



## Higher National Graded Unit Specification

### General information for centres

This Graded Unit has been validated as part of the Contemporary Art Practice HNC/D award. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

**Graded Unit Title:** Contemporary Art Practice: Graded Unit 1

**Graded Unit Code:** F1VF 34

**Type of Graded Unit:** Project

**Assessment Instrument:** Practical Assignment

**Credit points and level:** 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Purpose:** This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC/D Contemporary Art Practice award:

- ◆ Demonstrate practical and transferable skills in contemporary art practice.
- ◆ Demonstrate visual language through exploration of possibilities within drawing and visual thinking.
- ◆ Demonstrate an open-minded and evaluative approach to study, investigation and research.
- ◆ Demonstrate an understanding of the influence and contribution made by art practice and practitioners within the 20th and 21st centuries.
- ◆ Demonstrate knowledge and understanding in selected disciplines within contemporary art practice.

**Recommended Prior Knowledge and Skills:** It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

- ◆ DV96 34 *Developmental Drawing*
- ◆ DV5R 35 *Art and Design Context*
- ◆ F1CJ 34 *Contemporary Art Practice: Introduction to Digital Artform*
- ◆ F1CH 34 *Contemporary Art: Two Dimensional Practice*
- ◆ F1CL 34 *Contemporary Art: Three Dimensional Practice*
- ◆ F1E9 34 *Contemporary Art Practice: Conceptual Process*

## General Information for Centres (cont)

**Core Skills:** There are opportunities to develop the Core Skills of Problem Solving, Information Technology, Working with Others and Communication in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Assessment:** This Group Award Graded Unit will be assessed by the use of a practical assignment. The 'fleshed-out' practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Group Award that this Group Award Graded Unit covers. The graded Unit should be undertaken on an individual basis. Candidates should be encouraged to select an appropriate project that involves them in developing a finished product, which requires the integration and application of a variety of knowledge and skills within a determined time scale. An exemplar instrument of assessment and marking guidelines have been produced to provide examples of the type of evidence required to demonstrate achievement of the aims of the Group Award covered by this Graded Unit and to indicate the national standard of achievement required at SCQF7.

## Administrative Information

**Graded Unit Code:** F1VF 34

**Graded Unit Title:** Contemporary Art Practice: Graded Unit 1

**Original date of publication:** August 2007

**Version:** 01

### History of Changes:

Version	Description of change	Date

**Source:** SQA

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# **Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates**

## **Graded Unit Title: Contemporary Art Practice: Graded Unit 1**

### **Conditions of Assessment**

The candidate should be given a date for completion of the project. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance through a mentoring process in which the candidate may be encouraged to consider different aspects of their preparation for the project. Candidates will be entitled to a total of four structured mentoring sessions as follows:

- ◆ one at planning stage
- ◆ two during the development stage
- ◆ one before final submission

The mentoring sessions will have written feedback to the candidate. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date.

The evidence for the project is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. Thus any reassessment of stages must be undertaken before proceeding to the next stage.

If a candidate fails the project overall and wishes to upgrade, then this must be done using a substantially different project, ie all stages are undertaken using a new project. In this case a candidate's grade will be based on the achievement in the reassessment. The candidate should have a maximum of two weeks from the original submission date to reassessment.

At this level, candidates should work independently. It is the responsibility of centres to take reasonable steps to ensure that the project is the work of the candidate. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research etc, is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

### **Instructions for designing the assessment task**

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

## Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

The project must involve a practical assignment culminating in an artwork, and candidates must demonstrate the application of the skills and knowledge that fall within the context of the Contemporary Art Practice award. This assessment instrument is not concerned exclusively with practical activity — candidates are provided with a brief that allows them to prepare, plan and demonstrate creative skills.

The candidate will be asked to:

- ◆ interpret a brief
- ◆ gather information in response to the brief
- ◆ demonstrate ability to undertake research, analysis and concept development
- ◆ demonstrate the application and use of a range of skills
- ◆ demonstrate the application and use of a range of materials
- ◆ produce an artwork
- ◆ evaluate their activity

The practical assignment and the way it is planned should reflect opportunities for the candidate to conduct individual research and development within a choice of briefs. The candidates are provided with a choice of a minimum of four briefs that reflect the diversity and range of the awarding centre. The briefs should allow a degree of choice in the way a project is taken forward so that it may reflect the candidate's interests and personal strengths. The projects should also fit a centre's available resources. A mentoring system as described in the *conditions of assessment* above would help the candidate to select an appropriate brief, and ensure candidates carry out appropriate preparation for the task.

The most appropriate approach to the project is one that requires candidates to integrate skills to produce a creative solution to a selected brief. Candidates should be asked to research and analyse; consider diverse creative solutions and investigate a range of techniques and processes, to produce an artwork. This should be presented in the form of an artwork supported by a sketchbook, workbook or logbook, accompanied by annotations or oral commentary, or as a digital presentation.

## Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

### Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Grade A	Grade C
Is a seamless, coherent piece of work which:	Is a co-ordinated piece of work which:
<ul style="list-style-type: none"> <li>◆ Evidences an in-depth understanding and significant development within the three stages of the project</li> <li>◆ Demonstrates comprehensive interpretation of the brief</li> <li>◆ Shows insight and a high level of creativity</li> <li>◆ Is highly relevant to the tasks associated with the brief</li> <li>◆ Demonstrates a range of extended concepts</li> <li>◆ Uses language which is sophisticated in terms of accuracy and technical content</li> <li>◆ Demonstrates competency in the safe handling of materials, tools and equipment</li> <li>◆ Demonstrates, consolidates and integrates a breadth of technical skills in the use and application of materials</li> <li>◆ Demonstrates advanced evaluative skills</li> <li>◆ Meets agreed deadline unsupported</li> </ul>	<ul style="list-style-type: none"> <li>◆ Evidences understanding and development within the three stages of the project</li> <li>◆ Demonstrates satisfactory interpretation of the brief</li> <li>◆ Is relevant to the tasks associated with the brief</li> <li>◆ Demonstrates a range of concepts</li> <li>◆ Uses language which is adequate in terms of accuracy and technical content</li> <li>◆ Demonstrates competency in the safe handling of materials, tools and equipment</li> <li>◆ Demonstrates technical skills in the use and application of materials</li> <li>◆ Demonstrates evaluative skills</li> <li>◆ Meets agreed deadline with guided time management</li> </ul>

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this graded Unit based on the following grade boundaries.

- A = 70% — 100%
- B = 60% — 69%
- C = 50% — 59%

## Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

### Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

**Note:** The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning	<p>Candidates should produce a statement of intent which contains:</p> <ul style="list-style-type: none"> <li>◆ the candidate’s interpretation of the brief</li> <li>◆ any information gathered to clarify the brief</li> <li>◆ research gathered in response to the brief</li> <li>◆ investigation into a variety of solutions</li> <li>◆ identification of materials and resources and how they will be accessed</li> <li>◆ identification of the stages involved and the timescales for completion of each stage</li> </ul> <p><i>The Planning stage is worth 15% of the overall mark.</i></p> <p><i>The candidates must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>
Stage 2 — Developing	<p>Candidates <i>should develop creative solutions</i> which include:</p> <ul style="list-style-type: none"> <li>◆ techniques either two or three dimensional, developed in a range of media appropriate to the brief</li> <li>◆ the ability to integrate research and concept development into a artwork</li> <li>◆ the artwork</li> <li>◆ requirements of the project brief being met</li> </ul> <p>A documented record of the process underpinning the activity should be contained in appropriate format and should consist of the following:</p> <ul style="list-style-type: none"> <li>◆ an action plan</li> <li>◆ research and development</li> <li>◆ documentation of the processes undertaken</li> <li>◆ alternative developments and solutions</li> <li>◆ mentoring feedback</li> </ul> <p><i>The Development section is worth 75% of the overall mark</i></p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>

## Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
Stage 3 — Evaluating	<p>Candidates should produce an evaluation report which should:</p> <ul style="list-style-type: none"> <li>◆ briefly outline the practical assignment</li> <li>◆ review and update the Action Plan in light of experience</li> <li>◆ summarise any unforeseen events and how they were handled</li> <li>◆ identify any knowledge and skills which have been gained or developed</li> <li>◆ assess the strengths and weaknesses of the artwork</li> <li>◆ determine to what extent the assignment met the original brief</li> </ul> <p><i>The Evaluation is worth 10% of the overall mark.</i></p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

## **Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)**

### **Support Notes**

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

As this Unit is candidate initiated and candidate driven, it requires only guidance and direction on the part of the lecturer. Primarily, the role of lecturer is that of mentor. The expectation is that the candidate works independently in a creative, expressive and professional manner, displaying time management skills in order to secure successful completion of the Unit.

Each of the three stages of the Unit should demonstrate a clear indication of thorough understanding on the part of the candidate, at each stage and in equal measure. Problem solving skills, analysis of requirements and evaluative abilities should be evident.

### **Candidates with Disabilities and/or Additional Support Needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative assessment arrangements. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

## **General Information for Candidates**

### **Unit Title: Contemporary Art Practice: Graded Unit 1**

This Graded Unit is designed as a project based culmination of all skills learnt, giving you an opportunity to demonstrate competencies in contemporary art practice. Completion of this Unit will result in the ability to:

- ◆ utilise a range of vocational skills within the context of contemporary art practice
- ◆ utilise specialist technical skills and knowledge
- ◆ conduct independent project work involving the integration and application of a variety of skills within a determined time scale
- ◆ demonstrate an awareness of ethical and professional issues within contemporary art practice
- ◆ demonstrate an understanding of interdisciplinary connections within contemporary art practice