

**ART AND DESIGN: RESEARCH AND  
APPRECIATION**  
**Advanced Higher**

**Second edition – published February 2001**

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

**COURSE TITLE:** Art and Design: Research and Appreciation  
(Advanced Higher)

**COURSE NUMBER:** C006 13

**National Course Specification**

Course Details: Changes to external course specification and grade descriptions

**National Unit Specification**

*Research and Appreciation* Changes to evidence requirements  
*Visual Presentation: Art and Design* Minor changes

## National Course Specification

### ART AND DESIGN: RESEARCH AND APPRECIATION (ADVANCED HIGHER)

**COURSE NUMBER**                      C006 13

#### COURSE STRUCTURE

This course comprises two mandatory units, as follows:

##### Mandatory units

<i>D021 13</i>	<i>Research and Appreciation</i>	<i>2 credits (80 hours)</i>
<i>D022 13</i>	<i>Visual Presentation: Art and Design</i>	<i>1 credit (40 hours)</i>

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.

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#### Administrative Information

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## National Course Specification: general information (cont)

**COURSE** Art and Design: Research and Appreciation  
(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>	Critical Thinking	H
	Planning and Organising	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: Research and Appreciation  
(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: Research and Appreciation (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:

- Research and Appreciation (AH) (80 hours)
- Visual Presentation: Art and 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 the visual arts or 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: Research and Appreciation  
(Advanced Higher)

### **Research and Appreciation**

Candidates will be expected to develop Research and Appreciation through study of a personally selected area or theme based on or related to the visual arts or design.

Research and Appreciation is concerned with:

- identifying a subject of personal significance, interest and relevance and its perceived potential for personal research and investigation
- active research and investigation of and imaginative, personal response to a variety of sources
- sustained exploration and personal interpretation
- formulation and communication of well-informed personal interpretations, conclusions and judgements

### **Visual Presentation**

Candidates will be required to develop a visual presentation of a single given body of evidence.

Visual Presentation is concerned with:

- review and prioritise a given body of work, identifying essential ideas and information
- in light of priorities, identifying purposes of and audience for visual communication of ideas and information selected
- within resources and constraints, organise ideas and information into a structured, coherent, visual whole

All course content will be subject to sampling in the external assessment.

## **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.



## National Course Specification: course details (cont)

**COURSE** Art and Design: Research and Appreciation  
(Advanced Higher)

### GRADE DESCRIPTIONS

#### GRADE 'C'

*The Research and Appreciation shows:*

clear identification of a visual arts or design subject of personal relevance.

*The dissertation shows:*

supported justification for choice and statement of perceived potential

sustained research and investigation of a wide range of relevant sources

developed personal interpretation of, response to and comment on the subject

accurate, factual information

well supported personal opinions, conclusions and judgements

*The Visual Presentation shows:*

structure, coherence and logic

effective, coherent application of visual communication skills .

#### GRADE 'A'

*The Research and Appreciation shows:*

clear identification of a visual arts or design subject of personal interest and significance

*The dissertation shows:*

well-substantiated documentation justifying choice of subject and statement of perceived potential

sustained research and investigation, showing depth and breadth, of a wide and extensive range of relevant sources

consistent developed personal interpretation of, response to and comment on the subject, and issues/implications arising

extensive, accurate, factual information

well supported personal opinions, conclusions, judgements and informed insights

*The Visual Presentation shows:*

structure, coherence and logic

consistent, sophisticated levels of visual communication skills, including precision and logic in their application.

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

**COURSE**            Art and Design: Research and Appreciation  
(Advanced Higher)

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

#### **Research and Appreciation**

The candidate should identify an area or theme concerned with or arising from visual arts or design as the subject of the Research and Appreciation. It may be specific and tightly focused, or broad and wide-ranging. The candidate should be able to explain the perceived potential of the chosen area or theme, indicating starting points, sources and stimuli. The candidate 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 Research proceeds. A spirit of personal research, discovery and unfolding of ideas may characterise the best Research. There should be reasons offered, however, for such alterations of intention or direction. The candidate should understand and be able to explain and comment on them. Throughout the Research the candidate must be able to sustain clarity, structure and coherence.

Research and Appreciation prescribes no precise pattern, process or outcome. Rather, it should be undertaken as personal research, discovery, interpretation and response. While mainly research-based, the candidates may employ other types of sources and responses. The area or theme should be of major personal significance and interest to the candidate and have potential for sustained study in depth.

For purposes of planning and delivery, Research and Appreciation should be combined with Visual Presentation into a single major area of study.

#### **Visual Presentation**

Evidence generated in Research and Appreciation will be the subject of Visual Presentation. All or most Research and Appreciation will normally precede Visual Presentation. Nevertheless, a degree of integration will be possible. While generating evidence in Research and Appreciation, its eventual purpose and destination should be borne in mind. As evidence develops, some preliminary selection and preparation for Visual Presentation may be undertaken.

The extent and depth of a candidate's interest and involvement in the chosen area of 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.

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.

## National Course Specification: course details (cont)

### **COURSE**            Art and Design: Research and Appreciation (Advanced Higher)

- 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>	Research and Appreciation (Advanced Higher)
<b>NUMBER</b>	D021 13
<b>COURSE</b>	Art and Design: Research and Appreciation (Advanced Higher)

### SUMMARY

This unit develops the student's ability to research and investigate a selected context, area or theme of the visual arts or design; formulate and communicate informed personal interpretations, conclusions and judgements and demonstrate knowledge, understanding and appreciation.

### OUTCOMES

1. Identify an area of the visual arts or design of personal interest and relevance, explain the choice and communicate intentions in terms of development.
2. Research and investigate the chosen area of the visual arts or design.
3. Demonstrate knowledge, understanding, personal interpretation, conclusions and judgments.

### 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

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**                      Research and Appreciation (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 Planning and Organising    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**                      Research and Appreciation (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 the visual arts or design of personal interest and relevance, explain the choice and communicate intentions in terms of development

##### **Performance Criteria**

- a. Identifies, explains choice and describes the perceived potential of an area of the visual arts or design.
- b. Describes intentions for research and investigation of the area.

##### **Evidence requirements**

A descriptive and explanatory statement of 500 - 1000 words.

#### **OUTCOME 2**

Research and investigate the chosen area of the visual arts or design.

##### **Performance criteria**

- a. Shows sustained research and investigation of a wide variety of personally selected sources.
- b. Shows sustained refinement and resolution of the direction of research undertaken.
- c. Shows awareness, knowledge and understanding of applications in the chosen area of the visual arts or design.

##### **Evidence requirements**

An appropriate body of work including visual and non-visual evidence.

#### **OUTCOME 3**

Demonstrate knowledge, understanding, personal interpretation, conclusions and judgments.

##### **Performance criteria**

- a. Shows extensive, accurate factual information and informed understanding in relation to chosen area.
- b. Shows well-substantiated and informed personal interpretation, conclusions and judgments arising from research.

##### **Evidence requirements**

A dissertation of between 4000 and 6000 words or equivalent.

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

### **UNIT                      Research and Appreciation (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

Research and Appreciation should be presented and undertaken as a personal research project into a selected area or theme of the visual arts or design, of substantial interest and relevance to the student, which offers adequate potential for development. Students should identify and select issues which reflect personal interest, considering and discussing the responses of others to similar ideas. This will lead to opportunities for students to evolve, clarify, evaluate and communicate personal responses to the issues identified, considering effects, implications and impact of the visual arts or design.

Areas for Research and Appreciation could involve the following; the list is neither definitive nor exhaustive:

- art practice through subject issues such as the figure, landscape, still life, etc.
- art historical/critical movements such as Expressionism, Cubism, Realism etc.
- design practice in spatial design; interior design; visual communication; fashion; textile/fabric; product; 3-dimensional; environmental etc.
- design issues such as function; safety; costs; ergonomics; aesthetics; styling; communication; social, moral and environmental factors, etc.
- social, political, religious and other cultural influences on any of the above.

The extent and depth of a student'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 student 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 student's interests, ideas and developing thinking.

Personal research files or records will be acceptable for assessment.

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

### **UNIT                      Research and Appreciation (Advanced Higher)**

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.

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

Candidates should be aware of assessment requirements and arrangements. Formative assessment should be used to assist students in their work. Holistic approaches to assessment should be adopted. Materials will be provided from the National Bank of Assessment 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:

- student/tutor review of student's management of time, resources and progress
- interim review of selected evidence
- individual tutorials.

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

- student self-assessment and/or peer assessment
- planned student/teacher/tutor discussion/evaluation
- summative assessment.

Rigid linear approaches to delivering the unit are not recommended. Evidence of different types from different sources will be generated from, for example, research and investigation, development of ideas and opinions and the dissertation. 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

### **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>	Visual Presentation: Art and Design (Advanced Higher)
<b>NUMBER</b>	D022 13
<b>COURSE</b>	Art and Design: Research and Appreciation (Advanced Higher)

### SUMMARY

This unit develops the ability to:

- review and prioritise a given a body of work, identifying essential ideas and information
- in light of priorities, identify the purposes of and audience for visual communication of ideas and information selected
- within resources and constraints, organise ideas and information into a structured, visual whole.

### OUTCOMES

- 1 From a given body of work, identify and select essential ideas and information for visual presentations.
- 2 Identify and select appropriate means for visual presentations, in light of resources and constraints.
- 3 Communicate ideas and information as a structured, visual whole.

### 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

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT** Visual Presentation: Art and Design (Advanced Higher)

### **CREDIT VALUE**

1 credit 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 Planning and Organising 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**                      Visual Presentation: Art and 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**

From a given body of work, identify and select essential ideas and information for visual presentation.

##### **Performance criteria**

- (a) Show ability to identify and understand main ideas and information.
- (b) Define purpose(s) of communication.
- (c) Describe intended audience for communication and circumstances in which communication will be viewed.

##### **Evidence requirements**

Task/brief or specification listing:

- main headings of essential ideas and information
- purpose of communication
- audience for communication

#### **OUTCOME 2**

Identify and select appropriate means for visual presentation, in light of resources and constraints.

##### **Performance criteria**

- (a) Considers different modes of possible communication, taking account of implications and identifying one as most appropriate to purposes and audiences.
- (b) Identifies and lists resources available and constraints applicable.
- (c) Plans and generates additional information necessary for clarity of communication.

##### **Evidence requirements**

- Listings of major resources (ie bibliographies, references, extracts) and constraints: some understanding of implications of both
- Experimental work of format(s) appropriate to intentions, showing evidence of:
  - consideration and preliminary trialling of different appropriate modes of communication; some awareness of properties and potential of these; selection and justification of a single mode;
  - personal planning and effective generation of adequate additional materials necessary for clarity of communication.

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

**UNIT** Visual Presentation: Art and Design (Advanced Higher)

### **OUTCOME 3**

Communicate ideas and information as a structured, visual whole.

#### **Performance criteria**

- (a) Shows ability to identify relevant ideas and information in light of purpose(s), audience, resources and constraints, making and prioritising appropriate selections.
- (b) Collates, manages and organises all ideas and information effectively, assembling them into coherent, understandable, visual whole.
- (c) Applies appropriate visual communication skills with understanding, inconsistency, ability and precision.

#### **Evidence requirements**

A single, structured, visual presentation incorporating a number of complementary parts, intended for joint, simultaneous or sequential viewing.

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

### **UNIT**                      Visual Presentation: Art and 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.

This unit is concerned with the selection, management and presentation of information for an identified audience. The content which is the subject of this unit will arise from another unit.

#### **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

This unit is concerned with presentation of evidence from another unit. Of necessity, therefore, all or most of this unit must follow the other. Nevertheless, a degree of integration will be possible. While generating evidence in the other unit, the eventual purpose and destination of evidence should be borne in mind. Also, as the other unit develops it may well be possible for some preliminary selection and preparation of evidence to be undertaken.

Within this unit, it will be permissible for brief material to be generated which is additional to that arising from the other unit, although only in so far as this is deemed necessary or desirable to aid clarity of presentation/communication.

Resources will include materials, time and space. Constraints will include costs, space and deadlines. Other issues of resources and/or constraints may apply in particular circumstances.

In terms of the form of visual presentation, opportunities exist for imaginative interpretation of possibilities offered. While written dissertations will be acceptable, folios, video, multimedia, computer-generated presentations and other forms will be possible. Of paramount importance is the design, coherence, structure, precision, clarity and effectiveness of the presentation – not the format adopted.

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of a student's special needs should be taken into account when planning learning experiences and selecting assessment instruments.

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

### **UNIT**                      Visual Presentation: Art and Design (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 students in their work. Holistic approaches to assessment should be adopted. Materials will be provided from the National Bank of Assessment 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:

- student/tutor review of student's management of time, resources and progress
- interim review of selected evidence
- individual tutorials.

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

- student self-assessment and/or peer assessment
- planned student/teacher/tutor 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).