Republic of Rwanda
Ministry of Education

RTB | RWANDA TVET BOARD

ARTISTIC ANATOMY

FPAAA502

Apply Artistic Anatomy

RQF Level: 5

Learning Hours

50

Credits: 5

Sector: Art and Craft

Trade: Fine and Plastic Arts

Module Type: **General**

Curriculum: ARCPFA5002- TVET Certificate 5 in Fine and Plastic Arts

Copyright: **© Rwanda TVET Board, 2024**

Issue Date: June 2024

2024-25

<table>
<tr><td></td><td colspan="6">able to draw animals and human skeleton, muscles means that he/ she will be able to draw artistic anatomy in all techniques and methods used in artistic drawing.</td></tr>
<tr><td>Learning assumed to be in place</td><td colspan="6">Sketch, technical drawing</td></tr>
<tr><td rowspan="6">Delivery modality</td><td colspan="2">Training delivery</td><td>100%</td><td colspan="2">Assessment</td><td>Total 100%</td></tr>
<tr><td colspan="2">Theoretical content</td><td>30%</td><td rowspan="4">Formative assessment</td><td>30%</td><td rowspan="4">50%</td></tr>
<tr><td colspan="2">Practical work:</td><td rowspan="3">70%</td><td rowspan="3">70%</td></tr>
<tr><td>• Group work and presentation</td><td>30%</td></tr>
<tr><td>• Individual work</td><td>40%</td></tr>
<tr><td colspan="2"></td><td colspan="2">Summative Assessment</td><td>50%</td></tr>
</table>

Elements of Competency and Performance Criteria

Elements of competency	Performance criteria
1. Apply proportions	1.1 The human anatomy is adequately identified according to their age's characteristics.
	1.2. The human proportion is properly applied based on their ages.
	1.3. The fauna proportions are properly applied accordance to their nature.
2. Draw skeleton	2.1 The human bones in movement are properly drawn based on their ages.
	2.2 The human bones joints are properly drawn based on their characters.
	2.3 The human bones in movement are correctly drawn according to their characters.
	2.4 The fauna bones joints are adequately drawn based on their elements.
	2.5 The fauna bones joints are adequately drawn based on their form.
	2.6 The fauna bones are properly drawn in accordance by their ages.
3. Draw muscles	3.1 The muscles of child are properly drawn based on their proportions.

	3.2The teenager's muscles are drawn in accordance of their proportions.
	3.3 The adult's muscles are drawn based on their proportions.
	3.4 The muscles of fauna are properly drawn based on their proportions.

Knowledge	Skills	Attitude
ESSENTIAL KNOWLEDGE ✓ Identify the theme ✓ Gather artistic anatomy references ✓ Enumerate art principles ✓ Differentiate types of artistic drawing	**ESSENTIAL SKILLS** ✓ Prepare a workplace ✓ Prepare tools, materials and equipment ✓ Apply SHE at workplace ✓ Apply rules of composition ✓ Apply principles of art in drawing ✓ Enlarge the drawing ✓ Define light ✓ Protect the drawing ✓ Frame the picture ✓ Package the drawing	**WORKER BEHAVOUR/ATTITUDES** ✓ Use creativity and innovation throughout the design works ✓ Pay attention to design projects details ✓ Demonstrate punctuality during the implementation of the design project ✓ Demonstrate resourcefulness in the new design trends

Course content

Learning outcomes	**At the end of the module the learner will be able to:** 1. Apply proportions 2. Draw skeleton 3. Draw muscles
Learning outcome 1: Apply proportions	**Learning hours: 10**
Indicative content	

- **Identification of human anatomy**
  - ✓ Identifying the characteristic of the kids' muscles
  - ✓ Identifying the characteristics of the Skelton of male
  - ✓ Identifying the characteristic of the skeleton of female
  - ✓ Identification of the characteristic of the male and females' muscles
- **Application of human proportion**
  - ✓ Application of child proportion
  - ✓ Application of teenager proportion
  - ✓ Application of adult proportion
- **Application of fauna proportion**
  - ✓ Proportion of Mammalia
  - ✓ Proportion of Reptilian
  - ✓ Proportion of Aquatic
  - ✓ Proportion of Ave

Resources required for the learning outcome	
Equipment	Computer, drawing tablet, Cintiq, printer, Drawing table, books
Materials	Papers, inks, paints, charcoal, pastel, crayons, rubbers.
Tools	Pencils, pens, brushes
Facilitation techniques	▪ Demonstration ▪ Individual and group work ▪ Practical exercise ▪ Trainer guided ▪ Group discussion
Formative assessment methods /(CAT)	▪ Written assessment ▪ Oral presentation ▪ Performance assessment

Learning outcome 2: Draw skeleton	Learning hours: 20

Indicative content

- **Drawing of human bones**
  - ✓ Skull bones
  - ✓ Thorax bones
  - ✓ Upper- and lower-part bones
- **Drawing of joints**
  - ✓ Immovable synarthrosis
  - ✓ Slightly moveable amphiarthrosis
  - ✓ Freely moveable diarthrosis
- **Drawing of fauna bones**
  - ✓ Mammalian bones
  - ✓ Reptilian bones
  - ✓ Aquatic bones
  - ✓ Ave bones

Resources required for the learning outcome

Equipment	▪ Computer, drawing tablet, printer, drawing table, books.
Materials	▪ Papers, inks, paints, charcoal, pastel, crayons, rubbers.
Tools	▪ Pencils, pens, brushes, drawing boards.
Facilitation techniques	▪ Demonstration and simulation ▪ Individual and group work ▪ Practical exercise ▪ Individualized ▪ Trainer guided ▪ Group discussion
Formative assessment methods /(CAT)	▪ Written assessment ▪ Oral presentation ▪ Performance assessment ▪ Product based assessment ▪ Project based assessment

Learning outcome 3: Draw muscles	Learning hours: 20

Indicative content

- **Child muscles drawing**
  - ✓ Head muscles
  - ✓ Thorax muscles
  - ✓ Upper & Lower muscles
- **Teenager muscles drawing**
  - ✓ Head muscles
  - ✓ Thorax muscles
  - ✓ Upper & Lower muscles
- **Adult muscles drawing**
  - ✓ Head muscles
  - ✓ Thorax muscles
  - ✓ Upper & lower muscles
- **Fauna muscles drawing**
  - ✓ Head muscles
  - ✓ Thorax muscles
  - ✓ Upper & lower muscles

Resources required for the learning outcome	
Equipment	▪ Table, chair, Computer, drawing tablet, printer, books.
Materials	▪ Papers, Inks, Paints, Charcoal, Pastel, Crayons, rubbers.
Tools	▪ Pencils, Pens, Brushes, Drawing boards.
Facilitation techniques	▪ Demonstration and simulation ▪ Individual and group work ▪ Practical exercise ▪ Individualized ▪ Trainer guided ▪ Group discussion
Formative assessment methods /(CAT)	▪ Written assessment ▪ Oral presentation ▪ Performance assessment ▪ Product based assessment ▪ Project based assessment

References

- Anatomy for the Artist (the dynamics of the Human form) Author: TOM FLINT & PETER STANYER
- www.humananatomy.com
- Basic figure drawing techniques, edited by Greg Albert
- Anatomy for sculptors Author: ULDIS ZARINS with SANDIS KONDRATS