

**ART AND DESIGN ENQUIRY: DESIGN**  
**Advanced Higher**

**Third edition – published February 2001**

**NOTE OF CHANGES TO ADVANCED HIGHER ARRANGEMENTS  
THIRD EDITION PUBLISHED FEBRUARY 2001**

**COURSE TITLE:** Art and Design Enquiry: Design (Advanced Higher)

**COURSE NUMBER:** C005 13

**National Course Specification**

Course Details: Changes to external course assessment specification

**National Unit Specification**

*Enquiry: Design*

No changes

*Expressive Activity*

Changes to evidence requirements

*Art and Design Studies: Design*

Minor changes

## National Course Specification

### ART AND DESIGN ENQUIRY: DESIGN (ADVANCED HIGHER)

**COURSE NUMBER** C005 13

#### COURSE STRUCTURE

This course comprises one mandatory and two optional units, as follows:

##### Mandatory unit

*D019 13 Enquiry: Design (AH) 2 credits (80 hours)*

##### Optional units

*D016 13 Expressive Activity (AH) 1 credit (40 hours)*

*D020 13 Art and Design Studies: Design (AH) 1 credit (40 hours)*

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

#### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- Higher Art and Design
- equivalent.

---

#### Administrative Information

**Publication date:** February 2001

**Source:** Scottish Qualifications Authority

**Version:** 03

© Scottish Qualifications Authority 2001

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this course specification (including unit specifications) can be purchased from the Scottish Qualifications Authority for £7.50. **Note:** Unit specifications can be purchased individually for £2.50 (minimum order £5).

## National Course Specification: general information (cont)

**COURSE** Art and Design Enquiry: Design (Advanced Higher)

### CORE SKILLS

This course gives automatic certification of the following:

|   |                         |   |
|---|-------------------------|---|
| <b>Complete core skills for the course</b>              | None                    |   |
| <b>Additional core skills components for the course</b> | Planning and Organising | H |
|   | Critical Thinking       | H |

For information about the automatic certification of core skills for any individual unit in this course, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## National Course Specification: course details

**COURSE** Art and Design Enquiry: Design (Advanced Higher)

### RATIONALE

Art and Design promotes aesthetic understanding, visual awareness, knowledge and appreciation. It encourages candidates to use a range of media and technology to understand, appreciate and respond to their world in creative visual and non-visual ways. It promotes creative thinking, innovation and enterprise, and encourages self-reliance, initiative, problem solving and the development of personal opinions and imagery.

Courses in Art and Design, from 5-14 through to Higher, comprise the three elements of expressive, design and critical/evaluative activities. Within and across these elements, candidates develop knowledge, understanding and appreciation and are involved in creative and aesthetic activities associated with art and design practice. These activities can be experienced and revisited across a range of cultural, social and historical contexts which enable candidates to explore personal interests and develop technological capabilities.

The approach is process-based. All candidates engage in:

- investigation and research involving identifying sources
- illustrating the development of different lines of thought and possibilities
- communicating thoughts, ideas and feelings in a wide variety of ways and broad range of contexts
- exercising critical and evaluative skills in coming to informed judgements about their own work, that of their peers and of professional artists and designers

Advanced Higher provides the opportunity for candidates to reap the benefit of earlier groundwork by promoting increased emphasis on candidate autonomy. It allows scope for individual enquiry and comment in areas of personal interest:

- shows the growth of personal vision, skill, commitment and self-reliance
- encourages critical reflection and sustained development of lines of thought and action
- acknowledges qualities of creativity, resourcefulness and flexibility

These are qualities which have currency well beyond the specialist field. In a future where change may be the only constant, the need for independent and lateral thought, self-reliance and motivation will be increasingly valued. Art and Design is strongly placed to support candidates in developing these qualities and transferable skills needed to meet the challenges of the 21st century. Candidates will undertake an appropriate, high-level and intensive study within the subject through coherent development within a chosen field. The area chosen for study should be sufficiently rich in intellectual and aesthetic opportunities to promote intensity and depth of study and should take account of relevant artistic, historical and cultural influences. Studies will be characterised by substantial evidence of independent learning which will allow candidates to take responsibility for determining the content and overall direction of their work.

## National Course Specification: course details (cont)

### COURSE Art and Design Enquiry: Design (Advanced Higher)

The principal aims of the course are to:

- contribute to intellectual, emotional, social and cultural development
- promote growth of personal vision, skill, commitment and self-reliance
- encourage critical reflection
- promote the ability to identify, develop and resolve, in depth, lines of thought and action
- develop creativity, resourcefulness and flexibility.

### COURSE CONTENT

The course 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.

The course comprises:

- Enquiry: Design (AH) (80 hours)
- and **either**
- Expressive Activity (AH) (40 hours)
- or**
- Art and Design Studies: Design (AH) (40 hours)

Undertaking the course offers a number of benefits:

- candidates can identify, research in depth and respond to a particular area or related areas of design, of personal interest and relevance
- the 80-hour and 40-hour units taken together offer opportunities for depth of study and coherence, integration and holistic experience
- candidates' experiences have balance and breadth
- there are maximum opportunities for portfolio production
- indication of a candidate's ability to sustain, develop and bring to conclusions lines of personal thought, decision making and action

## **National Course Specification: course details (cont)**

### **COURSE**            Art and Design Enquiry: Design (Advanced Higher)

#### **Enquiry: Design**

Candidates will be expected to develop the Design Enquiry through study of a personally selected area or theme based on or related to design.

Enquiry: Design is concerned with:

- promoting developing and applying skills of flexible, creative thinking and action
- identifying and investigating design problems, needs or opportunities
- active research and investigation of design issues, implications and possibilities
- sustained imaginative development of a range of appropriate approaches and ideas
- resolution of ideas and approaches into proposals, recommendations and/or solutions
- describing firm proposals, recommendations and/or solutions, and producing two-dimensional and/or three-dimensional visual forms of high quality in relation to them
- considering the same or similar design issues in society
- carrying out considered evaluation
- developing ability and confidence in selecting and applying media, materials and processes

#### **Expressive Activity**

Candidates will be required to develop Expressive Activity through study of a single area or theme. This theme must be the same as or arise from that or those selected for the overall Design Enquiry.

Expressive Activity is concerned with:

- identifying and investigating themes and ideas of personal interest and relevance
- investigating and responding to visual and/or other stimuli
- analytical drawing from first-hand sources
- developing media handling skills
- developing and resolving personal ideas imaginatively
- communicating personal thoughts, feelings, ideas and interpretations through production of two-dimensional and/or three-dimensional visual forms

#### **Art and Design Studies: Design**

Candidates will be required to undertake a single study which must be linked directly to Enquiry: Design.

Art and Design Studies: Design is concerned with development of knowledge, understanding and appreciation of the selected area of design through:

- research into and investigation of the selected area
- formulation and communication of relevant and informed personal views, opinions and judgements

## National Course Specification: course details (cont)

**COURSE** Art and Design Enquiry: Design (Advanced Higher)

### ASSESSMENT

To gain the award of a course, the candidate must pass all the unit assessments as well as the external assessment. External assessment provides the opportunity to achieve at levels beyond those required to attain each of the unit outcomes and is the basis for grading attainment in the course award. This attainment, where appropriate, may be recorded and used to contribute towards course estimates and to provide evidence for appeals.

Candidates should be aware of assessment requirements and arrangements. Formative assessment should be used to assist candidates in their work. Holistic approaches to assessment should be adopted. Materials will be provided from the National Assessment Bank to assist with this. Each item of evidence produced should be clearly identified with the outcome it supports and the performance criteria to which it relates.

### Enquiry: Design

#### DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT

The Art and Design Enquiry: Design course should be presented for assessment as a coherent body of coursework. There are two course options available based on work undertaken for the Design unit (80-hour) and *either* the Expressive unit (40-hour) *or* the Art and Design Studies: Design unit (40-hour). The Enquiry folio should be accompanied by a Statement of Intent which will be provided by SQA for completion by candidates. The assessment of this course will be as follows: Expressive 60%; Design *or* Art and Design Studies: Design 30%; Statement of Intent 10%.

The two course options will be assessed as follows:

#### Option 1 Design with Expressive

The course assessment for this Enquiry will be based on a folio containing a body of related work representing all component parts of the course being undertaken. The work in the folio may be of any size of paper, material or mounting board up to a maximum of A1 size or three-dimensional equivalent. The *minimum* requirements for the folio are as follows:

- **Design** 10 sheets (up to A1 size or three-dimensional equivalent)
- **Expressive** 6 sheets (up to A1 size or three-dimensional equivalent)

**Note: candidates may submit up to 24 sheets maximum (or three-dimensional equivalent) in the folio.**

The emphasis given to additional work (ie design or expressive) in the folio over the minimum requirements is entirely at the discretion of candidates.

## National Course Specification: course details (cont)

**COURSE** Art and Design Enquiry: Design (Advanced Higher)

### Option 2 Design with Art and Design Studies: Design

The course assessment for this Enquiry will be based on a folio containing a body of related work representing all component parts of the course being undertaken. The work in the folio may be of any size of paper, material or mounting board up to a maximum of A1 size or three-dimensional equivalent. The *minimum* requirements for the folio are as follows:

- **Design** 10 sheets\* (up to A1 size or three-dimensional equivalent)
- **Art and Design Studies: Design** 1000 words\* (A4 or A3 format: 1500 words max)\*\*

\* Note: candidates may submit up to 18 sheets (maximum A1 size or three-dimensional equivalent) and up to 1500 words written content in the folio.

\*\* Art and Design Studies should be presented in a coherent extended written form either on individual sheets or in any suitable workbook or file format. The work may include visual material.

The emphasis given to additional work (ie expressive or art and design studies) in the folio over the minimum requirements is entirely at the discretion of candidates.

### Course Assessment Criteria

The criteria for assessment of the Enquiry are based on five broad aspects. These are as follows:

- skills in visual perception, observation and investigation, through personal exploration and research towards a theme or design brief
- skills in handling media, techniques and processes towards the theme or design brief
- ability to develop and communicate ideas through visual media and other appropriate processes
- skills in solving problems
- ability to handle information and make informed analytical and critical evaluations, in personal, contemporary, cultural or historical contexts.

## National Course Specification: course details (cont)

**COURSE** Art and Design Enquiry: Design (Advanced Higher)

### GRADE DESCRIPTIONS

#### GRADE 'C'

The Enquiry demonstrates the candidate's ability to:

Produce a coherent body of course work, linked by a common theme and/or design brief, across both component units of the course

Recognise and understand the potential and qualities of external stimuli

Explore and investigate stimuli imaginatively

Select media, techniques and processes appropriate to the theme or design brief

Handle media, techniques and processes with confidence, to express or present ideas

Develop personal ideas and lines of enquiry in visual or other appropriate forms

Make effective use of the qualities of a variety of media and processes

Use visual elements and concepts in a controlled and creative way

Make plans to resolve in visual or other appropriate forms selected ideas or problems arising from the exploration of a design brief

Manage and carry out a plan to create an effective solution to a specific problem or to develop a selected idea into a coherent outcome

Select and evaluate personal work to match agreed criteria

Exploit the potential of research and investigation within design sources to inform, influence and compliment practical enquiry

Express and justify personal ideas and interpretations

Construct and present an informed personal evaluation of the outcomes of the course of study

#### GRADE 'A'

The Enquiry demonstrates the candidate's ability to:

Show mature personal interpretation in selection of stimuli appropriate to the theme/context

Show breadth and depth in sustained and detailed investigation of stimuli

Show highly developed awareness and understanding of techniques and processes appropriate to the theme or design brief

Express and present ideas in choice of media techniques and processes with confidence, skill and maturity

Sustain significant personal and imaginative lines of enquiry

Show inventiveness, flexibility and individuality in the use of the visual elements

Suggest considered solutions or resolve visual outcomes in a range of situations

Understand implications of various courses of action and their relative merits

Communicate and justify well supported views in relation to the theme and/or context.

## **National Course Specification: course details (cont)**

**COURSE** Art and Design Enquiry: Design (Advanced Higher)

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

#### **Enquiry: Design**

The candidate should identify an area or theme concerned with or arising from design as the subject of the Enquiry. It may be specific and tightly focused, or broad and wide-ranging. Candidates should be able to explain the perceived potential of the chosen area or theme, indicating starting points, sources and stimuli. Candidates should also make clear intentions with regard to the types and stages of development. Clarity of vision and intention at the outset will be essential to successful implementation and development. This does not prevent subsequent developments or deviation from initial intentions as the Enquiry proceeds. A spirit of personal research, discovery and unfolding of ideas may characterise the best Enquiries. There should be reasons offered, however, for alterations made. Candidates should be able to explain and comment on them. Throughout the Enquiry candidates must be able to maintain clarity, structure and coherence.

The Enquiry prescribes no precise pattern, process or outcome. Rather, it should be undertaken as personal research, discovery, interpretation and response of a sustained nature. Though principally problem solving in nature, candidates will employ other types of sources and responses. Of greatest importance is that the area or theme is of great personal significance and interest to candidates, and that it has potential for sustained and extended study in depth.

For purposes of planning and delivery, the Enquiry: Design may be combined with the selected complementary 40-hour unit into a single major area of study. Two optional course combinations thus emerge:

#### **Enquiry: Design with Art and Design Studies: Design**

The Enquiry should be wholly integrated with the Design and Art and Design Studies units based on the same context, area or theme. Thus, each unit will support and inform the other. Research and development may be undertaken jointly across both units. Production of finished items of work generated through the Enquiry might parallel the candidate's communication of information and judgements reached in Art and Design Studies. Together, the units provide opportunities for development, resolution and presentation of ideas and responses through flexible, complementary approaches. Opportunities exist for study in breadth and depth, and imaginative approaches to generation and presentation of evidence.

#### **Enquiry: Design with Expressive Activity**

The Enquiry should be wholly integrated with the Design and the Expressive units based on the same context, area or theme. Thus, interrelationships between the visual arts and design may be explored. Joint research and investigation of sources/stimuli may lead to developments which support both expressive and design-based approaches and outcomes.

Irrespective of which course option is chosen, the extent and depth of a candidate's interest and involvement in a chosen area or theme should lead to work outwith the studio. To facilitate this, it may be particularly valuable for the candidate to develop and maintain a personal research file. Information may be gathered in visual and other forms. A file of roughs, notes, jottings, etc. should reflect the candidate's interests, ideas and developing thinking.

## National Course Specification: course details (cont)

### COURSE Art and Design Enquiry: Design (Advanced Higher)

Personal research files or similar will be acceptable for assessment.

The course allows 40 hours of additional flexible time. Appropriate activities may include:

- diagnostic assessment
- consolidation of learning
- additional support
- individual, private candidate tutorial(s)
- investigation of the interrelationships between design and the visual arts
- visits to/by practising designers, etc.
- visits to galleries, museums, design studios, production facilities, etc.
- personal research
- preparation for course assessment

Further information on production of evaluations, presentations of information and judgements and similar material is provided in the Subject Guide.

### SPECIAL NEEDS

This course 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 whose First Language is not English* (SQA, 1998).

### SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each course
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

## National Unit Specification: general information

|               |  |
|---------------|--|
| <b>UNIT</b>   | Enquiry: Design (Advanced Higher)                |
| <b>NUMBER</b> | D019 13  |
| <b>COURSE</b> | Art and Design Enquiry: Design (Advanced Higher) |

### SUMMARY

This unit develops the candidate's ability to identify design problems, needs and opportunities of personal interest and relevance; consider a design issue or issues; initiate and sustain imaginative development of ideas and approaches; resolve, produce and communicate design proposals, recommendations and solutions; understand and exploit the potential of appropriate media, materials, processes and equipment and understand the contribution of design to society.

### OUTCOMES

- 1 Identify an area of personal interest and relevance and describe intentions regarding the development of it.
- 2 Demonstrate sustained development and explore possible approaches and solutions in both visual and non-visual forms.
- 3 Formulate and communicate proposals, recommendations and/or solutions.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- Higher Art and Design
- equivalent

---

### Administrative Information

|                          |                                   |
|--------------------------|-----------------------------------|
| <b>Superclass:</b>       | JA                                |
| <b>Publication date:</b> | February 2001                     |
| <b>Source:</b>           | Scottish Qualifications Authority |
| <b>Version:</b>          | 03                                |

© Scottish Qualifications Authority 2001

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

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: general information (cont)**

**UNIT** Enquiry: Design (Advanced Higher)

### **CREDIT VALUE**

2 credits at Advanced Higher.

### **CORE SKILLS**

This unit gives automatic certification of the following:

|  |                        |
|--|------------------------|
| <b>Complete core skills for the unit</b>   | None                   |
| <b>Core skills components for the unit</b> | Critical Thinking    H |

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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

### **UNIT**                      Enquiry: Design (Advanced Higher)

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 1**

Identify an area of personal interest and relevance and describe intentions regarding the development of it.

##### **Performance criteria**

- (a) Explains the choice of and describes the potential of a specific design problem, need or opportunity for development.
- (b) Identifies design issues relevant to the problem, need or opportunity.
- (c) Describes intentions for addressing the design problem, need or opportunity.
- (d) Identifies possible relationships to/with design practice.

##### **Evidence requirements**

A description and explanatory Statement of Intent between 500-1000 words.

#### **OUTCOME 2**

Demonstrate sustained development and explore possible approaches and solutions in both visual and non-visual forms.

##### **Performance criteria**

- (a) Shows interaction between personal work and design practice.
- (b) Demonstrates imaginative personal research of appropriate design issues using a range of sources of information selected personally.
- (c) Shows sustained development, refinement and resolution of a wide variety of ideas.
- (d) Shows ability in choice and use of media, materials, processes and equipment.

##### **Evidence requirements**

An appropriate body of work in two and/or three dimensions, including visual and non-visual evidence.

## **National Unit Specification: statement of standards (cont)**

**UNIT** Enquiry: Design (Advanced Higher)

### **OUTCOME 3**

Formulate and communicate proposals, recommendations and/or solutions.

#### **Performance criteria**

- (a) Shows understanding and exploits the qualities of selected media, materials, processes and equipment with confidence and skill.
- (b) Clearly identifies design issues addressed in the light of development.
- (c) Clearly communicates firm proposals, recommendations and/or solutions arising from development.

#### **Evidence requirements**

An appropriate body of work in two and/or three dimensions.

## **National Unit Specification: support notes**

### **UNIT                      Enquiry: Design (Advanced Higher)**

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 80 hours.

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

Information on context(s) is offered in the section dealing with the course details. The specific content of this unit should be based on the themes identified there.

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

Within the course specification the nature and purposes of this unit are defined and described in:

- Rationale
- Course content
- Approaches to learning and teaching

Enquiry: Design should be presented and undertaken as a personal enquiry into design issues of substantial interest and relevance to the candidate through visual and other means. To these ends, candidates should identify design issues or themes of personal interest and relevance which offer adequate potential for research, investigation and development. This will lead to opportunities for candidates to evolve, clarify, evaluate and communicate personal responses to the design issues identified. These responses should take the form of proposals, recommendations or solutions. At Advanced Higher, candidates should be encouraged to look beyond the immediate design problem or issue and consider effects, implications and the impact of design. Less obvious design issues and a range of approaches – including, but going further than, a process based approach – should be exploited.

Design issues and possibilities for exploration from a design perspective extend to the following. The list is neither definitive, exhaustive nor in any order of importance. According to emphasis and interpretation, each has the potential to support wide-ranging enquiry and response:

- function
- safety
- aesthetics
- ergonomics
- costs
- styling
- communication
- social, moral and environmental factors

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

### **UNIT**                      Enquiry: Design (Advanced Higher)

It is anticipated that study will focus on one or more of the following areas of design, although exploration of others would be valid:

- spatial design
- interior design (not decoration)
- visual communication
- fashion
- textile/fabric
- product
- three-dimensional
- environmental

The following examples are offered:

- researching, making and communicating solutions to specific problems
- exploring, by visual and other means, a particular design issue, current applications and implications arising, and offering relevant proposals
- comparing and evaluating of a range of product design in a practical manner, involving testing and market research
- considering materials and processes relating to proposals to revise an existing product

Considering and discussing the responses of others to similar issues, problems, needs or opportunities may form an important part of the activity. Through such activities, candidates should develop skill in evaluating and making decisions about design issues.

The extent and depth of a candidate's interest and involvement in the chosen area or theme should lead to work beyond the centre. To facilitate this, it may be particularly valuable for the candidate to develop and maintain a personal research file. Information may be gathered in visual and other forms. A file of roughs, notes, jottings, etc. should reflect the candidate's interests, ideas and developing thinking.

Personal research files or similar will be acceptable for assessment.

Further information on the production of evaluations, presentations of information and judgements and similar material is provided in the Subject Guide for Art and Design.

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

Candidates should be aware of assessment requirements and arrangements. Formative assessment should be used to assist candidates in their work. Holistic approaches to assessment should be adopted. Materials will be provided from the National Assessment Bank to assist with this. Each item of evidence produced should be clearly identified with the outcome it supports and the performance criteria to which it relates.

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

### **UNIT**                      Enquiry: Design (Advanced Higher)

A variety of means of assessment should be used and include:

- candidate/lecturer review of candidate's management of time, resources and progress
- interim review of selected evidence
- individual tutorials

A variety of instruments of assessment should be used, including:

- candidate self-assessment and/or peer assessment
- planned candidate/lecturer discussion/evaluation
- summative assessment

### **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 whose First Language is not English* (SQA, 1998).

## National Unit Specification: general information

|               |  |
|---------------|--|
| <b>UNIT</b>   | Expressive Activity (Advanced Higher)            |
| <b>NUMBER</b> | D016 13  |
| <b>COURSE</b> | Art and Design Enquiry: Design (Advanced Higher) |

### SUMMARY

This unit develops candidate's the ability to demonstrate knowledge and understanding of the elements of visual language; investigate the potential of a selected theme through a range of responses; and show ability in handling visual media, materials and processes

### OUTCOMES

- 1 Demonstrate knowledge and understanding of the elements of visual language.
- 2 Identify a theme of personal interest and explore its creative potential, expressing personal ideas, thoughts, feelings and responses in a visual manner.
- 3 Demonstrate ability in the selection and use of visual media, materials and processes.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- Higher Art and Design
- equivalent

### CREDIT VALUE

1 credit at Advanced Higher.

---

### Administrative Information

|                          |                                   |
|--------------------------|-----------------------------------|
| <b>Superclass:</b>       | JA                                |
| <b>Publication date:</b> | February 2001                     |
| <b>Source:</b>           | Scottish Qualifications Authority |
| <b>Version:</b>          | 03                                |

© Scottish Qualifications Authority 2001

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

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: general information (cont)**

**UNIT** Expressive Activity (Advanced Higher)

### **CORE SKILLS**

This unit gives automatic certification of the following:

**Complete core skills for the unit** None

**Core skills components for the unit** Critical Thinking H

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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

### **UNIT** Expressive Activity (Advanced Higher)

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 1**

Demonstrate knowledge and understanding of the elements of visual language.

##### **Performance criteria**

- (a) Demonstrates broad and deep exploration of the visual and tactile qualities of personally selected sources/stimuli in a visual manner.
- (b) Demonstrates sustained lines of development and extensive experimentation with a range of selected visual elements.
- (c) Shows clear understanding of the formal elements of visual language.

##### **Evidence requirements**

An appropriate body of work in two and/or three dimensions.

#### **OUTCOME 2**

Identify a theme of personal interest and explore the creative potential of it, expressing personal ideas, thoughts, feelings and responses in a visual manner.

##### **Performance criteria**

- (a) Chooses a theme or themes and selects a range of sources/stimuli which offer visual potential in relation to the theme(s).
- (b) Initiates and shows ability to sustain, interpret and adapt lines of development with rigour, intensity and commitment.
- (c) Produces outcome(s) that clearly and appropriately encapsulate and convey personal ideas, feelings and responses to the theme or themes.

##### **Evidence requirements**

An appropriate body of work in two and/or three dimensions.

## **National Unit Specification: statement of standards (cont)**

**UNIT** Expressive Activity (Advanced Higher)

### **OUTCOME 3**

Demonstrate ability in the selection and use of visual media, materials and processes.

#### **Performance criteria**

- (a) Demonstrates consistent control and applies appropriate technique in a range of monochromatic and colour drawings and studies.
- (b) Produces experimental/exploratory colour and/or tonal studies in two and/or three dimensions using appropriate media, materials and processes with consistent ability.
- (c) Demonstrates informed selection of appropriate medium/media, materials and processes, and sustained skill, control, assurance and fluency in their use.

#### **Evidence requirements**

An appropriate body of work in two and/or three dimensions.

## **National Unit Specification: support notes**

### **UNIT**                      Expressive Activity (Advanced Higher)

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 CONTENT AND CONTEXT FOR THIS UNIT**

Information on context(s) is offered in the section dealing with the course details. The specific content of this unit should be based on the themes identified there.

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

Within the course specification the nature and purposes of this unit are defined and described in:

- Rationale
- Course content
- Approaches to learning and teaching

At Advanced Higher, Expressive Activity should be presented and undertaken as a personal, mainly visual enquiry into an area or theme of substantial interest and relevance to the candidate. The context, area or theme should be the same as, or arise from, that chosen for the Enquiry: Design.

To these ends, candidates should identify an area or theme of personal interest and relevance which offers adequate potential for development. They should identify and select sources and stimuli that reflect personal interest, considering and discussing the responses of others to similar stimuli. They should work with a wide range of media, taking account of ways in which others have used media to create effect. Through such activities, candidates should develop skill in making decisions about the significant visual, formal and tactile elements inherent in or associated with both stimuli and themes and in recording these in sketches, drawings, studies and notes.

Candidates should have opportunities to explore and identify relationships through a variety of means, for example, drawings, studies, collage, reference sources. They should, as appropriate, consider relationships to:

- art practice through subjects such as the figure, landscape, still life, history of painting
- social, political or religious influences
- art history or criticism concerns such as Expressionism, Cubism, Realism, etc.
- the work of others in response to similar theme(s) or working in similar media

The extent and depth of a candidate's interest and involvement in the chosen area or theme should lead to work beyond the centre. To facilitate this, it may be particularly valuable for the candidate to develop and maintain a personal research file. Information may be gathered in visual and other forms. A file of roughs, notes, jottings, etc. should reflect the candidate's interests, ideas and developing thinking. Personal research files or records will be acceptable for assessment.

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

**UNIT** Expressive Activity (Advanced Higher)

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

Candidates should be aware of assessment requirements and arrangements. Formative assessment should be used to assist candidates in their work. Holistic approaches to assessment should be adopted. Materials will be provided from the National Assessment Bank to assist with this. Each item of evidence produced should be clearly identified with the outcome it supports and the performance criteria to which it relates.

A variety of means of assessment should be used and include:

- candidate/lecturer review of candidate's management of time, resources and progress
- interim review of selected evidence
- individual tutorials

A variety of instruments of assessment should be used, including:

- candidate self-assessment and/or peer assessment
- planned candidate/lecturer discussion/evaluation
- summative assessment

### **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 whose First Language is not English* (SQA, 1998).

## National Unit Specification: general information

|               |  |
|---------------|--|
| <b>UNIT</b>   | Art and Design Studies: Design (Advanced Higher) |
| <b>NUMBER</b> | D020 13  |
| <b>COURSE</b> | Art and Design Enquiry: Design (Advanced Higher) |

### SUMMARY

This unit develops the ability to research and investigate a selected area of design in historical and/or contemporary contexts and formulate, explain and communicate informed personal judgements.

### OUTCOMES

- 1 Identify, research and investigate an area of design of personal interest and relevance.
- 2 Communicate relevant information and informed personal judgements clearly and fully.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- Higher Art and Design
- equivalent

### CREDIT VALUE

1 credit at Advanced Higher.

---

### Administrative Information

|                          |                                   |
|--------------------------|-----------------------------------|
| <b>Superclass:</b>       | JA                                |
| <b>Publication date:</b> | February 2001                     |
| <b>Source:</b>           | Scottish Qualifications Authority |
| <b>Version:</b>          | 03                                |

© Scottish Qualifications Authority 2001

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

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: general information (cont)**

**UNIT** Art and Design Studies: Design (Advanced Higher)

### **CORE SKILLS**

This unit gives automatic certification of the following:

|  |                        |
|--|------------------------|
| <b>Complete core skills for the unit</b>   | None                   |
| <b>Core skills components for the unit</b> | Critical Thinking    H |

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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

### **UNIT**                      Art and Design Studies: Design (Advanced Higher)

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 1**

Identify, research and investigate an area of design of personal interest and relevance.

##### **Performance criteria**

- (a) Selects and explains the choice, and describes the perceived potential of a specific context, area or theme of personal interest concerned with design.
- (b) Initiates and shows productive personal research demonstrating clear understanding of design practice.

##### **Evidence requirements**

Evidence of research and investigation of an appropriate and adequate length.

#### **OUTCOME 2**

Communicate relevant information and informed personal judgements clearly and fully.

##### **Performance criteria**

- (a) Draws on research and investigation to convey clear relevant, accurate and extensive factual information about the selected area.
- (b) Makes and communicates personal judgements using appropriate vocabulary, and fluent and appropriate argument.
- (c) Demonstrates interpretation of and insight into the context, influences and/or conditions related to the selected area.

##### **Evidence requirements**

A summary of information and judgements deriving from research and investigation, in an appropriate form, such as a written or oral account of 1000-1500 words or equivalent (with appropriate illustrations and/or visuals if desired).

## **National Unit Specification: support notes**

### **UNIT**                      Art and Design Studies: Design (Advanced Higher)

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 CONTENT AND CONTEXT FOR THIS UNIT**

Information on context(s) is offered in the section dealing with the course details. The specific content of this unit should be based on the themes identified there.

Where Art and Design Studies: Design is undertaken as part of a full course, the attention of candidates and lecturers is drawn to the Art and Design Studies: Design section of course details within the course specification.

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

Within the course specification the nature and purposes of this unit are defined and described in:

- Rationale
- Course content
- Approaches to learning and teaching

When undertaken as a component unit of a full course, Art and Design Studies: Design must be linked directly to the Enquiry: Design. The course will comprise, therefore, the following single integrated area of study:

- Enquiry: Design with Art and Design Studies: Design

Art and Design Studies undertaken in conjunction with the Enquiry: Design should reflect: the context, area and/or theme selected and the nature and purposes of Enquiry. Integration of Art and Design Studies with the Enquiry will allow each to inform and support the other.

Art and Design Studies is essentially concerned with:

- finding out about an area of the visual arts of design
- summarising findings and offering personal views

Art and Design Studies is not primarily concerned with production of practical work.

Examples of key contexts upon which Art and Design Studies might focus are included in the Subject Guide for Art and Design. Of greatest importance, however, is the quality of candidates' engagement with, investigation/interpretation of, and personal response to the particular area, aspect or subject chosen. To these ends, candidates should have opportunities to engage in active research and investigation, thus promoting the awareness, knowledge and understanding which will allow them to formulate, present and justify personal views, conclusions and judgements.

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

### **UNIT**                      Art and Design Studies: Design (Advanced Higher)

The extent and depth of a candidate's interest and involvement in the chosen area or theme should lead to work beyond the centre. To facilitate this, it may be particularly valuable for the candidate to develop and maintain a personal research file. Information may be gathered in visual and other forms. A file of roughs, notes, jottings, etc. should reflect the candidate's interests, ideas and developing thinking. Personal research files or similar will be acceptable for assessment.

Further information on production of evaluations, presentation of information and judgements and similar material is provided in the Subject Guide for Art and Design.

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

Candidates should be aware of assessment requirements and arrangements. Formative assessment should be used to assist candidates in their work. Holistic approaches to assessment should be adopted. Materials will be provided from the National Assessment Bank to assist with this. Each item of evidence produced should be clearly identified with the outcome it supports and the performance criteria to which it relates.

A variety of means of assessment should be used and include:

- candidate/lecturer review of candidate's management of time, resources and progress
- interim review of selected evidence
- individual tutorials

A variety of instruments of assessment should be used, including:

- candidate self-assessment and/or peer assessment
- planned candidate/lecturer discussion/evaluation
- summative assessment

Rigid linear approaches to delivering the unit are not recommended. Evidence of different types from different sources will be generated. Individual items of evidence may support more than one unit or outcome. Each item of evidence should be clearly identified with the unit and outcome it supports and explanation offered about how it meets performance criteria of individual outcomes.

The candidate's presentation of information and judgements should be the subject of structured summative assessment.

### **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 whose First Language is not English* (SQA, 1998).