

**ART AND DESIGN**  
**Access 1**

**Second edition – published December 2000**

**NOTE OF CHANGES  
SECOND EDITION - PUBLISHED DECEMBER 2000**

**SUBJECT TITLE:** Art and Design (Access 1)

**Introductory Information:**

Details: Minor text changes  
Special Needs statement updated  
Some rearrangement of text to match standard format  
Information inserted on certification

**National Unit Specification:**

All units Minor text changes

## ART AND DESIGN (ACCESS 1)

The Art and Design provision at Access 1 comprises eight units:

<i>D3N1 07</i>	<i>Exploring Visual Images – Exploring (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D3N2 07</i>	<i>Exploring Visual Images – Creating (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D3N3 07</i>	<i>Working with Materials – Identifying Materials (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D3N4 07</i>	<i>Working with Materials – Selecting Materials (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D3N5 07</i>	<i>Working with Materials – Using Materials (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D3N6 07</i>	<i>Developing Personal Ideas – Exploring a Theme (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D3N7 07</i>	<i>Developing Personal Ideas – Developing Ideas (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D3N8 07</i>	<i>Developing Personal Ideas – Producing a Response (Acc 1)</i>	<i>1 credit (40 hours)</i>

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

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## **Introductory Information: Art & Design (Access 1)**

### **RATIONALE**

These units have been designed to offer candidates opportunities to experience Art and Design at an appropriate level so as to develop an understanding of some of its basic concepts, principles and techniques. Art and Design makes a unique contribution to candidates' experiences, providing opportunities for them to express themselves, appreciate different forms of work, and work practically with media, materials, processes, equipment and technologies in direct, satisfying and enjoyable ways.

In the Access 2 Art and Design Cluster there are three units:

<i>D523 08</i>	<i>Exploring Visual Images (Access 2)</i>
<i>D524 08</i>	<i>Working with Materials (Access 2)</i>
<i>D525 08</i>	<i>Developing Personal Ideas (Access 2)</i>

Access 1 Art and Design provision consists of two units derived from *D523 08 Exploring Visual Images (Access 2)*, three units derived from *D524 08 Working with Materials (Access 2)* and three units derived from *D525 08 Developing Personal Ideas (Access 2)*.

The Access 1 units help to develop awareness of visual imagery as an important means of communication, and of the place of the visual arts and design in our environment and society.

### **AIMS**

The principal aims of the Access 1 units are to:

- develop a range of practical skills that contribute to self-esteem, satisfaction and enjoyment
- contribute to candidates' intellectual, emotional, social and cultural development
- encourage personal opinion with regard to visual images
- develop awareness of the visual arts and design in society.

### **CONTENT**

The contexts chosen should recognise candidates' personal interests and experiences and include content which reflects the following themes:

- the environment (human, manufactured, natural)
- communication and the mass media
- cultural, social and historical factors and influences.

#### ***Exploring Visual Images***

The aim of these units is to encourage the candidate to explore and create a range of visual images in a variety of media. The main context for learning will be the candidate's own world and the part visual images play in his or her own life.

#### ***Working with Materials***

The aim of these units is to introduce a range of Art and Design materials and techniques to enable candidates to appreciate the potential of the materials in producing different visual outcomes.

## **Introductory Information (cont): Art & Design (Access 1)**

### ***Developing Personal Ideas***

Candidates will develop their own ideas, based on personal interests, through exploring and using a selection of media and processes.

The emphasis will be on:

- exploring themes and ideas of personal interest and relevance
- developing media handling skills
- producing, organising and presenting 2-dimensional and/or 3-dimensional visual forms.

### **APPROACHES TO LEARNING AND TEACHING**

Planning should take account of and build on previous and current learning. It is important to determine appropriate activities, experiences and learning and teaching approaches for candidates, bearing in mind that candidates have different preferred learning styles and learn in a range of ways. Candidates will also have very diverse individual needs. Since Art and Design is concerned with personal interpretation and response, opportunities for individual choice and negotiation should be provided. Rigid linear approaches to programme planning and delivery are not recommended.

It is recommended that candidates start with the *Exploring Visual Images (Access 1)* units.

Opportunities exist for the imaginative selection of contexts of which candidates may already have considerable experience and in which they are interested. Examples include pop music culture (videos, graphic design), comics, magazines, clothing design and self-image. Many others could be similarly appropriate.

### **ASSESSMENT**

There is no external assessment at Access level.

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. Details of assessment are provided in the unit specification. Candidates will prepare for each unit, which will evolve through learning and teaching activities across the units.

A variety of instruments of assessment should be used and may include:

- practical exercises
- candidate self-assessment and/or peer assessment
- planned candidate/teacher/lecturer review.

Further details of assessment items are given in the unit specifications.

## Introductory Information (cont): Art & Design (Access 1)

### GUIDANCE ON CERTIFICATION AND MODERATION

Each Access 1 unit will normally be certificated as an individual unit. However, as Access 1 units are derived from units at Access 2, it will also be possible to allow the evidence of achievement of Access 1 units to be used to count towards achievement of the relevant Access 2 unit.

#### Exploring Visual Images

To allow this to happen for Access 2 Exploring Visual Images, candidates would require evidence of attainment of one out of the following two units:

*D3N1 07 Exploring Visual Images - Exploring (Access 1)*

*D3N2 07 Exploring Visual Images - Creating (Access 1)*

Following achievement of one of these units, candidates should be entered for *D523 08 Exploring Visual Images (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

#### Working with Materials

To allow this to happen for Access 2 Working with Materials, candidates would require evidence of attainment of two out of the following three units:

*D3N3 07 Working with Materials - Identifying Materials (Access 1)*

*D3N4 07 Working with Materials - Selecting Materials (Access 1)*

*D3N5 07 Working with Materials - Using Materials (Access 1)*

Following achievement of two of these units, candidates should be entered for *D524 08 Working with Materials (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

#### Developing Personal Ideas

To allow this to happen for Access 2 Developing Personal Ideas, candidates would require evidence of attainment of two out of the following three units:

*D3N6 07 Developing Personal Ideas - Exploring a Theme (Access 1)*

*D3N7 07 Developing Personal Ideas - Developing Ideas (Access 1)*

*D3N8 07 Developing Personal Ideas - Producing a Response (Access 1)*

Following achievement of two of these units, candidates should be entered for *D525 08 Developing Personal Ideas (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

Evidence of achievement for all units should be available for moderation. Part of this evidence may be in the form of a candidate's Scottish Qualifications Certificate showing achievement of the Access 1 units, or actual evidence from doing the units if this is still within the timescale for centres to retain evidence. (See *Putting Assessment Moderation Policy into Operation* April 1999.)

## **Introductory Information (cont): Art & Design (Access 1)**

### **SPECIAL NEEDS**

Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000)

## National Unit Specification: general information

**UNIT** Exploring Visual Images – Exploring (Access 1)

**NUMBER** D3N1 07

### SUMMARY

The aim of this unit is to encourage the candidate to explore a limited range of visual images in a variety of media. The main context for learning will be the candidate's own world and the part visual images play in the candidate's own life.

### OUTCOME

Explore a range of visual images.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in an Art and Design programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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### Administrative Information

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Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).

## **National Unit Specification: statement of standards**

### **UNIT**      Exploring Visual Images – Exploring (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Explore a range of visual images.

#### **Performance criteria**

- (a) Choose and explain choice of limited range of visual images, which may include artefacts.
- (b) Make changes to and select from the limited range of visual images in developing a personal response.
- (c) Comment on images produced.

#### **Evidence requirements**

- PC (a) Oral and/or written evidence of choice and explanation of choice.
- PC (b) Performance evidence recorded on two sheets of A2 or 3-dimensional equivalent demonstrating changes to selected images.
- PC(c) Oral and/or written evidence for comments on images produced.

## National Unit Specification: support notes

### UNIT Exploring Visual Images – Exploring (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT OF THIS UNIT**

The aim of this unit is to encourage the candidate to explore a range of visual images in a variety of media. The theme(s) in the unit should arise from discussion, between candidate and teacher/lecturer, which takes into account the interests and abilities of the candidate and the availability of facilities and resources.

The unit is one of two units derived from the Art and Design unit *D523 08 Exploring Visual Images (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or in conjunction with the other Access 1 unit:

*D3N2 07 Exploring Visual Images – Creating (Access 1)*.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Planning should take account of and build on previous and current learning. It is important to determine appropriate activities, experiences and learning and teaching approaches for candidates, bearing in mind that candidates have different preferred learning styles and learn in a range of ways. Candidates will also have very diverse individual needs. Since Art and Design is concerned with personal interpretation and response, opportunities for individual choice and negotiation should be provided. Rigid linear approaches to programme planning and delivery are not recommended.

Opportunities exist for the imaginative selection of contexts of which candidates may already have some experience and in which they are interested. Examples include pop music culture (videos, graphic design), comics, magazines, clothing design and self-image. Many others could be similarly appropriate.

The images (which may take the form of artefacts) used in this unit can be either chosen from a range provided by the teacher/lecturer or they may be items produced by the candidate. There should be a high degree of teacher/lecturer assistance in helping candidates appreciate the wide range of visual images that surround them in everyday life. These images can be changed in many ways, e.g. by adding background, distorting screen images or manipulating colour. Candidates should be encouraged to comment on the images and/or artefacts explored and express their opinions on the works.

## National Unit Specification: support notes (cont)

### UNIT Exploring Visual Images – Exploring (Access 1)

Candidates should have opportunities to work with a range of media, which might include:

- *2-dimensional*  
pencil, graphite sticks, charcoal, print, pen and ink, ink wash, ball point, felt pens, markers, pastel, crayon, oil pastel, paint, photography, film, computer or electronically generated images
- *3-dimensional*  
clay, plaster, wood, metal, wire, mixed media

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted.

A variety of instruments of assessment should be used and may include:

- practical exercises
- self-assessment (may include peer assessment)
- planned candidate/teacher/lecturer review

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

#### SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

**UNIT** Exploring Visual Images – Creating (Access 1)

**NUMBER** D3N2 07

### SUMMARY

The aim of this unit is to encourage the candidate to create a limited range of visual images in a variety of media. The main context for learning will be the candidate's own world and the part visual images play in the candidate's own life.

### OUTCOME

Create visual images of personal interest.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in an Art and Design programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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## **National Unit Specification: statement of standards**

### **UNIT** Exploring Visual Images – Creating (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Create visual images of personal interest.

#### **Performance criteria**

- (a) Create a limited range of visual images, which may include artefacts.
- (b) Use correctly appropriate media, materials and processes.
- (c) Identify correctly at least one of the visual elements used.

#### **Evidence requirements**

PCs(a) and (b) Performance evidence recorded on two sheets of A2 or 3-dimensional equivalent demonstrating the creation of at least two visual images, correct use of media, materials and processes

PC (c) Oral and/or written evidence of correct identification of at least one visual element used.

## National Unit Specification: support notes

### UNIT Exploring Visual Images – Creating (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

The aim of this unit is to encourage the candidate to create a range of visual images in a variety of media. The theme(s) in the unit should arise from discussion, between candidate and teacher/lecturer, which takes into account the interests and abilities of the candidate and the availability of facilities and resources.

This unit is one of two units derived from the Art and Design unit *D523 08: Exploring Visual Images (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or in conjunction with the other Access 1 unit:

*D3N1 07 Exploring Visual Images – Exploring (Access 1)*.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Planning should take account of and build on previous and current learning. It is important to determine appropriate activities, experiences and learning and teaching approaches for candidates, bearing in mind that candidates have different preferred learning styles and learn in a range of ways. Candidates will also have very diverse individual needs. Since Art and Design is concerned with personal interpretation and response, opportunities for individual choice and negotiation should be provided. Rigid linear approaches to programme planning and delivery are not recommended.

Opportunities exist for the imaginative selection of contexts of which candidates may already have some experience and in which they are interested. Examples include pop music culture (videos, graphic design), comics, magazines, clothing design and self-image. Many others could be similarly appropriate. There should be a high degree of teacher/lecturer assistance in helping candidates appreciate the wide range of visual images that surround them in everyday life. Candidates may be encouraged to comment on the images and/or artefacts created.

Candidates should have opportunities to work with a range of media, which might include:

- **2-dimensional**  
pencil, graphite sticks, charcoal, print, pen and ink, ink wash, ball point, felt pens, markers, pastel, crayon, oil pastel, paint, photography, film, computer or electronically generated images
- **3-dimensional**  
clay, plaster, wood, metal, wire, mixed media

## **National Unit Specification: support notes (cont)**

### **UNIT**      Exploring Visual Images – Creating (Access 1)

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted.

A variety of instruments of assessment should be used and may include:

- practical exercises
- self-assessment (may include peer assessment)
- planned candidate/teacher/lecturer review.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language (SQA, 2000)*.

## National Unit Specification: general information

**UNIT** Working with Materials – Identifying Materials  
(Access 1)

**NUMBER** D3N3 07

### SUMMARY

The aim of this unit is to introduce a range of Art and Design materials that enable the candidate to appreciate the potential of the materials in producing different visual effects.

### OUTCOME

Identify a range of materials.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in an Art and Design programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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## **National Unit Specification: statement of standards**

### **UNIT**      Working with Materials – Identifying Materials (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Identify a range of materials.

#### **Performance criteria**

- (a) Identify correctly materials from a range.
- (b) Identify the effect produced by each material.

#### **Evidence requirements**

Performance evidence of observational techniques and oral and/or written evidence may be recorded using checklists.

PC (a) Correct identification of five materials from a range of at least eight materials.

PC (b) The effect of each material is identified correctly.

## National Unit Specification: support notes

### UNIT Working with Materials – Identifying Materials (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The aim of this unit is to introduce a range of Art and Design materials to enable candidates to appreciate the potential of the materials in producing different visual outcomes.

This unit is one of three units derived from the Art and Design unit *D524 08 Working with Materials (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or as a prelude to the other Access 1 units:

*D3N4 07 Working with Materials – Selecting Materials (Access 1)*

*D3N5 07 Working with Materials – Using Materials (Access 1)*

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Planning should take account of and build on previous and current learning. It is important to determine appropriate activities, experiences and learning and teaching approaches for candidates, bearing in mind that candidates have different preferred learning styles and learn in a range of ways. Candidates will also have very diverse individual needs. Since Art and Design is concerned with personal interpretation and response, opportunities for individual choice and negotiation should be provided. Rigid linear approaches to programme planning and delivery are not recommended.

Candidates should have opportunities to work with a range of media, which might include:

- **2-dimensional**  
pencil, graphite sticks, charcoal, print, pen and ink, ink wash, ball point, felt pens, markers, pastel, crayon, oil pastel, paint, photography, film, computer or electronically generated images
- **3-dimensional**  
clay, plaster, wood, metal, wire, mixed media

Care and maintenance of the media, materials and equipment relevant to this unit should be taught as the effects of materials are explored.

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted.

## **National Unit Specification: support notes (cont)**

### **UNIT**      Working with Materials – Identifying Materials (Access 1)

A variety of instruments of assessment should be used and may include;

- practical exercises
- planned candidate/teacher/lecturer review

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

**UNIT** Working with Materials – Selecting Materials (Access 1)

**NUMBER** D3N4 07

### SUMMARY

The aim of this unit is to introduce a range of Art and Design materials and techniques that enable the candidate to appreciate the potential of the materials in producing different visual effects.

### OUTCOME

Select materials to be used for an identified theme and explain choices.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in an Art and Design programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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## **National Unit Specification: statement of standards**

### **UNIT**                      Working with Materials – Selecting Materials (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Select materials to be used for an identified theme and explain choices.

#### **Performance criteria**

- (a) Choose a theme for working with materials.
- (b) Select materials to use.
- (c) Explain choices of materials.

#### **Evidence requirements**

Performance evidence of observational techniques and oral and/or written evidence identifying a theme and explaining its choice.

Evidence may be recorded using checklists. At least two different forms of materials should be chosen and the choice of each explained.

## National Unit Specification: support notes

### UNIT Working with Materials – Selecting Materials (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

The candidate chooses a theme and selects at least two appropriate Art and Design materials to be used. The choice of these two materials must be explained by the candidate.

The theme in the unit should arise from discussion, between candidate and teacher/lecturer, which takes into account the interests and abilities of the candidate and the availability of facilities and resources.

This unit is one of three units derived from the Art and Design unit *D524 08 Working with Materials (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or in conjunction with the other Access 1 units:

*D3N3 07 Working with Materials – Identifying Materials (Access 1)*

*D3N5 07 Working with Materials – Using Materials (Access 1)*

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Planning should take account of and build on previous and current learning. It is important to determine appropriate activities, experiences and learning and teaching approaches for candidates, bearing in mind that candidates have different preferred learning styles and learn in a range of ways. Candidates will also have very diverse individual needs. Since Art and Design is concerned with personal interpretation and response, opportunities for individual choice and negotiation should be provided. Rigid linear approaches to programme planning and delivery are not recommended.

Opportunities exist for the imaginative selection of contexts of which candidates may already have some experience and in which they are interested. Examples include pop music culture (videos, graphic design), comics, magazines, clothing design and self-image. Many others could be similarly appropriate.

Candidates should have opportunities to work with a range of media, which might include:

- **2-dimensional**  
pencil, graphite sticks, charcoal, print, pen and ink, ink wash, ball point, felt pens, markers, pastel, crayon, oil pastel, paint, photography, film, computer or electronically generated images.
- **3-dimensional**  
clay, plaster, wood, metal, wire, mixed media.

Care and maintenance of the media materials and equipment relevant to this unit should be taught while the materials are being selected. Candidates should also be encouraged to develop personal organisational skills.

## **National Unit Specification: support notes (cont)**

### **UNIT          Working with Materials – Selecting Materials (Access 1)**

Candidates will need support in selecting the most appropriate media materials for them and which theme they may develop.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted.

A variety of instruments of assessment should be used and may include:

- practical exercises
- planned candidate/teacher/lecturer review

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

**UNIT** Working with Materials – Using Materials (Access 1)

**NUMBER** D3N5 07

### SUMMARY

The aim of this unit is to introduce a range of Art and Design materials and techniques that enable the candidate to produce different visual outcomes.

### OUTCOME

Use materials to produce visual outcomes.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in an Art and Design programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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## **National Unit Specification: statement of standards**

### **UNIT**      Working with Materials – Using Materials (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Use materials to produce visual outcomes.

#### **Performance criteria**

- (a) Produce visual outcomes using selected materials.
- (b) Comment on visual outcomes.

#### **Evidence requirements**

Performance evidence demonstrating the use of two different forms of materials, recorded on two sheets of A2 or 3-dimensional equivalent. Oral and/or written evidence of comments on visual outcomes.

The two different forms of materials must have been chosen to relate to a theme selected by the candidate.

## National Unit Specification: support notes

### UNIT Working with Materials – Using Materials (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The theme which the visual outcomes relate to should arise from discussion, between candidate and teacher/lecturer, which takes into account the interests and abilities of the candidate and the availability of facilities and resources.

This unit is one of three units derived from the Art and Design unit *D524 08 Working with Materials (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or in conjunction with the other Access 1 units:

*D3N3 07 Working with Materials – Identifying Materials (Access 1)*

*D3N4 07 Working with Materials – Selecting Materials (Access 1)*

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Planning should take account of and build on previous and current learning. It is important to determine appropriate activities, experiences and learning and teaching approaches for candidates, bearing in mind that candidates have different preferred learning styles and learn in a range of ways. Candidates will also have very diverse individual needs. Since Art and Design is concerned with personal interpretation and response, opportunities for individual choice and negotiation should be provided. Rigid linear approaches to programme planning and delivery are not recommended.

Opportunities exist for the imaginative selection of contexts of which candidates may already have some experience and in which they are interested. Examples include pop music culture (videos, graphic design), comics, magazines, clothing design and self-image. Many others could be similarly appropriate.

Candidates should have opportunities to work with a range of media, which might include:

- **2-dimensional**  
pencil, graphite sticks, charcoal, print, pen and ink, ink wash, ball point, felt pens, markers, pastel, crayon, oil pastel, paint, photography, film, computer or electronically generated images.
- **3-dimensional**  
clay, plaster, wood, metal, wire, mixed media.

Care and maintenance of the media materials and equipment relevant to this unit should be taught as the materials are used. Candidates should also be encouraged to develop personal organisational skills.

## National Unit Specification: support notes (cont)

### UNIT Working with Materials – Using Materials (Access 1)

Candidates will need support in selecting the most appropriate media materials for them and which theme they may develop.

#### **GUIDANCE ON APPROACHES TO ASSESMENT FOR THIS UNIT**

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted.

A variety of instruments of assessment should be used and may include:

- practical exercises
- self-assessment and/or peer assessment
- planned candidate/teacher/lecturer review

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

**UNIT** Developing Personal Ideas – Exploring a Theme  
(Access 1)

**NUMBER** D3N6 07

### SUMMARY

Candidates will choose and explore a theme, based on personal interests, using appropriate media and processes.

### OUTCOME

Explore a theme for study based on a personal interest.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in an Art and Design programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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### Administrative Information

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## **National Unit Specification: statement of standards**

### **UNIT**                      Developing Personal Ideas – Exploring a Theme (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Explore a theme for study based on a personal interest.

#### **Performance criteria**

- (a) Choose a theme for study and explain choice.
- (b) Recognise and record visual elements appropriate to the theme for study.
- (c) Use media and materials appropriately to record personal interpretation, which may be an idea.

#### **Evidence requirements**

Oral and/or written evidence of choice of theme and explanation of choice.

Performance evidence recorded on two sheets of A2 or 3-dimensional equivalent demonstrating recognition of at least two visual elements and the use of media and materials to record personal interpretation.

## National Unit Specification: support notes

### UNIT                      Developing Personal Ideas – Exploring a Theme (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

The aim of this unit is to encourage the candidate to explore a theme using a variety of media to record a personal interpretation. The theme(s) in the unit should arise from discussion, between candidate and teacher/lecturer, which takes into account the interests and abilities of the candidates and the availability of facilities and resources.

This unit is one of three units derived from the Art and Design unit *D525 08 Developing Personal Ideas (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or as a prelude to the other Access 1 units:

*D3N7 07              Developing Personal Ideas – Developing Ideas (Access 1)*

*D3N8 07              Developing Personal Ideas – Producing a Response (Access 1)*

#### **GUIDANCE OF LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Planning should take account of and build on previous and current learning. It is important to determine appropriate activities, experiences and learning and teaching approaches for candidates, bearing in mind that candidates have different preferred learning styles and learn in a range of ways. Candidates will also have very diverse individual needs. Since Art and Design is concerned with personal interpretation and response, opportunities for individual choice and negotiation should be provided. Rigid linear approaches to programme planning and delivery are not recommended.

Opportunities exist for the imaginative selection of contexts of which candidates may already have some experience and in which they are interested. Examples include pop music culture (videos, graphic design), comics, magazines, clothing design and self-image. Many others could be similarly appropriate.

Candidates should have opportunities to work with a range of media, which might include:

- ***2-dimensional***  
pencil, graphite sticks, charcoal, print, pen and ink, ink wash, ball point, felt pens, markers, pastel, crayon, oil pastel, paint, photography, film, computer or electronically generated images.
- ***3-dimensional***  
clay, plaster, wood, metal, wire, mixed media.

Candidates should be made aware of the variety of visual images that they encounter in everyday life and should consider these images and their purpose and/or uses as they choose their theme.

## National Unit Specification: support notes (cont)

**UNIT**                      Developing Personal Ideas – Exploring a Theme  
(Access 1)

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted.

A variety of instruments of assessment should be used and may include:

- practical exercises
- self-assessment and/or peer assessment
- planned candidate/teacher/lecturer review.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

**UNIT** Developing Personal Ideas – Developing Ideas  
(Access 1)

**NUMBER** D3N7 07

### SUMMARY

Candidates will develop their own ideas, based on personal interests, through exploring and using familiar media and materials.

### OUTCOME

Develop, in visual ways, personal ideas related to a selected theme of study.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in an Art and Design programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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## **National Unit Specification: statement of standards**

### **UNIT**                      Developing Personal Ideas – Developing Ideas (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Develop, in visual ways, personal ideas related to a selected theme of study.

#### **Performance criteria**

- (a) Work out visual ideas, showing personal interpretation
- (b) Experiment with familiar media and materials

#### **Evidence requirements**

Performance evidence recorded on two sheets of A2 or 3-dimensional equivalent, demonstrating working out visual ideas and experimenting with familiar media and materials.

The theme will have been previously chosen by the candidate, to meet personal interests.

## National Unit Specification: support notes

### UNIT Developing Personal Ideas – Developing Ideas (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The aim of this unit is to encourage the candidate to explore and create a range of visual images, experimenting with familiar media and materials. The theme(s) should have arisen from discussion, between candidate and teacher/lecturer, which takes into account the interests and abilities of the candidate and the availability of facilities and resources.

This unit is one of three units derived from the Art and Design unit *D525 08 Developing Personal Ideas (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or in conjunction with the other Access 1 units:

- D3N6 07*      *Developing Personal Ideas – Exploring a Theme (Access 1)*  
*D3N8 07*      *Developing Personal Ideas – Producing a Response (Access 1)*

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Planning should take account of and build on previous and current learning. It is important to determine appropriate activities, experiences and learning and teaching approaches for candidates, bearing in mind that candidates have different preferred learning styles and learn in a range of ways. Candidates will also have very diverse individual needs. Since Art and Design is concerned with personal interpretation and response, opportunities for individual choice and negotiation should be provided. Rigid linear approaches to programme planning and delivery are not recommended.

Opportunities exist for the imaginative selection of contexts of which candidates may already have some experience and in which they are interested. Examples include pop music culture (videos, graphic design), comics, magazines, clothing design and self-image. Many others could be similarly appropriate.

Candidates should have opportunities to work with a range of media, which might include:

- **2-dimensional**  
pencil, graphite sticks, charcoal, print, pen and ink, ink wash, ball point, felt pens, markers, pastel, crayon, oil pastel, paint, photography, film, computer or electronically generated images.
- **3-dimensional**  
clay, plaster, wood, metal, wire, mixed media

Candidates should be made aware of the variety of visual images that they encounter in everyday life and should consider these images and their purpose and/or uses when working out their personal ideas.

## **National Unit Specification: support notes (cont)**

### **UNIT        Developing Personal Ideas – Developing Ideas (Access 1)**

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted.

A variety of instruments of assessment should be used and may include:

- practical exercises
- self-assessment and/or peer assessment
- planned candidate/teacher/lecturer review

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

**UNIT** Developing Personal Ideas –Producing a Response  
(Access 1)

**NUMBER** D3N8 07

### SUMMARY

Candidates will use a selection of media and materials to produce a response to a selected theme of personal interest.

### OUTCOME

Produce a personal visual response to a selected theme for study.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in an Art and Design programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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## **National Unit Specification: statement of standards**

### **UNIT**      Developing Personal Ideas – Producing a Response (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Produce a personal visual response to a selected theme for study.

#### **Performance criteria**

- (a) Use appropriate media and materials
- (b) Produce outcomes which convey personal ideas

#### **Evidence requirements**

Performance evidence recorded on two sheets of A2 or 3-dimensional equivalent, demonstrating correct use of appropriate media and materials and outcomes which convey at least two personal ideas.

The theme will have been previously chosen by the candidate, to meet personal interests.

## National Unit Specification: support notes

### UNIT                      Developing Personal Ideas –Producing a Response (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

The aim of this unit is to encourage the candidate to create a personal visual response, conveying at least two personal ideas, using appropriate media and materials. The theme(s) should have arisen from discussion, between candidate and teacher/lecturer, which takes into account the interests and abilities of the candidate and the availability of facilities and resources.

This unit is one of three units derived from the Art and Design unit *D525 08 Developing Personal Ideas (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or in conjunction with the other Access 1 units:

*D3N6 07              Developing Personal Ideas – Exploring a Theme (Access 1)*

*D3N7 07              Developing Personal Ideas – Developing Ideas (Access 1)*

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Planning should take account of and build on previous and current learning. It is important to determine appropriate activities, experiences and learning and teaching approaches for candidates, bearing in mind that candidates have different preferred learning styles and learn in a range of ways. Candidates will also have very diverse individual needs. Since Art and Design is concerned with personal interpretation and response, opportunities for individual choice and negotiation should be provided. Rigid linear approaches to programme planning and delivery are not recommended.

Opportunities exist for the imaginative selection of contexts of which candidates may already have some experience and in which they are interested. Examples include pop music culture (videos, graphic design), comics, magazines, clothing design and self-image. Many others could be similarly appropriate.

Candidates should have opportunities to work with a range of media, which might include:

- ***2-dimensional***  
pencil, graphite sticks, charcoal, print, pen and ink, ink wash, ball point, felt pens, markers, pastel, crayon, oil pastel, paint, photography, film, computer or electronically generated images.
- ***Three-dimensional***  
clay, plaster, wood, metal, wire, mixed media

Candidates should be made aware of the variety of visual images that they encounter in everyday life and should consider these images and their purpose and/or uses when working out their personal ideas.

## National Unit Specification: support notes (cont)

**UNIT**                      Developing Personal Ideas –Producing a Response  
(Access 1)

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted.

A variety of instruments of assessment should be used and may include:

- practical exercises
- self-assessment (may include peer assessment)
- planned candidate/teacher/lecturer review

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).