safety, healthy and security 2	Workplace is prepared/cleaned in line with SHE procedure			2
	<b>Learning outcome 2: Sketch objects (50%)</b>	2.1. The types of sketches and drawing is properly identified according to the theme 2	Appropriate kinds of Sketches are used		
2.2. The model is properly observed according to the elements		Appropriate lines are used			3
		Appropriate shapes are used			3
		Appropriated forms are used			3
2.3. The subject wrapping shape is properly proportioned based on art measuring method 6		Appropriate measuring methods are applied (Thumb method, Grids, Tick marks, Rule of three, Durer grid, Quick comp tool)			2
		Measurements are respected based on object proportion			5
2.4. The forms are efficiently constructed based on the		Balance is respected			4
		Emphasis is respected			4

	principles of art	Movement is respected			4
		Perspective is respected			4
		Proportion is respected			4
		Rhythm is respected			4
		Unity is respected			4
		Variety is respected			4
<b>Learning outcome 3: Draw OBJECT (30%)</b>	3.1. The subject details are properly defined by using shading techniques.	Appropriate objects details are defined			5
		Appropriate shading techniques are used			5
	3.2. The details are emphasized based on light effects.	Appropriate type of light is used			5
		Forms of light and shadow are defined			5
	3.3. The drawing is adequately produced based on finishing methods.	Texturing is done			2
		The Colouring is done			2
		Spray is applied			2
		Signing on sketch is done			2
		Framing is done			2
	<b>Total marks</b>				
<b>Percentage Weightage</b>					<b>100%</b>
<b>Minimum Passing line % (Aggregate):</b>					<b>70%</b>

## **Abbreviations**

**CAT:** Continuous Assessment Test

**RTB:** Rwanda Tvet Board

**SHE:** Safety Health Environment

**TVET:** Technical Vocational Educational and Training

## References:

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