Higher National Unit specification

General information

Unit title: History of Architecture (SCQF level 7)

Unit code: F3SG 34

Superclass: TD

Publication date: August 2007

Source: Scottish Qualifications Authority

Version: 02 (July 2016)

Unit purpose

This Unit is designed to enable learners to develop the underpinning knowledge and understanding of the major historical developments in architectural style and technology, in a national and international context.

Outcomes

On successful completion of the Unit the learner will be able to:

1 Evaluate and illustrate national (UK) architectural developments.
2 Evaluate and illustrate international architectural developments.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

No prior knowledge or skills are required for this Unit. Access is at the discretion of the centre. However, an interest in architectural history, and skills associated to research using a variety of sources, including traditional and electronic methods to access illustrative examples of architectural periods and styles would be advantageous.

Higher National Unit specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Higher National Unit specification: Statement of standards

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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 SQA.

Outcome 1

Evaluate and illustrate national (UK) architectural developments.

Knowledge and/or Skills

♦ Secondary research techniques
♦ Major historical periods
♦ Major architectural styles
♦ Geographical (regional) context
♦ Social context
♦ Technological context

Outcome 2

Evaluate and illustrate international architectural developments.

Knowledge and/or Skills

♦ Major historical periods
♦ Major architectural styles
♦ Geographical (regional) context
♦ Social context
♦ Technological context

Higher National Unit specification: Statement of standards

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Evidence Requirements for this Unit

Outcome 1

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can evaluate with illustrations the influences of art and design, technology and other contexts in relation to national (UK) architectural developments. The Outcome requires a documented response **and** a practical task.

♦ For at least **one Major Historical Period**, conduct secondary research to explain and provide illustrative examples of at least **two corresponding major architectural styles** to the period and evaluate how they may have impacted on UK architectural development. Learners should refer to the following contexts: geographical (regional), social and technological.

This is an open-book assessment. Learners should be given the task and sufficient time should be allocated to allow for the research tasks to be undertaken prior to collation and submission of evidence. Evidence from at least three different types of research sources should be included. A submission time for the overall assessment should be agreed with the tutor. Learners should be allowed to refer to relevant course material during the assessment.

Outcome 2

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can evaluate and provide illustrative examples of the influences of art and design, technology and other contexts in relation to international architectural developments. The Outcome requires a documented response **and** a practical task.

♦ For at least **one major historical period**, conduct secondary research, explain and illustrate at least **two corresponding major architectural styles** to the period and evaluate how they may have impacted on international architectural development. Learners should refer to the following contexts: geographical (regional), social, and technological.

Learners must investigate a different historical period and architectural styles from those used in Outcome 1, in order to broaden their appreciation of the history of architecture.

This is an open-book assessment. Learners should be given the task and sufficient time should be allocated to allow for the research tasks to be undertaken prior to collation and submission of evidence. Evidence from at least three different types of research sources should be included. A submission time for the overall assessment should be agreed with the tutor. Learners should be allowed to refer to relevant course material during the assessment.

Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact 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

This Unit has been written in order to allow learners to develop knowledge, understanding and skills in the following areas:

1   Evaluate and illustrate national (UK) architectural developments.
2   Evaluate and illustrate international architectural developments.

The Unit is at SCQF level 7 and has been devised as an optional Unit within the HNC and HND Computer Aided Architectural Design and Technology awards. However, this does not preclude the use of the Unit in other awards where award designers feel this to be appropriate.

A range of topics that might be expected to be covered is recommended below. This has been done to suggest key areas attached to each of the Outcomes

Guidance on approaches to delivery of this Unit

Outcome 1

Topics covered, determining the responses required, could include the following:

♦   Secondary research techniques could be:
  — books, journals, libraries, professional body publications, museums, site visits, magazines, internet/web based resources
♦   Timeline:
  — Major historical keynotes
  — Major historical periods
  — Major associated architectural styles

In discussion of periods, context and stylistic concerns such as art and design factors, lecturers are encouraged to maximise ICT in teaching to aid in the visual grasp of iconography and example. It is also suggested that centres use their own discretion with regard to weight, or emphasis in delivery, though all Knowledge and/or Skills items must be covered and minimum Evidence Requirements must be met. It is also suggested that centres apportion timelines and context into manageable sizes, allowing learners an opportunity, under directed study, to identify and analyse examples and correlate findings.

Higher National Unit Support Notes (cont)

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- ♦ Major historical periods covered might include, but not be limited to:
  — Prehistoric
  — Dark Ages
  — early Christian
  — Middle Ages
  — 1st Industrial Revolution
  — 2nd Industrial Revolution
  — 20th Century

- ♦ Major associated architectural styles might include, but not be limited to:
  — early Vernacular
  — Norman (perpendicular)
  — Gothic
  — Medieval
  — Renaissance
  — Neo-classical
  — Victorian
  — Early Modernism
  — Modernism
  — Post Modernism

- ♦ Geographical (UK regional) context could include:
  — regional differences: Scotland, England and Wales, Northern Ireland
  — topographic influence: low lying land, mountain regions, coastal
  — urban — rural distinctions: occupational differences
  — centres of administration, development of Royal Burghs, changing urban landscape

Centres are encouraged to contextualise learning according to individual needs. Typical examples of discussion would be the uniquely regional developments, such as brochs and crannogs in Scotland/Ireland, the development of urban conurbation at key locations throughout the UK and the reliance of local materials, as dictated by local conditions. Again, the extensive use of ICT in delivery is recommended.

- ♦ Social context could include:
  — influence of economic/military development and strength
  — development of fortified centres and cottage industries
  — impact on material use
  — influence from international trade
  — influence of Christianity in form, shape and iconography
  — state buildings, churches, manor houses, town houses
  — development of the cities
  — World Wars: reconstruction
  — modern living

Higher National Unit Support Notes (cont)

Unit title: History of Architecture (SCQF level 7)

♦ Technological context might include developing technologies could be:
   — timbering skills and technologies
   — masonry skills and technologies
   — thatch work
   — 'adobe' structures
   — building layouts
   — iron and steel, industrialisation — impact on design
   — mass production - impact on design
   — 20th century solutions:
      – the 'green' issue, problem or solution?

Centres are encouraged to contextualise learning according to individual needs. Typical examples of discussion could focus on invention, innovation and the implementation of new technologies and materials, such as the earliest use of glass, concrete or mortar within masonry. Key issues relating to Stone Age, Bronze Age and Iron Age developments could be highlighted, as well as the impact of the industrial revolution, both the 1st and 2nd phase. Latest technologies in modular, cellular and prefabricated solutions could also be discussed and illustrated.

Formative learning could be used to develop research skills by organising learners into small working groups of 3–4, and provide them with a given historical period as a group task. Different groups within a class structure could be assigned differing periods. Timelines or styles, suitable to the programme being taught, would focus delivery. So for example, learners studying towards Conservation Technology awards may focus on older, more traditional periods and styles, whilst learners studying towards Design orientated awards, such as Architectural Technology might prefer to concentrate on more contemporary periods and styles. Groups could report back on findings, possibly giving oral feedback or in an ICT presentation format.

It is anticipated that learners will, in the first instance, develop material independently from lectures, discussion and directed investigation. It is accepted that learners may be able to add to this by generating additional material out with the centre and centres should ensure the sufficiency and authenticity of such evidence.

On agreed completion of the individual effort, it might be of further benefit to the development of Core Skills if groups could collaborate and discuss results and findings. The production of a poster illustration, to communicate the essential ideas from the assessment task could be a unique way of combining design skills, *Communication* skills and *Information and Communication Technology (ICT)* into this process. Posters would need to be clear, coherent, communicate ideas strongly and effectively, and may combine a variety of mediums in doing so, including text, graphics, photographic and other craft items. Traditional and electronic, *ICT* based methods of illustrating ideas and data are acceptable.

Higher National Unit Support Notes (cont)

Unit title: History of Architecture (SCQF level 7)

Outcome 2

Topics covered, determining the responses required, could include the following:

♦ Timeline:
— Major international historical keynotes
— Major international historical periods
— Major associated international architectural styles

In discussion of timeline, periods, context and style, lecturers are encouraged to maximise ICT in teaching to aid in the visual grasp of iconography and example. It is also suggested that centres use their own discretion with regard to weight, or emphasis in delivery, though all Knowledge and/or Skills items must be covered and minimum Evidence Requirements must be met. It is also suggested that centres apportion timelines and context into manageable sizes, allowing learners an opportunity, under directed study, to identify and analyse examples and investigate correlated ideas.

♦ Major historical periods covered might include, but not be limited to:
— Prehistoric
— Dark Ages
— early Christian
— Middle Ages
— 1st Industrial Revolution
— 2nd Industrial Revolution
— 19th Century
— 20th Century

♦ Major associated architectural styles might include, but not be limited to:
— Ancient
— Classic:
– Egyptian
– Greek
– Roman
– Meso American
– Oriental
– Islamic
— Norman (perpendicular)
— Romanesque
— Gothic
— Medieval
— Byzantine
— Moorish
— Renaissance:
– Baroque
– Rococo

Higher National Unit Support Notes (cont)

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  — Neo-classical:
  – Georgian
  – Regency
  – Federal
  – Colonial
  – Imperial
  — Victorian
  — Early Modernism
  — Arts and Crafts
  — Art Nouveau:
  – Chicago School
  – Edwardian
  — Modernism:
  – De Stijl
  – Bauhaus
  – Functionalism/Minimalism
  – Art Deco
  – Moderne
  – International Modernism
  – Expressionism
  — Post Modernism:
  – Deconstructivism
  – Abstract Expressionism
  – Freeform
  – Corporate Modernism

♦ Geographical context could include:
  — Oriental: classic Japanese/Chinese dynasties
  — Asian: Indian/Islamic/Byzantine
  — American: Meso-American, conquest, European influence, modern Americas
  — European: Northern, Southern, Western, Eastern
  — Africa: African/Mediterranean

♦ Social context could include:
  — influence of economic/military development and strength
  — development of fortified centres and cottage industries
  — impact on material use
  — influence from international trade
  — influence of religion in form, shape and iconography
  — state buildings, churches, manor houses, town houses
  — development of the cities
  — World Wars: reconstruction
  — modern living

Higher National Unit Support Notes (cont)

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- ◆ Technological context could include:
  - — classic (Egypt, Greece, Rome) technologies:
    - − correlation with distant classics: Oriental, Meso-American, Islamic
  - — developing technologies:
    - − stone, masonry
    - − timbering
    - − moulding, decoration
  - — early industrial activities:
    - − industrial revolution:
      iron and steel technologies, benefits, impact on design
      mass production — impact on design
  - — modern times
  - — 20th century solutions:
    - − the 'green' issue, problem or solution?

Formative learning could be used to develop research skills by organising learners into small working groups of three to four, and provide the group with a given historical period to interrogate. Different groups within a class structure could be assigned differing periods. Timelines or styles, suitable to the programme being taught could focus delivery. So for example, learners studying towards Conservation Technology awards may focus on older, more traditional periods and styles, whilst learners studying towards Design orientated awards, such as Architectural Technology might prefer to concentrate on more contemporary periods and styles.

It is anticipated that learners will, in the first instance, develop material independently from lectures, discussion and directed investigation. It is accepted that learners may be able to add to this by generating additional material out with the centre, and centres should ensure the sufficiency and authenticity of such evidence. The construction of a log book would be a good way for the learner to record and organise the evidence required. The log book could demonstrate the evolution of the architectural styles and relate this to the timelines selected.

On agreed completion of the individual effort, it could be of further benefit if groups could collaborate and discuss results and findings. The production of a poster illustration, to communicate the essential ideas from the assessment task could be a unique way of combining design skills into this process. Posters would need to be clear, coherent, communicate ideas strongly and effectively, and may combine a variety of mediums in doing so, including text, graphics, photographic and other craft items. Traditional and electronic, IT based methods of illustrating ideas and data are acceptable.

Much of the evidence required for assessment may be driven by learners' own research activity, and all assessments could be carried out under open-book conditions. To this end, learners should be allowed to refer to relevant course material for all assessment incidents. The evidence for both assessments could be in the form of working log books, which provide for data entry of findings, as well as learners notes, comments and observations. Log books could be provided by centres.

Higher National Unit Support Notes (cont)

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The emphasis on learning and assessment could be focused on the visual identification of key concepts, principal iconography and detail associated to given periods, styles or timelines. Learners could be encouraged to develop critical awareness in the recognition of these, and be able to use sourced material to communicate essential ideas about them effectively and coherently. The focus of the practical tasks for both Outcomes is on the use of illustrative examples to aid in the communication of the evaluation of established findings. This could be achieved in the group production of an illustrative poster, produced traditionally, electronically, or a combination of both.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Both Outcomes require a documented response **and** a practical task. There are opportunities for a combined assessment across the practical assignments for both Outcomes, and individual centres may choose to exploit these opportunities as centre demands dictate. Much of the evidence required in the production of the assessments could be generated by learners out with the normal confines of the centre. It is essential, however, that the centre ensure that evidence generated is the learner's own work.

Assessment Guidelines

Outcome 1

The construction of a log book would be a good way for the learner to record and organise the evidence required. The log book could demonstrate the evolution of the architectural styles and relate this to the timelines selected. There are opportunities for a combined assessment across the practical tasks for both Outcomes, and individual centres may choose to exploit these opportunities as centre demands dictate.

Outcome 2

The construction of a log book could be a good way for the learner to record and organise the evidence required. The log book could demonstrate the evolution of the architectural styles and relate this to the timelines selected. There are opportunities for a combined assessment across the practical tasks for both Outcomes, and individual centres may choose to exploit these opportunities as centre demands dictate.

Higher National Unit Support Notes (cont)

Unit title: History of Architecture (SCQF level 7)

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at **www.sqa.org.uk/e-assessment**.

Opportunities for developing Core and other essential skills

As learners are working to a remit which requires the ability to conduct secondary research using a variety of sources, including text books, internet and other in-house, online platforms, opportunities exist to develop Core Skills in *Information and Communication Technology (ICT)* to SCQF level 6. In this respect, learners are expected to work largely unaided in the sourcing, identification and collation of such material within an electronic environment. The background reading required and the organisation and manipulation of research data and its further development within recorded log books or for presentation purposes in an accurate and professional manner could also provides the opportunities to develop the Core Skill of *Communication* to SCQF level 6. Group work and discussion/feedback are integral aspects of the delivery of this Unit. Evidence may be provided in a number of ways — oral, *ICT*, written report.

Learners would additionally benefit from the experience of working in groups through peer discussion, making value judgements and compromise decisions to further enhance analytical evaluation of the subject matter and collaborative processes involved in the presentation of illustrative material, and therefore develop potential to the SCQF level 6 in the Core Skill of *Working with Others*.

History of changes to Unit

Version	Description of change	Date
02	No change to context. Some minor changes to correct errors/typos and transferred to the current template.	14/07/16

General information for learners

Unit title: History of Architecture (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to provide you with underpinning knowledge and understanding of architectural development from a historical perspective. It will enable you to interrogate examples from the past, recognise their forms and be able to develop an awareness of the fundamental periods and stylistic influences associated to established, historical styles and periods.

The Unit content may cover historical periods from the very ancient to the ultra-modern, but is structured to allow you to progress your own personal interest and develop your understanding of architectural history in a manageable and organised manner. No prior qualifications are required at the outset of this Unit, other than a strong interest in architectural design.

The content of the Unit will inform a great deal of work to be undertaken during a number of other subjects, and should be viewed by you as integral to your understanding of the basic principles of design. To this end, you are encouraged to supplement your class experience and learning by external visits and by becoming more aware of the built environment around you, particularly from the historical perspective. Collation of illustrative examples of period and architectural examples is an important aspect of the Unit. Taking photographs, making notes and sketches, electronic images and extended research using books, journals, television and the internet are encouraged at all times.

The assessment activity within the Unit is partly practical and requiring a submission, with all the evidence for assessment generated by your own effort.

Through the variety of activities involved in the learning processes within this Unit, including using electronic, web based resources, conducting and collating research, the management of collated data and material, as well as individual and group based learning experiences, you will have the opportunity here to develop Core Skill in *Information and Communication Technology (ICT), Communication* and *Working with Others* at SCQF level 6, although there is no automatic certification of Core Skills or Core Skills components.