



# National Competency Standard for Art & Design

**Standard Code: SOC06S15V1**

*[Endorsed by the MALDIVES QUALIFICATIONS AUTHORITY (MQA)]*



## **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).

SOC06S15V1 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.

Ms Sameera Ali  
Director  
TVET Authority

Ms Aminath Asra  
Director  
MQA

Dr. Abdul Hannan Waheed  
Chief Executive Officer  
MQA

Technical Panel members		
Name	Designation	Company
Kishan Arudhra	Freelance consultant	
Developer		
Name	Designation	Company
TVET Authority		
National Competency Standard for Art & Design has been endorsed by		
Ms Aminath Asra Director MQA		
Contact for Comments		
Technical and Vocational Education and Training Authority 1 <sup>st</sup> Floor, Velaanaage, Male'   Maldives Telephone: 3341313, Fax: 3344079 Email: <a href="mailto:info@tvvet.gov.mv">info@tvvet.gov.mv</a>		
Date of Endorsement		

## Key for coding Competency Standards and Related Materials

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

Endorsement Application for Qualification 01		
NATIONAL CERTIFICATE III IN Art & Design		
Qualification code: SOC06SQ1L315	Total Number of Credits : 108	
<b>Purpose of the qualification</b> The holders of this qualification are expected to work as a designer/visual artist and can work freelance or in a company.		
<b>Regulations for the qualification</b>	National Certificate III in Art & Design 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	
Schedule of Units		
Unit	Unit Title	Code
1.	Survey of world art - Famous artists from history and their works	SOC04S1U01V1
2.	Survey of world art - Different art movements	SOC04S1U02V1
3.	Survey of world art - Art criticism	SOC04S1U03V1
4.	Elements of art	SOC04S1U04V1
5.	Principles of design	SOC04S1U05V1
6.	Introduction to drawing - Understanding tools	SOC04S1U06V1
7.	Introduction to drawing - Shading techniques	SOC04S1U07V1
8.	Foundation painting - Understanding tools	SOC04S1U08V1
9.	Foundation painting - Colour theory	SOC04S1U09V1
10.	Foundation painting - Techniques and styles in painting	SOC04S1U10V1
11.	Introduction to 3d design and model making - Familiarizing with 3d form of art	SOC04S2U11V1
12.	Introduction to 3d design and model making - Paper construction	SOC04S2U12V1
13.	Introduction to 3d design and model making - Making relief (high relief and low relief)	SOC04S2U13V1
14.	Introduction to 3d design and model making - Wood carving	SOC04S2U14V1
15.	Introduction to 3d design and model making - Art with found/used objects	SOC04S2U15V1
16.	Introduction to 3d design and model making - Sculpture making	SOC04S2U16V1

17.	<b>Introduction to digital media - Purpose of Digital media</b>	SOC04S2U17V1
18.	<b>Introduction to digital media- Creating images using Photography and Adobe Photoshop</b>	SOC04S2U18V1
<b>Accreditation requirements</b>	The training provider should have a pharmacy or similar training facility to provide the trainees the hands-on experience related to this qualification.	

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## **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 speciality. 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.

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## 1. Survey of World Art- Famous artists from history and their works

<b>UNIT TITLE</b>	<b>Survey of world art - Famous artists from history and their works</b>				
<b>DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes required to look into history and identify artists and their works from history.  This unit also provides artistic vocabulary, which is required to articulate the work of an artist's.				
<b>CODE</b>	SOC06S1U01V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Describe different forms of art found in history	1.1 Beginning of Art making is understood 1.2 Various forms of art recognized 1.3 Mediums used in history to create art are described
2. Identify different styles adopted by different 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 2.3 Mediums used to make art are recognized
3. Describe the purpose of art making in history	3.1 Factors behind Art movements are identified 3.2 The life of artists are understood 3.3 Various commissioned projects by artists are explained
4. Apply theory to understand concepts in historical paintings	4.1 Understanding the notion of beauty in history 4.2 Identifying Techniques and theories followed by artists
5. Develop artistic vocabulary to articulate work of art	5.1 Art Terminology- words with meaning related to art are used 5.2 Art terminology used by art critics on various writings are practiced

### Range statement

Procedures included

- The famous artist and why are they famous.
- The different mediums used in history to create art.
- The purpose of art creation in history.



- Different techniques used by artists in history.

**Tools, equipment and materials required may include:**

- PowerPoint presentation
- Whiteboard /flipchart

**Assessment guide**

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### **Form of assessment**

- Assessment for the unit needs to be holistic and observed during verbal presentation

### **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:

- Recognizing different forms of art
- Identifying mediums and techniques used in history to make art
- Understanding the notion of beauty in art history
- Using artistic vocabulary/terminology

### **Assessment conditions**

- Theoretical assessment of this unit must be carried out in a room where proper verbal presentation can be given.

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## 2. Survey of world art - *Different art movements*

<b>UNIT TITLE</b>	<b>Survey of world art - <i>Different art movements</i></b>				
<b>DESCRIPTOR</b>	This unit describes the importance of knowing the history of art making. The unit will focus on the different movements in art history and the time periods. This unit will also look at the famous artists and their works				
<b>CODE</b>		<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Identify the different eras/ time periods/ movements in art history	1.1 Time periods and names given to each art movement is described
2. Identify famous artists and their works	2.1 Famous artists from history are recognized 2.2 Famous Art works from history are recognised
3. Recognized different techniques and inventions of different artists in different eras/ time periods/ movements	3.1 Different techniques used by Artists are described 3.2 Famous Inventions are explained

### **RANGE STATEMENT**

Procedures included:

- Different eras/time periods/movements
- Artist's biography
- Techniques and inventions
- Art works from different eras/ time periods/ movements

**Tools, equipment and materials required may include:**

- Whiteboard /flipchart
- PowerPoint presentation

**Required Text:**

- Smith, E.L. (1969). *Movement in Art since 1945*, Thames and Hudson, New York
- Fineberg, J. (1995). *Art since 1940*, Harry N. Abrams, New York

**ASSESSMENT GUIDE**

**Forms of assessment**

Assessment for the unit needs to be holistic and must be examined through a research on the topic.

**Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment, which focuses on the famous artists and movements of art.

**Critical aspects (for assessment)**

It is essential that competence is fully observed and there is ability to identify aspects of:

- Different eras/time periods/movements.
- Artist's biography
- Techniques and inventions.
- Art works from different eras/ time periods/ movements.

**Assessment conditions**

Assessment must reflect both events and processes over a period of time.

<b>UNIT TITLE</b>	<b>Survey of world art - Art criticism</b>				
<b>DESCRIPTOR</b>	This unit is about the importance of knowing the characters involved in the art circle and the purpose of each characters existence. The unit also focus on who critics are and their role in the art circle and the benefits to an artist from an art critic.				
<b>CODE</b>		<b>Level</b>	3	<b>Credit</b>	4

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Discuss ones' own work and the work of others through art critiques	1.1. Use artistic vocabulary 1.2. Giving constructive feedback through critic
2. Evaluate art works and experiences using supportive evidence and criteria	2.1 Proper use of art theories demonstrated 2.2 Demonstrating evaluation session based on experience and supporting evidence
3. Understand theory of visual communication reflecting the cultural environment	3.1 Visual communication theories demonstrated 3.2 Relating and reflecting to cultural environment

## RANGE STATEMENT

Procedures included:

- Understanding the art circle
- Who is a critic
- The role of a critic in the art circle
- Art criticism
- Greeting

**Tools, equipment and materials required may include:**

- Whiteboard/ flipchart
- PowerPoint Presentation

**Required Text:**

- Thornton, S (2009). Seven days in the Art world, Granta publications, 12 addition Avenue, London
- Criticizing Art -Understanding the Contemporary, Mayfield publishing company, Mountain view, California, London

## **ASSESSMENT GUIDE**

### **Form of assessment**

Assessment for the unit needs to be 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 critical analysis of art works

### **Critical aspects (for assessment)**

It is essential that competence is fully observed and there is ability to the role-play of a critic.

Assessment requires evidence that the candidate:

- Used appropriate art terminology
- Used interactive communication with others
- Understood the important characters of the art circle
- Demonstrated the role of a art critic

### **Assessment conditions**

Assessment must reflect both events and processes over a period of time.

<b>UNIT TITLE</b>	<b>Elements of art</b>				
<b>DESCRIPTOR</b>	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.				
<b>CODE</b>		<b>Level</b>	3	<b>Credit</b>	4

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Identify the Elements of Art	1.1. Exploring the basic elements 1.2. Explaining the elements of art
2. Explain each element with visual examples	2.1 Demonstrating the knowledge of elements of art 2.2 Examples of elements demonstrated visually
3. Make a work of art using the elements of art	3.1 The application of elements of art demonstrated 3.2 Knowledge of elements demonstrated
4. Describe the purpose of knowing art elements	3.3 Importance of the elements explained 3.4 Purpose of applying the elements of art explained
5. Develop Aesthetic sensibility	3.5 Notion of beauty explained with reference to art history 3.6 Evaluating the quality of work based on Various theories of art

## **RANGE STATEMENT**

This unit covers the basic theory of art making, which is applied to any kind of art under the umbrella of fine art or visual art.

### **Tools, equipment and material used in this unit may include**

- Whiteboard/flipchart
- PowerPoint Presentation
- Drawing paper
- Accessories to draw

## **ASSESSMENT GUIDE**

### **Forms of assessment**

Assessment for the unit needs to be a practical demonstration of making an artwork full filling the requirement of this unit.

### **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)**

It is essential that competence is fully observed and there is ability to transfer competence to develop ones own skill and uniqueness in the presentation and execution of the work.

### **Assessment conditions**

Assessment must reflect both events and processes over a period of time.



<b>UNIT TITLE</b>	<b>Principles of design</b>				
<b>DESCRIPTOR</b>	This unit is based on the application of the basic elements used to create a work of art. The unit focuses on the importance applying the elements of art under the principles of design in order to produce a quality work of art.				
<b>CODE</b>		<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Identify the Principles of design	1.1 Exploring the basic principles of design 1.2 Explaining the principles of design
2. Explain each Principle with visual examples	2.1 Demonstrating the principles of design with visual examples
3. Make a work of art using the principles of design	3.1 Having knowledge about applying elements of art under the principles of design
4. Describe the purpose of knowing design principles	4.1 Importance of the principles explained 4.2 Purpose of applying the principles of design explained
5. Develop Aesthetic sensibility	5.1 Notion of beauty explained with reference to art history 5.2 Evaluating the quality of work based on Various theories of art

## **RANGE STATEMENT**

This unit covers the importance of applying principles of design in using elements of art in making a quality work of art.

### **Tools, equipment and materials required may include:**

- White board/flipchart
- PowerPoint presentation
- Drawing paper
- Accessories to draw and colour

## **ASSESSMENT GUIDE**

### **Forms of assessment**

The assessor may follow practical demonstration method to objectively assess the candidate

### **Assessment context**

Assessment may be conducted inside the workplace.

### **Critical aspects (for assessment)**

Assessment must show that the candidate:

- Used the appropriate visual examples to demonstrate the principles of design
- Applied the principles to show the proper use of elements of art
- Applied all the principles on one work of art
- Identified and explain the importance of applying the principles in using elements of art
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### **Assessment conditions**

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

<b>UNIT TITLE</b>	<b>Introduction to drawing - Understanding tools</b>				
<b>DESCRIPTOR</b>	This unit covers the competence in terms of knowledge and skills required to understand various tools used in drawing				
<b>CODE</b>		Level	3	Credit	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Identify and use proper drawing pencils	1.1. Difference in each numbered pencil and their lead quality identified and understood 1.2. Experiments carried out to explore different outcomes from different postures in holding pencils
2. Use geometrical instruments in drawing	2.1 Various geometrical instruments identified 2.2 Various use of geometrical instruments explored and demonstrated
3. To use erasing tool and sharpening tool effectively	3.1 The appropriate ways of using erasing tools and sharpening tools followed as instructed 3.2 Various ways to use erasing tool in drawing explored and demonstrated
4. Identify appropriate drawing surfaces	3.3 Various qualities of papers and surfaces used for drawing explored and identified

### **RANGE STATEMENT**

Policy and procedures relevant to the work may cover areas:

- Introduction to various tools used in drawing
- Creating the mood of drawing in an environment.
- Points to keep in mind before starting a drawing.
- Selection of surface.
- Important preparations and precautions for beginners.

**Tools, equipment and materials required may include:**

- White board/flipchart
- PowerPoint presentation
- Drawing paper
- Accessories to draw and colour

**ASSESSMENT GUIDE**

**Form of assessment**

- Continuous and holistic assessment is suitable for this unit.

**Assessment context**

Assessment may be conducted inside the workplace.

**Critical aspects (for assessment)**

It is essential that competence is fully observed and there is ability to transfer competence to develop one's own skill and uniqueness in the presentation and execution of the work.

**Assessment conditions**

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

<b>UNIT TITLE</b>	<b>Foundation Drawing – Shading techniques</b>				
<b>DESCRIPTOR</b>	This unit covers the competence in terms of knowledge and skills required to understand the shading techniques used for drawing				
<b>CODE</b>		Level	3	Credit	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Drawing and sketching styles	1.1. Creative design styles understood 1.2. Able to draw and sketch in individual style 1.3. Uses elements of art and principles of design appropriately when producing and responding to drawing 1.4. Understands the difference between drawing and shading
2. Shading	2.1 Understand the various tools used for shading 2.2 Able to use the different shading tools as required 2.3 Understands how to select the suitable paper qualities for various types of shading 2.4 Has knowledge on how the surface quality can be achieved by imitating the actual texture 2.5 Able to use tones and shades with respect to direction of light falling on a specific object 2.6 Able to use various styles and techniques of shading 2.7 Able to draw and shade shadows 2.8 Understands how to preserve pencil shaded drawings

### **RANGE STATEMENT**

this unit applies to the shading techniques that are used for foundation in drawing.

**Tools, equipment and materials required may include:**

- White board/flipchart
- PowerPoint presentation
- Drawing paper
- Accessories to draw and shade

**ASSESSMENT GUIDE**

**Form of assessment**

- Continuous and holistic assessment is suitable for this unit.

**Assessment context**

Assessment may be conducted inside the workplace.

**Critical aspects (for assessment)**

It is essential that competence is fully observed and there is ability to transfer competence to develop one's own skill and uniqueness in the presentation and execution of the work.

**Assessment conditions**

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

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