

ART AND DESIGN
Access 2

Second edition – published August 1999

**NOTE OF CHANGES TO ACCESS 2 ARRANGEMENTS
SECOND EDITION - PUBLISHED SUMMER 1999**

CLUSTER TITLE: Art and Design (Access 2)

CLUSTER NUMBER: C003 08

National Cluster Specification

Cluster Details Core skills statements inserted

National Unit Specification:

All units Minor textual changes
Special Needs and Core Skills statement inserted

National Cluster

ART AND DESIGN (ACCESS 2)

CLUSTER NUMBER C003 08

STRUCTURE

The cluster comprises three units:

<i>D523 08</i>	<i>Exploring Visual Images (Acc 2)</i>	<i>1 credit (40 hours)</i>
<i>D524 08</i>	<i>Working with Materials (Acc 2)</i>	<i>1 credit (40 hours)</i>
<i>D525 08</i>	<i>Developing Personal Ideas (Acc 2)</i>	<i>1 credit (40 hours)</i>

Although the cluster can be taught successfully in the sequence indicated above, its content does allow for integration across units. It is, however, recommended that candidates who are progressing from Access 1 start with the Exploring Visual Images unit. Planning should take account of the interests of the candidate together with the facilities and resources available.

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

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CORE SKILLS

There is no automatic certification of core skills or core skills component in this cluster.

Administrative Information

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Additional copies of this 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 Cluster: details

CLUSTER Art and Design (Access 2)

RATIONALE

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

Access 2 helps develop awareness of visual imagery as an important means of communication, and of the place of the visual arts and design in our environment and society.

The principal aims of the programme of study are to:

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

CONTENT

At Access 2 the cluster is comprised of the three units: *Exploring Visual Images*, *Working with Materials* and *Developing Personal Ideas*. If candidates are progressing from Access 1, it is recommended that candidates complete the *Exploring Visual Images* unit first. While attainment of discrete units indicates a certain level of basic competence, the cluster provides candidates with a holistic learning experience with opportunities to integrate knowledge and practical experiences.

The programme of study 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.

There are benefits to undertaking the programme of study as a coherent whole. These include:

- a coherent, integrated, holistic experience for candidates
- balance and breadth of experiences and learning
- integrated exploration of the visual arts and design
- the development and practice of skills and abilities through practical activity.

National Cluster: details (cont)

CLUSTER Art and Design (Access 2)

Exploring Visual Images (Acc 2)

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

Working with Materials (Acc 2)

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

Developing Personal Ideas (Acc 2)

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

The emphasis will be on:

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

ASSESSMENT

Access differs from other levels in that there is no external assessment. However a cluster provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete units.

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

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

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

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

National Cluster: details (cont)

CLUSTER Art and Design (Access 2)

APPROACHES TO LEARNING AND TEACHING

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

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

The time proposed allows 40 hours of additional flexible time which should be used for appropriate activities such as:

- consolidation of learning
- additional support
- investigation of the interrelationships between the visual arts and design
- visits to/by practising artists, designers, etc
- visits to galleries, museums, etc
- target setting/personal organisation
- integration of learning
- personal performance improvement.

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

Other publications give further advice on:

- support materials
- appropriate learning and teaching approaches
- core skills
- assessment.

National Cluster: details (cont)

CLUSTER Art and Design (Access 2)

SPECIAL NEEDS

This 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 cluster
- 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

UNIT	Exploring Visual Images (Access 2)
NUMBER	D523 08
CLUSTER	Art and Design (Access 2)

SUMMARY

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

OUTCOMES

- 1 Explore a range of visual images.
- 2 Create visual images of personal interest.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

CORE SKILLS

There is no automatic certification of core skills or core skills component in this unit.

Administrative Information

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National Unit Specification: statement of standards

UNIT Exploring Visual Images (Access 2)

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

Explore a range of visual images.

Performance criteria

- (a) Chooses and explains choice of limited range of visual images, which may include artefacts.
- (b) Makes changes to and selects from the limited range of visual images in developing a personal response.
- (c) Comments on images produced.

Evidence requirements

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

OUTCOME 2

Create visual images of personal interest.

Performance criteria

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

Evidence requirements

- PCs (a) and (b) Performance evidence recorded on two sheets of A2 or 3-dimensional equivalent, demonstrating the creation of at least two visual images, correct use of media, materials and processes.
- PC (c) Oral and/or written evidence of correct identification of at least one visual element used.

National Unit Specification: support notes

UNIT Exploring Visual Images (Access 2)

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

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

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

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

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

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

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

2-dimensional media/materials -

pencil, graphite sticks, charcoal, print, pen and ink, ink wash, ball point, felt pens, markers, pastel, crayon, oil pastel, paint, photography, film, computer or electronically generated images;

3-dimensional media/materials -

clay, plaster, wood, metal, wire, mixed media.

National Unit Specification: support notes (cont)

UNIT Exploring Visual Images (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

A variety of approaches to assessment may be appropriate. The unit will be assessed internally.

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

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

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

UNIT	Working with Materials (Access 2)
NUMBER	D524 08
CLUSTER	Art and Design (Access 2)

SUMMARY

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

OUTCOMES

- 1 Identify a range of materials.
- 2 Select materials to be used for an identified theme and explain choices.
- 3 Use materials to produce visual outcomes.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

CORE SKILLS

There is no automatic certification of core skills or core skills component in this unit.

Administrative Information

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National Unit Specification: statement of standards

UNIT Working with Materials (Access 2)

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 a range of materials.

Performance criteria

- (a) Correctly identifies materials from a range.
- (b) Identifies the effect produced by each material.

Evidence requirements

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

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

PC (b) Effect of each material identified correctly.

OUTCOME 2

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

Performance criteria

- (a) Chooses a theme for working with materials
- (b) Selects materials to use.
- (c) Explains choice of materials.

Evidence requirements

Performance evidence of observational techniques, oral and/or written evidence identifying theme, explaining choice. Evidence may be recorded using checklists. At least two different forms of materials should be chosen and the choice explained.

OUTCOME 3

Use materials to produce visual outcomes.

Performance criteria

- (a) Produces visual outcomes using selected materials.
- (b) Comments on visual outcomes.

Evidence requirements

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

National Unit Specification: support notes

UNIT Working with Materials (Access 2)

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

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

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

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

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

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

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

2-dimensional media/materials -

pencil, graphite sticks, charcoal, print, pen and ink, ink wash, ball point, felt pens, markers, pastel, crayon, oil pastel, paint, photography, film, computer or electronically generated images;

3-dimensional media/materials -

clay, plaster, wood, metal, wire, mixed media.

Care and maintenance of the media/materials and equipment used is an important aspect of this unit and should be taught as an integral part of it. Candidates should also be encouraged to develop personal organisational skills.

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

National Unit Specification: support notes (cont)

UNIT Working with Materials (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

A variety of approaches to assessment may be appropriate. The unit will be assessed internally.

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

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

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

UNIT	Developing Personal Ideas (Access 2)
NUMBER	D525 08
CLUSTER	Art and Design (Access 2)

SUMMARY

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

OUTCOMES

- 1 Explore a theme for study based on personal interest.
- 2 Develop, in visual ways, personal ideas related to the selected theme for study.
- 3 Produce a personal visual response to the selected theme for study.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

CORE SKILLS

There is no automatic certification of core skills or core skills component in this unit.

Administrative Information

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National Unit Specification: statement of standards

UNIT Developing Personal Ideas (Access 2)

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

Explore a theme for study based on personal interest.

Performance criteria

- (a) Chooses a theme for study and explains choice.
- (b) Recognises and records visual elements appropriate to the theme for study.
- (c) Uses media and materials appropriately to record personal interpretation, which may be an idea.

Evidence requirements

Oral and/or written evidence of choice of theme and explanation of choice. Performance evidence recorded on two sheets of A2 or 3-dimensional equivalent demonstrating recognition of at least two visual elements, and use of media and materials to record personal interpretation.

OUTCOME 2

Develop, in visual ways, personal ideas related to the selected theme for study.

Performance criteria

- (a) Works out visual ideas showing personal interpretation.
- (b) Experiments with familiar media and materials.

Evidence requirements

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

OUTCOME 3

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

Performance criteria

- (a) Uses appropriate media and materials.
- (b) Produces outcomes which convey personal ideas.

Evidence requirements

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

National Unit Specification: support notes

UNIT Developing Personal Ideas (Access 2)

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

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

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

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

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

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

2-dimensional media/materials -

pencil, graphite sticks, charcoal, print, pen and ink, ink wash, ball point, felt pens, markers, pastel, crayon, oil pastel, paint, photography, film, computer or electronically generated images.

3-dimensional media/materials -

clay, plaster, wood, metal, wire, mixed media.

Candidates should be made aware of the variety of visual images they encounter in everyday life and comment on these images and their purpose and/or uses.

National Unit Specification: support notes (cont)

UNIT Developing Personal Ideas (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

A variety of approaches to assessment may be appropriate. The unit will be assessed internally.

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

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

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).