

ART AND DESIGN

Access 3

First edition – published March 2006

National Cluster Specification

CLUSTER Art and Design (Access 3)

CLUSTER CODE C223 09

STRUCTURE

This programme of study has three mandatory Units:

DV37 09	<i>Art and Design: Expressive Activity (Access 3)</i>	<i>1 credit (40 hours)</i>
DV38 09	<i>Art and Design: Design Activity (Access 3)</i>	<i>1 credit (40 hours)</i>
DV39 09	<i>Art and Design Studies (Access 3)</i>	<i>1 credit (40 hours)</i>

In common with all Clusters, this programme of study includes 40 hours over and above the 120 hours for the Units. This may be used 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

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

- ◆ Access 2 Units in Art and Design.

PROGRESSION

This Course or its Units may provide progression to:

- ◆ Intermediate 1 Art and Design Course or Units
- ◆ Standard Grade Art and Design – General Level.

Administrative Information

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National Cluster Specification: continued

CLUSTER Art and Design (Access 3)

CREDIT VALUE

The Access 3 Cluster in Art and Design is allocated 18 SCQF credit points at SCQF level 3*.

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

CORE SKILLS

Achievement of this Course gives automatic certification of the following:

Complete Core Skill	None
Core Skill components	Reviewing and Evaluating at SCQF Level 3

National Cluster Specification: details (cont)

CLUSTER Art and Design (Access 3)

RATIONALE

Art and Design promotes aesthetic understanding, visual awareness, knowledge and appreciation.

At Access 3, the programme of study continues the three-element structure that is expressive, design and art and design studies, which is a feature of art and design education in Scotland. It makes a unique contribution to candidates' experiences, providing opportunities for them to express themselves, engage with visual and functional problems, and work practically with media, materials, processes, equipment and technologies in direct, satisfying and enjoyable ways.

The ability to investigate, explore and resolve personal ideas and to communicate responses are promoted, and flexible thinking, imagination and personal interpretation are actively encouraged. The Access 3 Cluster helps candidates to develop awareness of visual imagery as an important means of communication. Candidates will also be able to appreciate the place of Visual Arts and Design in our cultural heritage and in the contemporary world.

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

- ◆ investigating and researching relevant sources
- ◆ recording the development of different lines of thought and possibilities
- ◆ communicating thoughts, ideas and feelings in a variety of ways and a range of contexts
- ◆ developing some critical and evaluative skills in judging their own work and that of professional artists and designers.

The Art and Design Access 3 Cluster provides opportunities for candidates to express themselves, solve visual and functional problems and work directly with materials and equipment in satisfying and enjoyable ways. The Cluster offers candidates the opportunity to make choices in negotiating the context and content of their work. In addition, it assists candidates to arrive at informed personal opinions about the world in which they live.

The principal aims of the programme of study are to:

- ◆ contribute to candidates' intellectual, emotional, social and cultural development
- ◆ develop awareness of the Visual Arts and Design in society
- ◆ develop skills of flexible thought and application
- ◆ develop a range of practical skills that contribute to self-esteem, satisfaction and enjoyment.
- ◆ promote skills of investigating and handling information
- ◆ encourage informed personal opinions and conclusions.

The Access 3 Cluster is a useful introduction for candidates who wish to progress to study Art and Design at Intermediate levels. It also serves a useful purpose as part of a general education programme or for personal development.

National Cluster Specification: details (cont)

CLUSTER Art and Design (Access 3)

CLUSTER CONTENT

This programme of study has three mandatory Units:

- ◆ *Access 3 Art and Design: Expressive Activity*
- ◆ *Access 3 Art and Design: Design Activity*
- ◆ *Access 3 Art and Design Studies*

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
- ◆ integration of practical activity
- ◆ development and practice of skills and abilities through practical activity
- ◆ linking knowledge and understanding gained in Art and Design Studies to practical contexts
- ◆ opportunities to develop lines of thought, take decisions and communicate conclusions.

Art and Design: Expressive Activity (Access 3)

Candidates are required to develop Expressive Activity through the study of a single context or related contexts and explore and use a selected media process or processes. Expressive Activity is concerned with:

- ◆ exploring themes and ideas of personal interest and relevance
- ◆ drawing from first-hand sources/stimuli
- ◆ developing media handling skills
- ◆ developing awareness of the visual elements
- ◆ developing personal ideas and interpretations visually
- ◆ producing, organising and presenting two and/or three-dimensional visual forms.

Art and Design: Design Activity (Access 3)

Candidates are required to develop Design Activity through the study of a single context or related contexts and a selected media process or processes. Design Activity is concerned with the development of design capability through:

- ◆ investigating the requirements of a design need or problem
- ◆ considering identified design issues
- ◆ developing skills of flexible thought and action

National Cluster Specification: details (cont)

CLUSTER Art and Design (Access 3)

- ◆ considering approaches and possible solutions
- ◆ producing and evaluating proposals and/or solutions.

Art and Design Studies (Access 3)

Candidates are required to undertake a single study which must be linked to the Expressive Activity or Design Activity.

Art and Design Studies is concerned with development of awareness and appreciation of the Visual Arts or Design through:

- ◆ exploring an identified area of the Visual Arts or Design
- ◆ forming and presenting supported personal views and opinions.

National Cluster Specification: details (cont)

CLUSTER Art and Design (Access 3)

ASSESSMENT

To achieve the Cluster award candidates must complete and pass all the Outcomes and Performance Criteria set out in the Units. At Access 3 level there is no Course assessment.

Assessment objectives

The key elements of the Art and Design Cluster at Access 3 are knowledge and understanding and practical skills. There is assessment of:

- ◆ investigation and research of relevant sources
- ◆ recording and developing from visual and non-visual sources
- ◆ the ability to communicate thoughts and ideas both visually and non-visually
- ◆ the ability to apply critical and evaluative skills.

Unit assessment

In the Art and Design Access 3 Cluster, the three Units are *Art and Design: Expressive Activity*, *Art and Design: Design Activity* and *Art and Design Studies*.

Art and Design: Expressive Activity (Access 3)

The Unit assessment requires the candidate to present work that demonstrates:

- ◆ analytical drawing
- ◆ media handling
- ◆ development of picture making and/or compositional ideas in two and/or three dimensions
- ◆ visual work showing the final outcome.

Art and Design: Design Activity (Access 3)

The Unit assessment requires the candidate to present work that demonstrates:

- ◆ research and investigation
- ◆ development of ideas
- ◆ solution
- ◆ evaluation.

Art and Design Studies (Access 3)

The Unit assessment requires the candidate to present a written or recorded oral response which demonstrates:

- ◆ knowledge and understanding of a selected area of the Visual Arts or Design.

Further details about Unit assessment for this Cluster can be found in the National Assessment Bank (NAB) materials and in the Unit Specifications.

National Cluster Specification: details (cont)

CLUSTER Art and Design (Access 3)

QUALITY ASSURANCE

The Units of all Clusters are subject to internal moderation and may also be chosen for external moderation. This is to ensure that national standards are being applied across all subjects.

To assist centres, Senior Moderator reports are published annually.

National Cluster Specification: details (cont)

CLUSTER: Art and Design (Access 3)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS CLUSTER

For purposes of planning and delivery, the programme of study may be organised in a number of ways.

Integration into a single, holistic area of study

Expressive and Design Activities may be based on the same context or similar contexts. Initial integrated exploration of sources/stimuli should be followed by separate development towards expressive and design outcomes. At an appropriate point a design task or brief would assist with this.

Art and Design Studies should be linked directly to practical activities in both areas and be based on the context or contexts selected. Art and Design Studies evidence should demonstrate attention to both expressive and design issues.

Partial integration

As in the above approach, Expressive and Design Activities may be based on the same or similar contexts. Initial integrated exploration of sources/stimuli should be followed by separate development towards expressive and design outcomes. At an appropriate point, probably sooner than in the case above, a design task or brief would assist with this.

Art and Design Studies should be linked directly to one or other practical activity.

Separate delivery of Expressive Activity and Design Activity

The two Units may be based on the same, similar or different contexts but from the outset would include separate investigation, development and production of artwork/solutions.

Art and Design Studies would be directly linked to one or other Unit.

The illustrative examples of strategies for flexible management of Units described above do not preclude other methods of organisation. 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 popular music culture (videos, graphic design), comics, magazines, clothing design and self-image. Many others could be similarly appropriate.

In terms of technology, candidates may be familiar with and competent in modern technology such as digital cameras, camcorders, VCRs and computers. In such cases it assists effective learning, and attainment to encompass and build on prior experience, where circumstances and resources permit.

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

- ◆ diagnostic and formative assessment
- ◆ consolidation of learning
- ◆ additional support
- ◆ investigation of the interrelationships between the Visual Arts and Design
- ◆ visits to/by practising artists, designers
- ◆ visits to galleries, museums
- ◆ preparation for assessment.

National Cluster Specification: details (cont)

CLUSTER Art and Design (Access 3)

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Cluster Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support 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 Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (SQA, September 2004)*.

ART AND DESIGN IN A BROADER CONTEXT

A number of national initiatives and programs have been designed to promote issues that are important to contemporary society such as citizenship, the environment and enterprise. These issues contribute to individual subjects and Courses by making connections beyond the subject boundaries and enriching the learning experience. Similarly, the specialist knowledge and skills developed through study of a particular subject contributes to the understanding of these issues.

Art and Design education encourages candidates to be increasingly aware of the environment and to respond to it with sensitivity and creativity.

The creative process involves a skilful dialogue between teachers and candidates, providing potential to include aspects of: inclusive education, ICT and economics. In particular, design education encompasses a range of entrepreneurial activities, including fundamental core skills such as problem solving.

Many of the characteristics of Enterprise Education and Citizenship can naturally be included within the learning and teaching approaches used in all levels of Art and Design provision.

In today's world, the ability to communicate effectively is a highly valued skill. Candidates can develop communication skills through a wide range of activities studied within the subject.

National Unit Specification: general information

UNIT Art and Design: Expressive Activity (Access 3)

CODE DV37 09

CLUSTER Art and Design (Access 3)

SUMMARY

In this Unit, candidates will develop the ability to explore and record sources of visual interest; to follow lines of visual development and bring them to conclusions; and to use different media and develop visual language and understanding of the Visual Arts. The candidate may study the Unit as part of a general education, for vocational reasons or for personal interest.

This Unit has been designed as a mandatory part of the Access 3 Art and Design Cluster but may also be used as a freestanding Unit.

OUTCOMES

1. Investigate a theme of personal interest within an expressive context.
2. Develop ideas related to the selected theme.
3. Produce visual work for a final outcome.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Art and Design: Expressive Activity (Access 3)

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3)*.

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

CORE SKILLS

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

National Unit Specification: statement of standards

UNIT Art and Design: Expressive Activity (Access 3)

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

Investigate a theme of personal interest within an expressive context.

Performance Criteria

- (a) Choose a limited range of sources/stimuli related to a theme.
- (b) Identify some visual qualities and produce analytical drawings and/or studies from first hand sources/stimuli related to the chosen theme.
- (c) Use media, materials and process(es) appropriate to the theme.

OUTCOME 2

Develop ideas related to the selected theme.

Performance Criteria

- (a) Develop two or more ideas showing some personal interpretation.
- (b) Experiment with media, materials and process(es) appropriate to the theme.

OUTCOME 3

Produce visual work for a final outcome.

Performance Criteria

- (a) Show appropriate use of visual elements in the work.
- (b) Show moderate control of some familiar media, materials and process(es) in the work.
- (c) Convey some personal ideas in the work.

National Unit Specification: statement of standards (cont)

UNIT Art and Design: Expressive Activity (Access 3)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Product evidence and written or recorded oral evidence, supported by an assessor observation checklist, is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

Candidates will produce a body of expressive work, in a series or sequence, throughout the Unit. This work will be generated through the study of single context or related contexts and the use of one or more media processes. Candidates might select from the areas of Portraiture, Figure Composition, Still Life, Natural Environment, Built Environment, or Fantasy and Imagination.

For assessment evidence, candidates will select, collate, organise and present work at a formal assessment review in a supervised environment. The work must include:

- ◆ examples of analytical drawings or studies (or equivalent in three dimensional work) made directly from first-hand sources/stimuli related to the chosen theme
- ◆ examples of work demonstrating the use of media, materials, processes and colours/tone where appropriate
- ◆ examples of work that show the exploration and development of visual ideas
- ◆ the final outcome.

A completed assessor checklist is required which records the candidate's progress throughout the Unit. The centre must be satisfied that the evidence submitted for assessment is the candidate's own work. Although group work may be used as a learning and teaching approach, any work which contributes to a candidate's assessment evidence must be carried out on an individual basis to ensure authenticity.

The National Assessment Bank item (NAB) for this Unit illustrates the standard and provides exemplification of the type of work suitable for this level. An assessor checklist is included in the NAB. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT Art and Design: Expressive Activity (Access 3)

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

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Candidates are required to develop Expressive Activity through the study of a single context or related contexts and explore and use a selected media process or processes. Expressive Activity is concerned with:

- ◆ exploring themes and ideas of personal interest and relevance
- ◆ drawing from first-hand sources/stimuli
- ◆ developing media handling skills
- ◆ developing awareness of the visual elements
- ◆ developing personal ideas and interpretations visually
- ◆ producing a final outcome in two and/or three-dimensional form.

Within Expressive Activity, candidates should have opportunities to work with a range of media which might include:

Two-dimensional:

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

Three-dimensional:

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

Candidates should have opportunities to work from sources/stimuli which reflect personal interest. They should consider the ways in which they have used media to create effect. They should develop skill in making decisions about the significant visual, tactile and/or formal elements in sketch or note form.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The candidate should have the opportunity to explore and consider appropriate areas of personal interest. This could include visiting outside agencies, galleries or exploring the Internet and communicating directly with artists.

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

- ◆ art practice through, for example, the study of the figure, landscape, still life, history of art
- ◆ social, political or religious influences
- ◆ art history/criticism such as Expressionism, Cubism and Realism
- ◆ the work of others in response to similar theme(s) or working in similar media.

National Unit Specification: support notes

UNIT Art and Design: Expressive Activity (Access 3)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be aware of assessment requirements and arrangements. Formative assessment in the form of candidate/tutor reviews may be used to assist candidates in their work. Teachers/lecturers may find it useful to use the checklist to record candidates' progress throughout the Unit rather than leaving this until the end of the Unit.

Teachers/lecturers should assist candidates to prepare for assessment by advising and guiding them in the selection of work and how to present it logically and coherently. At this level, candidates will need support in making the final selection of work for assessment.

The selection of material for assessment and review between the candidate and assessor should be conducted at an appropriate time, which is likely to be towards the end of the Unit.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support 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 Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (SQA, September 2004)*.

National Unit Specification: general information

UNIT Art and Design: Design Activity (Access 3)

CODE DV38 09

CLUSTER Art and Design (Access 3)

SUMMARY

In this Unit, the candidate will develop an awareness of design through exploring a design need or problem through selecting and presenting a solution from possibilities considered, and reviewing the effectiveness of the proposed solution in relation to the task.

Candidates may study the Unit as part of a general education, for vocational reasons or for personal interest. This Unit has been designed as a mandatory part of the Access 3 Art and Design Cluster but may also be used as a free-standing Unit.

OUTCOMES

1. Demonstrate awareness of a design need or problem.
2. Explore possible solutions to the design need or problem.
3. Present an appropriate solution to a design need or problem.
4. Review the design process and evaluate the solution in relation to the design need or problem.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Art and Design: Design Activity (Access 3)

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3)*.

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

CORE SKILLS

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

National Unit Specification: statement of standards

UNIT Art and Design: Design Activity (Access 3)

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 awareness of a design need or problem.

Performance Criteria

- (a) Agree a simple design need or problem of personal interest.
- (b) Identify and investigate some design issues using sources provided.

OUTCOME 2

Explore possible solutions to the design need or problem.

Performance Criteria

- (a) Explore two or more potential solutions which show some personal interpretation.
- (b) Identify one solution for development which takes some account of the issues of the design need or problem.

OUTCOME 3

Present an appropriate solution to a design need or problem.

Performance Criteria

- (a) Use familiar media materials and process (es) to produce a solution.
- (b) Present a solution in a form appropriate to the brief.

OUTCOME 4

Review the design process and evaluate the solution in relation to the design need or problem.

Performance Criteria

- (a) Review the main stages of the design process undertaken, identifying one strength and one weakness.
- (b) Evaluate the solution, identifying one strength and one weakness in relation to purpose.

National Unit Specification: statement of standards (cont)

UNIT Art and Design: Design Activity (Access 3)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Product evidence and written or recorded oral evidence, supported by an assessor observation checklist is required which demonstrates that the candidate has achieved all Outcomes and Performance Criteria.

The Design Activity will be developed through the study of single or related contexts and one or more media processes. The candidate will produce a design brief and individual work, in a series or sequence throughout the Unit.

Assessment evidence will be presented in work which is collated, organised and presented in a logical way under supervised conditions.

Assessment will be carried out at a formal review of the work which must include:

- ◆ brief details of the agreed design need or problem which set out the design issues and constraints of the client, real or invented
- ◆ two and/or three-dimensional research and investigation work that establishes the context and some market research
- ◆ two and/or three-dimensional development work that shows a minimum of two ideas, one of which clearly indicates the intended solution
- ◆ the solution
- ◆ the evaluation.

The evidence must show progression through the design process. It must reflect the type of design solution that is required (two and/or three dimensional) and show understanding of the relevant design issues.

A completed assessor checklist is required which records the candidate's progress. The assessor must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used a learning and teaching approach, any work which contributes to a candidate's assessment evidence must be carried out on an individual basis to ensure authenticity.

The National Assessment Bank item (NAB) for this Unit illustrates the standard and provides exemplification of the type of work suitable for this level. An assessor checklist is included in the NAB. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT Art and Design: Design Activity (Access 3)

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

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Candidates are required to develop Design Activity through the study of a single context or related contexts and a selected media process or process(es)

Design Activity is concerned with the development of design capability through:

- ◆ investigating the requirements of a design need or problem
- ◆ considering identified design issues
- ◆ developing skills of flexible thought and action
- ◆ considering approaches and possible solutions
- ◆ producing and evaluating proposals and/or solutions.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The candidate should have the opportunity to explore and consider appropriate design areas of personal interest. This could take the form of visiting outside agencies, galleries, viewing existing design items or exploring the Internet and communicating directly with designers or design companies.

A design need or problem, possibly in the form of a brief, should be agreed after discussion with the teacher/lecturer. The essential requirements of the task, including the importance of purpose, should be made clear. This might involve defining requirements and any constraints within which solution(s) should be sought. Within these parameters, it should offer opportunities for open-ended problem solving.

Appropriate design issues should be established clearly. These will include function/purpose, aesthetics and aspects of flexibility/creativity. In some circumstances, other issues or factors may also be included. Candidates should consider and discuss the approaches, methods and solutions of others to similar design problems, needs or opportunities.

Selection and effective use of appropriate media, materials and processes will be of importance throughout. Of particular relevance in design may be approaches involving the use, individually or with others, of technologies such as photography, film, computer or electronically generated images and/or text.

Through these activities, candidates should develop skills in making informed decisions about approaches and possible solutions to essential requirements of the design task or problem being addressed. Exploration should lead to identification, production, and presentation of a solution, proposals and/or recommendations. Evaluation of the design process and solution should follow.

National Unit Specification: support notes (cont)

UNIT Art and Design: Design Activity (Access 3)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be aware of assessment requirements and arrangements. Formative assessment in the form of candidate/tutor reviews may be used to assist candidates in their work. Teachers/lecturers may find it useful to use the checklist to record candidates' progress throughout the Unit rather than leaving this until the end of the Unit.

Teachers/lecturers should assist candidates to prepare for assessment by advising and guiding them in the selection of work and how to present it logically and coherently. At this level, it is anticipated that candidates will need support in making the final selection of work for summative assessment.

Evidence should show that the candidate has carried out some basic market research within their investigation. This evidence may include photographs, sketches, diagrams, illustrations, cuttings from publications, annotations, models and sample materials and so on. These items may be accompanied by a comment explaining the selection of some aspect of the design, for example, materials used, form, manufacturing processes.

The selection of material for assessment and the review between candidate and assessor should be conducted at an appropriate time, which is likely to be towards the end of the Unit.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support 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 Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).

National Unit Specification: general information

UNIT Art and Design Studies (Access 3)

CODE DV39 09

CLUSTER Art and Design (Access 3)

SUMMARY

In this Unit candidates will develop the ability to explore an area of the Visual Arts or Design; select and collate information and formulate, explain and present personal opinions. Candidates may study the Unit as part of a general education, for vocational reasons or for personal interest.

This Unit has been designed as a mandatory part of the Access 3 Art and Design Cluster but may also be used as a freestanding Unit.

OUTCOMES

1. Investigate a selected area of the Visual Arts or Design.
2. Present facts and conclusions about the selected area.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Art and Design Studies (Access 3)

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3)*.

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

CORE SKILLS

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

National Unit Specification: statement of standards

UNIT Art and Design Studies (Access 3)

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

Investigate a selected area of the Visual Arts or Design.

Performance Criteria

- (a) Agree a specific area of study of the Visual Arts or Design.
- (b) Use information sources relating to the specific area of study.
- (c) Choose some information relevant to the study from appropriate sources.

OUTCOME 2

Present facts and conclusions about the selected area.

Performance Criteria

- (a) Present some relevant, accurate factual information about the selected area.
- (b) Present some personal interpretation and opinion and give reasons for these.
- (c) Organise all information logically.

National Unit Specification: statement of standards (cont)

UNIT Art and Design Studies (Access 3)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written or recorded oral evidence, supported by an assessor checklist, is required which demonstrates that the candidate has achieved all Outcomes and Performance Criteria.

The assessment evidence will be:

- ◆ a written or recorded oral response completed by the candidate within one hour under supervised conditions; the candidate will describe the area of study, give opinions about the study and reasons for those opinions. The evidence may be produced in response to a question or set of questions; candidates may have access to their research. The response should be a **minimum of 150 words**.
- ◆ a completed assessor checklist which records the candidate's progress with research activities; these activities must include selecting and using relevant information sources and gathering relevant information on the selected area of study.

The assessment evidence will be based on an area of the Visuals Arts **or** Design.

- ◆ If Visual Arts is chosen, the area might be selected from Portraiture, Figure Composition, Still Life, Natural Environment, Built Environment or Fantasy and Imagination.
- ◆ If Design is chosen, the area might be selected from Graphic Design, Product Design, Interior Design, Environmental/Architectural Design, Jewellery Design or Textile/Fashion Design.

Within the area chosen, candidates will study:

- ◆ the work of an artist or artists or movement(s) in the Visual Arts

or

- ◆ the work of a designer or designers or movement(s) in Design

The standard to be applied is detailed in the National Assessment Bank item for this Unit and an assessor checklist is included. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Art and Design Studies (Access 3)

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

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Candidates are required to undertake a single study which is related to either Visual Arts or Design.

Candidates should develop awareness and appreciation of the Visual Arts or Design through:

- ◆ exploring the work of an artist or artists, or movement(s) in the Visual Arts
- ◆ exploring the work of a designer or designers, or movement(s) in Design
- ◆ forming and presenting supported personal views and opinions about the work of artists / designers set in context.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Of greatest importance in Art and Design Studies is the quality of candidates' engagement with, exploration of and personal response to the particular study and area, aspect or subject chosen. Candidates should have opportunities to engage in active investigation, thereby developing the awareness which will allow them to arrive at, present and explain personal views and opinions.

If this Unit is being taken as part of the Access 3 Cluster, integration of Art and Design Studies with practical activity will allow each to inform and support the other. Research undertaken in connection with Art and Design Studies concerning one practical activity may provide a starting point for or inform research into the other.

Art and Design Studies undertaken in conjunction with a practical activity should reflect:

- ◆ the contexts and/or themes selected
- ◆ the nature and purposes of the practical activity or activities.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The candidate should be aware of assessment requirements and arrangements. Formative assessment in the form of candidate/tutor reviews may be used to assist candidates in their work. Teachers/lecturers may find it useful to use the checklist to record candidates' progress throughout the Unit rather than leaving this until the end of the Unit.

Teachers/lecturers may wish to consider helping candidates to prepare for the assessment by encouraging them to select and collate material into a manageable format for ease of use during the assessment. This material could include story boards, workbooks or a folio, recorded in the form of notes, sketches, illustrations, photographs. The assessment should be conducted at an appropriate time, which may be influenced by the way in which the Unit is delivered.

Time should be allowed for remediation and reassessment if necessary.

National Unit Specification: support notes (cont)

UNIT Art and Design Studies (Access 3)

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support 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 Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (SQA, September 2004)*.