

**ART AND DESIGN: EXPRESSIVE**  
**Advanced Higher**

**First edition – published March 2006**

# National Course Specification

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

**COURSE CODE** C224 13

## COURSE STRUCTURE

This Course has one mandatory Unit and the choice of one of two optional Units.

### Mandatory Unit

**DV3F 13** *Art and Design: Expressive Enquiry (Advanced Higher)* 2 credits (80 hours)

### Optional Units – one selected from

**DV38 13** *Art and Design: Design Activity (Advanced Higher)* 1 credit (40 hours)

**DV3G 13** *Art and Design: Visual Arts Study (Advanced Higher)* 1 credit (40 hours)

All Courses include 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, integration of learning and preparation for Course assessment.

## RECOMMENDED ENTRY

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

- ◆ Higher Art and Design or its Units.

## PROGRESSION

This Course or its Units may provide progression to:

- ◆ Further Education programmes
- ◆ Higher Education programmes
- ◆ training or employment.

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## Administrative Information

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

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

### **CREDIT VALUE**

The Advanced Higher Art and Design: Expressive Course is allocated 32 SCQF credit points at SCQF level 7\*.

*\*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 Course.

## National Course Specification: course details (cont)

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

### RATIONALE

Art and Design provides opportunities to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. It encourages candidates to use a range of media and technology to understand, appreciate and respond to their world. The Course promotes creative thinking, encourages independent thought, initiative, innovation, problem solving and the development of personal opinions.

The Advanced Higher *Art and Design: Expressive* Course education includes the three elements of expressive, design and critical/evaluative activities which feature in art and design education in Scotland. Candidates are required to undertake the mandatory Advanced Higher *Art and Design: Expressive Enquiry* Unit and choose between one of the two optional Units of Advanced Higher *Art and Design: Design Activity* or Advanced Higher *Art and Design: Visual Arts Study* in order to complete the Advanced Higher Course. 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 are experienced across a range of cultural, social and historical contexts which enable candidates to explore personal interests and develop technological skills.

The Advanced Higher *Art and Design: Expressive* Course provides opportunities for candidates to continue developing visual communication by encouraging increased candidate autonomy. It allows scope for extensive individual enquiry and comment in areas of personal interest.

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

- ◆ investigating and researching of relevant sources
- ◆ recording the development of different lines of thought and possibilities
- ◆ communicating thoughts, ideas and feelings in a wide variety of ways and a broad range of contexts
- ◆ exercising critical and evaluative skills in coming to informed judgements about their own work and that of professional artists and designers, as appropriate.

The principal aims of the Course are to:

- ◆ encourage the growth of personal vision, skill, commitment and self-reliance
- ◆ develop and apply critical reflection and sustained skills of creative thinking and action
- ◆ develop skills to apply and exploit the potential of a range of practical visual media
- ◆ develop qualities of creativity, resourcefulness and flexible thinking
- ◆ contribute to self-esteem and intellectual, personal enrichment, emotional, social and cultural development.

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

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

These are qualities which have currency well beyond the specialist field. In a future of rapid change, ability to think creatively, showing independence and lateral thinking, self-reliance and motivation will be highly valued. The Advanced Higher *Art and Design: Expressive* Course strongly supports 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 area. This should be sufficiently rich in intellectual and aesthetic opportunities to encourage intensity and depth of study taking account of relevant artistic, contemporary, 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.

This Course is suitable for candidates progressing from Higher Art and Design and may be studied as part of a general education, for vocational reasons or for personal interest.

## National Course Specification: course details (cont)

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

### COURSE CONTENT

The course has **one** mandatory Unit and a choice of **one** of two optional Units as follows:

#### **Mandatory Unit**

Art and Design: Expressive Enquiry (Advanced Higher) (80 hours)  
and

#### **Optional Units**

either

Art and Design: Design Activity (Advanced Higher) (40 hours)

or

Art and Design: Visual Arts Study (Advanced Higher) (40 hours)

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.

To promote breadth, depth and balance across the Course as a whole, candidates' experiences should include:

- ◆ two and/or three - dimensional media process(es)
- ◆ technology (mandatory requirement in at least one Unit) which may include the use of computers, cameras, sewing machines and so forth
- ◆ contemporary issues.

The Advanced Higher *Art and Design: Expressive* Course promotes opportunities for candidates to continue developing visual communication by encouraging increased candidate autonomy. It allows scope for individual enquiry and comment in areas of personal interest.

Undertaking the Course offers a number of opportunities for:

- ◆ the promotion of balance and breadth of experience during a study providing depth in a coherent, flexible, integrated and holistic way
- ◆ identifying, researching and responding creatively to a particular area or related areas of the visual arts which are of personal interest and relevance
- ◆ exploring the possible relationships and distinctions between the Units undertaken
- ◆ demonstrating the ability to sustain, develop and conclude lines of personal thought, decision making and action
- ◆ developing practical skills, abilities, knowledge and understanding in one context which supports learning in others
- ◆ developing the ability to sustain and transfer knowledge, understanding and skills, and develop integrated thought, decision-making and action.

## National Course Specification: course details (cont)

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

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

Candidates will be expected to develop the *Art and Design: Expressive Enquiry* Unit through study of a personally selected area or theme based on or related to the visual arts.

*Art and Design: Expressive Enquiry* is concerned with:

- ◆ identifying and investigating an area or theme of personal significance, interest and relevance
- ◆ research of a variety of sources and stimuli, visual and other, leading to imaginative personal responses
- ◆ sustained creative personal exploration and development of lines of thought and action
- ◆ analytical drawing from first hand and/or other sources
- ◆ developing ability and confidence in handling media, materials and processes
- ◆ resolution of ideas, feelings, thoughts and interpretation into finished artwork of a high quality
- ◆ communicating personal thoughts, feelings, ideas and interpretations through the production of two and/or three-dimensional visual forms.

#### Art and Design: Design Activity (Advanced Higher)

Candidates will be expected to develop skills in the *Art and Design: Design Activity* Unit through the study of a single context or related contexts and one or more selected media process(es).

Design Activity is concerned with developing and applying skills of flexible, creative thought and action through:

- ◆ identifying a design problem or need
- ◆ investigating the requirements, constraints and implications of a design task
- ◆ considering relevant design issues for example, functional, aesthetic, ergonomic, social and economic issues
- ◆ developing and considering approaches to a solution
- ◆ selecting and producing a solution
- ◆ evaluating the process and solution.

**NB** It is not mandatory for the theme in *Art and Design: Design Activity* to arise from or be the same as the theme selected for the *Art and Design: Expressive Enquiry*, although this is permitted.

#### Art and Design: Visual Arts Study (Advanced Higher)

Where this Unit is being taken as part of the *Art and Design: Expressive* Course at Advanced Higher, candidates will be required to undertake a single study which **must** be linked directly to the *Art and Design: Expressive Enquiry* Unit.

*Art and Design: Visual Arts Study* covers the development of knowledge, understanding and appreciation of the Visual Arts, historical and contemporary, through:

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

Candidates will be able to use the knowledge gained to inform and develop their own practical work.

## National Course Specification: course details (cont)

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

### ASSESSMENT

To achieve the Course award the candidate must pass the mandatory Unit and one optional Unit as well as the Course Assessment. The candidate's grade is based on the Course Assessment.

#### Summary of Assessment Requirements

Candidates must provide evidence that they have achieved the requirements of all of the Outcomes and Performance Criteria of the mandatory Unit and one optional Unit. More details are given in the section below, Unit Assessment, and in the Unit Specifications.

The evidence required for the Course Assessment will be one of two options:

**Option 1-** A folio consisting of the mandatory Expressive Enquiry together with the optional Design Activity.

**or**

**Option 2-** A folio consisting of the mandatory Expressive Enquiry together with the optional Visual Arts Study report.

More details are given in the section below, Course Assessment, and in the Course Assessment Specification.

#### Assessment objectives

The objectives for assessment in this Course are based on the following aspects:

- ◆ skills in visual perception, observation and investigation, through personal exploration and research of a theme
- ◆ skills in handling materials media, techniques and processes
- ◆ ability to develop and communicate ideas through visual media and other appropriate processes
- ◆ skills in creating visual outcomes and solutions
- ◆ ability to gather and transfer information and influences, and make informed analytical and critical evaluations, in personal, contemporary, cultural or historical contexts.

#### Unit assessment

In the Advanced Higher *Art and Design: Expressive* Course candidates must complete two Units. One mandatory Unit: *Art and Design: Expressive Enquiry* (80 hrs) and one of two optional Units: a choice of either *Art and Design: Design Activity* (40hrs) or *Art and Design: Visual Arts Study* (40hrs).

#### Art and Design: Expressive Enquiry (Advanced Higher) (80 hrs)

The Unit assessment is based on the candidate's production of a thematic, investigative body of work of personal significance. This work should demonstrate active research of a variety of sources and stimuli through: analytical drawing skills, media handling and sustained creative exploration which develops lines of thought and action. Candidates should resolve ideas, feelings, thoughts and interpretation by communicating these in finished two and/or three-dimensional artwork.

## National Course Specification: course details (cont)

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

and **either**

### **Art and Design: Design Activity (Advanced Higher) (40 hrs)**

The Unit Assessment is based on the candidate's production of a design brief and body of work showing the ability to identify, consider and investigate a design need or issue(s), research and develop ideas, demonstrate design ability, communicate proposals and an intended solution in response to the brief.

**or**

### **Art and Design: Visual Arts Study (Advanced Higher) (40hrs)**

The Unit assessment is based on the study of a specific area of the Visual Arts relating directly to the Expressive Enquiry and of personal interest and relevance. The candidate should demonstrate the ability to research and investigate a selected area of the Visual Arts in historical and/or contemporary contexts and formulate, explain and communicate informed personal judgments. The candidate should show how their work in this Unit has influenced their practical work.

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

## **Course Assessment**

To achieve the Course award the candidate must complete and pass all the Outcomes and Performance Criteria set out in the Units plus the Course Assessment. The candidate's grade is based on the Course assessment.

The evidence required for the Course assessment will be one of two options:

a folio consisting of the mandatory Expressive Enquiry together with **either** the Design Activity **or** the Visual Arts Study report.

### **Option 1: Art and Design: Expressive Enquiry with Design Activity**

Course assessment for this option will be a folio in which the candidate edits, selects and presents work produced throughout the Units, together with a solution for the Design Activity. The work in the folio may be of any size of paper, material or mounting board up to a maximum of A1 size or three-dimensional equivalent. The folio will be accompanied by a Statement of Intent. SQA will provide a template to complete for this.

The **Expressive Enquiry** will consist of:

- ◆ work which includes research, investigation and development of the theme
- ◆ finished two and/or three-dimensional artwork.

## National Course Specification: course details (cont)

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

The **Design Activity** will consist of:

- ◆ work which includes research, investigation and development
- ◆ a solution(s) which solves the problem or need set out in the brief.

The requirements for the folio are as follows:

- ◆ **Expressive Enquiry** - a minimum of 10 sheets and a maximum of 18 (the sheets can be up to A1 size or three-dimensional equivalent)
- ◆ **Design Activity**- a maximum of 6 sheets (up to A1 size or three-dimensional equivalent).

**NB** An over-arching theme linking the Expressive and Design Units is not mandatory although this is permitted.

### Option 2: Art and Design: Expressive Enquiry with Visual Arts Study

Course assessment for this option will be a folio in which the candidate edits, selects and presents work produced throughout the Expressive Enquiry Unit, together with the Visual Arts Study report. The work in the folio may be of any size of paper, material or mounting board up to a maximum of A1 size or three-dimensional equivalent. The folio will be accompanied by a Statement of Intent. SQA will provide a template to complete for this.

The **Expressive Enquiry** will consist of:

- ◆ work which includes research, investigation and development of the theme
- ◆ finished two and/or three-dimensional artwork.

The Expressive Enquiry part of the folio will contain a minimum of 10 sheets and a maximum of 18 (the sheets can be up to A1 size or three-dimensional equivalent).

The **Visual Arts Study report** will be **1500 – 2000** words and will arise directly from the research and investigation carried out by the candidate. The report should establish personal judgements and critical analysis of artists' work and explain the influence on the candidate's own practical work and theme.

It should be presented in a coherent extended report either on individual sheets or in any suitable workbook or file format. The study may include illustrations or sketches.

**Note** - If an electronic file format is presented for assessment centres should clearly specify the program and format used to save the work to the file.

The use of technology and the inclusion of contemporary issues are a mandatory aspect of the Course and should be evident within the work for Course assessment.

There are a total of 200 marks available for the Course assessment.

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

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

### **Link between Unit and Course assessment and the added value for the Course**

In Unit assessment the application of practical skills/knowledge will constitute a major element of the tasks required of candidates to produce work for *Art and Design: Expressive Enquiry* with either *Art and Design: Design Activity* or *Art and Design: Visual Arts Study*.

The Course assessment builds on the knowledge, understanding, skills and abilities gained in the Units and it provides further opportunities for candidates to demonstrate:

- ◆ ability to communicate ideas through creative use of visual media
- ◆ the selection, editing and presentation of a folio of work related to the selected theme
- ◆ integration of skills in the production of finished work
- ◆ application of a range of skills and techniques in the production of high quality work
- ◆ application of evaluative and critical skills.

## National Course Specification: course details (cont)

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

The following grade descriptions relate to the nature of achievement required for an award at Grade C and Grade A in the Expressive Enquiry part of the Practical Folio.

Grade Description C	Grade Description A
<p>The candidate should:</p> <ul style="list-style-type: none"> <li>◆ establish a clear theme, develop personal ideas and lines of enquiry in visual or other appropriate forms</li> <li>◆ demonstrate an ability to investigate a wide variety of sources of study, exploring these in a competent and skilful way</li> <li>◆ show the ability to select, modify and apply images which communicate personal ideas and feelings in the production of well-constructed, assured and competent body of work.</li> </ul>	<p>The candidate should</p> <ul style="list-style-type: none"> <li>◆ clearly show a coherent theme from well resolved personal lines of enquiry in visual or other appropriate forms</li> <li>◆ demonstrate the ability to investigate mature personal interpretations of ideas, showing breadth and depth in sustained and detailed investigation of stimuli</li> <li>◆ demonstrate the ability to select, refine and apply images which communicate personal and imaginative ideas in the production of a confident, well-constructed, assured and a very competent body of work.</li> </ul>

Exemplification	Exemplification
<p>The candidate should:</p> <ul style="list-style-type: none"> <li>◆ identify and respond to a theme</li> <li>◆ recognise and understand the potential and qualities of external stimuli to produce a variety of responses through competent analytical drawing from first-hand or other sources</li> <li>◆ explore and experiment with appropriate materials and creative techniques (2D/3D) with confidence, to express or present visual ideas which contribute to the development of a theme of personal interest</li> <li>◆ communicate personal feelings and ideas through the production of a folio of developmental ideas and completed outcomes (2D/3D) which clearly reflects understanding, skill, subtlety and sensitivity in the use of the visual elements with effective consistency and control in the use of media and processes.</li> </ul>	<p>The candidate should:</p> <ul style="list-style-type: none"> <li>◆ identify and respond to a theme</li> <li>◆ recognise and understand the potential and qualities of external stimuli to produce a variety of sustained and detailed responses through high quality analytical drawing from first-hand or other sources</li> <li>◆ show highly developed awareness and understanding in exploring and experimenting with appropriate materials and creative techniques (2D/3D)</li> <li>◆ show sustained and mature expression in the presentation of visual ideas which creatively develop a significant theme of personal interest</li> <li>◆ communicate personal feelings and well conceived ideas through the production of a folio of high quality development and completed outcomes (2D/3D) which clearly reflects inventiveness, flexibility and individuality in the use of the visual elements</li> <li>◆ use media, techniques and processes with confidence, skill and maturity.</li> </ul>

## National Course Specification: course details (cont)

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

The following grade descriptions relate to the nature of achievement required for an award at Grade C and Grade A in the Design Activity part of the Practical Folio.

<b>Grade Description C</b>	<b>Grade Description A</b>
<p>The candidate should:</p> <ul style="list-style-type: none"> <li>◆ be able to investigate a design brief showing sustained evidence of problem solving skills and an understanding of design issues</li> <li>◆ show competence and assurance in selecting, applying and developing ideas, materials and processes</li> <li>◆ competently produce and evaluate an effective and appropriate solution.</li> </ul>	<p>The candidate should:</p> <ul style="list-style-type: none"> <li>◆ be able to investigate a design brief showing awareness and insight of problem solving skills and design issues</li> <li>◆ show creative use of materials, processes and concepts in selecting, applying and developing ideas</li> <li>◆ skilfully produce and evaluate a sophisticated and appropriate solution.</li> </ul>

<b>Exemplification</b>	<b>Exemplification</b>
<p>The candidate should:</p> <ul style="list-style-type: none"> <li>◆ produce and investigate a suitable design brief</li> <li>◆ select and respond to market research and investigate design requirements, issues and constraints</li> <li>◆ develop ideas showing competence and control in the use of materials and processes</li> <li>◆ consider possibilities and refine an idea to contribute towards the solution</li> <li>◆ produce a competent, effective solution appropriate to the brief</li> <li>◆ produce an evaluation of the solution identifying and explaining the strengths and weaknesses in relation to design requirements, issues and constraints of the brief.</li> </ul>	<p>The candidate should:</p> <ul style="list-style-type: none"> <li>◆ produce and investigate a suitable design brief</li> <li>◆ select and consider market research and extensively explore, design requirements, issues and constraints</li> <li>◆ develop ideas showing a creative, confident and skilful use of materials and processes</li> <li>◆ consider possibilities and refine the most appropriate idea to contribute towards the solution</li> <li>◆ produce a skilful, sophisticated solution appropriate to the brief</li> <li>◆ produce an evaluation of the solution identifying and explaining the strengths and weaknesses in relation to design requirements, issues and constraints of the brief.</li> </ul>

## National Course Specification: course details (cont)

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

The following grade descriptions relate to the nature of achievement required for an award at Grade C and Grade A in the Art and Design: Visual Arts Study report.

<b>Grade Description C</b>	<b>Grade Description A</b>
<p>The candidate should:</p> <ul style="list-style-type: none"> <li>◆ be able to demonstrate accurate knowledge and understanding of facts and terminology related to a specific area of the Visual Arts.</li> <li>◆ exploit the potential of research and investigation within Visual Arts sources to inform, influence and complement practical enquiry.</li> <li>◆ express and justify personal ideas and interpretations</li> <li>◆ explain how the work of one Unit has influenced the work in the other.</li> </ul>	<p>The candidate should:</p> <ul style="list-style-type: none"> <li>◆ be able to demonstrate accurate knowledge and understanding of facts and terminology related to a specific area of the Visual Arts</li> <li>◆ exploit the potential of research and investigation within Visual Arts sources to inform, influence and compliment practical enquiry.</li> <li>◆ express and justify informed personal ideas by presenting sustained, assured and substantiated judgments and reasoned arguments</li> <li>◆ explain how the work of one Unit has influenced the work of the other.</li> </ul>

<b>Exemplification</b>	<b>Exemplification</b>
<p>The candidate should:</p> <ul style="list-style-type: none"> <li>◆ present personal judgments clearly supported by reasoned argument</li> <li>◆ record a clear knowledge and understanding of a significant movement, artist and/or artists, styles and issues to communicate and justify views related to the theme</li> <li>◆ explain how research and investigation is used to inform and influence own practical work.</li> </ul>	<p>The candidate should:</p> <ul style="list-style-type: none"> <li>◆ present personal judgments clearly, coherently and substantiated by reasoned argument</li> <li>◆ record a clear and substantial knowledge and understanding of a significant movement, artist and/or artists, styles and issues communicate and justify informed views in relation to the theme</li> <li>◆ discuss how research is used to inform and influence own practical work.</li> </ul>

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

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

### **ESTIMATES AND APPEALS**

#### **Estimates**

In preparing estimates, evidence must take account of performance across the Course and must be judged against the Grade Descriptions. Further advice on the preparation of estimates is given in the Course Assessment Specification.

#### **Appeals**

The Advanced Higher *Art and Design Enquiry: Expressive* Course is assessed in two parts: an Expressive Enquiry folio and either a Design Activity folio or a Visual Arts Study report. Evidence submitted to support an appeal must show a sufficient breadth of coverage of the content of the Course, and must relate to the Course Grade Descriptions.

#### **The Evidence**

The work which has been completed internally and submitted to SQA by the due date is expected to represent a candidate's best work in this area. Only where there is additional evidence available which is appropriate to the grade being appealed for, should this be submitted.

Assessment evidence should be appropriate to the level and should be assessed accurately and consistently using agreed marking instructions.

Evidence in support of an appeal should cover the range of skills and knowledge assessed in the Course. NABs with headroom may successfully support an appeal at Grade C.

### **QUALITY ASSURANCE**

All National Courses are subject to external marking and/or moderation. External markers, visiting examiners and moderators are trained by SQA to apply national standards.

The Units of all Courses 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.

Courses may be assessed by a variety of methods. Where marking is undertaken by trained markers in their own time, markers meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor.

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

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

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

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

The candidate should identify an area or theme for the Enquiry which is linked to the Visual Arts. Candidates should have a clarity of vision and intention which is essential to successfully producing visual artwork. This does not prevent subsequent developments or changes to development ideas as the Enquiry proceeds. A quality of personal research, discovery and unfolding of ideas will characterise the best Enquiries. Throughout the Enquiry, candidates should maintain clarity, structure and coherence. Candidates should be able to provide brief comment and explanation for choices and for any alterations during the progression of the Enquiry.

The Enquiry prescribes no precise pattern, process or outcome. Rather, it should be undertaken as personal research, discovery, interpretation and response of a sustained nature. Principally visual in content, candidates may use other types of sources and responses. Of greatest importance is that the area or theme is of particular personal significance and interest to candidates, and has potential for sustained and extended study in depth.

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

**NB** An over-arching theme linking the Expressive and Design Units is not mandatory, although this is permitted.

For the Design Activity, candidates should select a brief of personal interest which provides opportunities to explore the design process in depth. Imaginative and creative approaches should be used to generate and present evidence.

#### **Expressive Enquiry with Visual Arts Study**

Both Units should be wholly integrated and the Expressive Enquiry and Visual Arts Study should be based on the same context, area or theme. Each Unit will support and inform the other. Production of finished artwork generated through the Expressive Enquiry should parallel the candidate's communication of information and judgments reached in the Visual Arts Study. Together, the Units provide opportunities for development, resolution and presentation of ideas and responses through creative, flexible and complementary approaches. This provides opportunities for study in breadth and depth, and imaginative approaches to generation and presentation of evidence.

Irrespective of which Course option is selected, the extent and depth of a candidate's interest and involvement in a chosen area or theme should lead to work outside the studio. It is particularly valuable for the candidate to develop and maintain a personal research file or sketchbook. A sketchbook or file of roughs, notes, jottings, etc should reflect the interests, ideas and developing thinking of the candidate.

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

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

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

- ◆ consolidation of learning
- ◆ additional support
- ◆ candidate tutorial(s)
- ◆ visits to/by practising artists and designers and so forth
- ◆ visits to galleries, museums, an so forth
- ◆ personal research
- ◆ preparation for Course assessment, by editing, selecting, revising and presenting work.

### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Course 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 Enquiry (Advanced Higher)**

**CODE**                     DV3F 13

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

### SUMMARY

In this Unit, candidates will develop knowledge and understanding of visual language, investigate and respond to a selected theme, select and use visual media, materials and processes, identify and sustain lines of visual development and thought and bring these to considered conclusions. 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 Advanced Higher *Art and Design: Expressive* Course, but may also be used as a freestanding Unit.

### OUTCOMES

1. Identify and state intentions regarding the investigation of an area of personal interest and relevance within an expressive context.
2. Produce investigative and development work in response to the chosen theme.
3. Produce visual outcomes in response to the theme.

### RECOMMENDED ENTRY

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

- ◆ Higher Art and Design or its Units.

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

**UNIT**            Art and Design: Expressive Enquiry (Advanced Higher)

### **CREDIT VALUE**

2 credits at Higher (16 SCQF credit points at SCQF level 7)\*.

*\*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: Expressive Enquiry (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 and state intentions regarding the investigation of an area of personal interest and relevance within an expressive context.

##### **Performance Criteria**

- (a) Select a theme or area of personal interest within an expressive context and explain the reasons for the choice and describe the perceived potential of the area or theme.
- (b) Describe the intended methods for exploration and development of the chosen area or theme.
- (c) Identify possible relationships to/with art practice.

#### **OUTCOME 2**

Produce investigative and development work in response to the chosen theme.

##### **Performance Criteria**

- (a) Demonstrate interaction between personal work and art practice showing an overall creative and individual response to the chosen theme.
- (b) Show imaginative personal interpretation of the visual qualities of a range of selected sources.
- (c) Demonstrate sustained investigation and development, refinement and resolution of a wide variety of ideas.
- (d) Show breadth and depth of understanding with assurance and control in the choice and use of media, materials, processes and equipment.

#### **OUTCOME 3**

Produce visual outcomes in response to the theme

##### **Performance Criteria**

- (a) Demonstrate understanding of visual images and exploit the qualities of selected media, materials, processes and equipment.
- (b) Communicate clearly personal thoughts, feelings, ideas and interpretations in visual outcomes.

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

**UNIT**            Art and Design: Expressive Enquiry (Advanced Higher)

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Product evidence and written or 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 a single context or related contexts and explore media processes.

Assessment evidence will be selected, collated, organised and presented in a coherent and logical way under supervised conditions. Assessment will be carried out at a formal review of the body of work which must include:

- ◆ recorded evidence that clearly explains the reasons for selecting the chosen area or theme and describes the intended methods for exploration and development of the theme
- ◆ identification of possible relationships with art practice
- ◆ analytical drawings, studies or equivalent in three dimensional work
- ◆ work which shows a depth of understanding and controlled use of different types of media materials, processes and equipment
- ◆ sustained development of considered images which show refinement
- ◆ experimentation with compositional ideas or three dimensional equivalent
- ◆ communication of personal thoughts, ideas and feelings in outcomes arising from development work.

A completed assessor checklist is required which records the candidate's progress. The assessor must be satisfied that the evidence submitted for assessment 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: Expressive Enquiry (Advanced Higher)**

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 80 hours.

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

Candidates will develop Expressive Activity through the study of a single context or related contexts, and explore and use one or more selected media process(es). Expressive Enquiry includes:

- ◆ identifying and investigating themes and ideas of personal interest and relevance
- ◆ investigating and responding to visual and/or other stimuli
- ◆ analytical drawing
- ◆ extending the development of media-handling skills and creative techniques
- ◆ developing and resolving personal ideas and interpretations creatively
- ◆ communicating personal thoughts, feelings, ideas and interpretations through the production of two and/or three-dimensional artwork.

#### **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 can use a wide range of disciplines such as painting, drawing, printmaking, photography, three-dimensional construction/sculpture or mixed-media work.

They could, as appropriate, consider relationships to:

- ◆ art practice through, for example, the study of the figure, landscape and still life
- ◆ social, political or religious influences
- ◆ movements in historical and contemporary categories such as the Renaissance, Expressionism, Cubism, Realism, Post Modernism and Contemporary Art
- ◆ the work of significant artists working in a similar theme(s) or similar media.

The Expressive Enquiry should be undertaken and presented as a personal and predominantly visual enquiry into an area or theme which provides adequate potential for development and is relevant to the candidate. Candidates should identify and select sources, stimuli and influences which reflect personal interest, considering and discussing the responses of others to similar stimuli. Work should be carried out in a wide variety of media, taking account of ways in which others have used media to create effects. Through such activities, candidates should develop skill in making decisions about the key elements inherent in or associated with stimuli, themes and influences and in recording these in visual or note form.

The extent and depth of a candidate's interest and involvement in a chosen area or theme should lead to work beyond the centre. It is particularly valuable for the candidate to develop and maintain a

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

### **UNIT            Art and Design: Expressive Enquiry (Advanced Higher)**

personal research file or sketchbook. Information may be gathered in visual and other forms. A sketchbook or file of roughs, notes, jottings, etc should reflect the interests, ideas and developing thinking of the candidate.

#### **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. Candidates must be given autonomy in making the final selection and presenting their work for assessment, and should feel confident in doing so.

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 (Advanced Higher)**

**CODE**                     DV38 13

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

### SUMMARY

In this Unit, candidates will develop knowledge and understanding of the design process, investigate and respond to a design brief by developing ideas and possibilities leading directly to a solution. Candidates may study the Unit as part of a general education, for vocational reasons or for personal interest.

This Unit has been designed as an optional Unit of the Advanced Higher *Art and Design Enquiry: Expressive* Course, but may also be used as a freestanding Unit.

### OUTCOMES

1. Identify a design problem or need of personal interest, and produce a design brief.
2. Produce investigative work in response to the chosen design brief.
3. Produce sustained development work which shows a personal and creative response to the brief and establishes the intended solution.

### RECOMMENDED ENTRY

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

- ◆ Higher Art and Design or its Units.

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### Administrative Information

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

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

### **CREDIT VALUE**

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7)\*.

*\*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 (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 a design problem or need of personal interest, and produce a design brief.

##### **Performance Criteria**

- (a) Produce a design brief establishing the context and explaining relevant personal interest.
- (b) Record relevant market research.
- (c) Explore the design issues related to the brief.
- (d) Identify possible relationships to design practice.

#### **OUTCOME 2**

Produce investigative work in response to the chosen design brief.

##### **Performance Criteria**

- (a) Demonstrate consistent understanding of design requirements and constraints by undertaking a substantial personal investigation taking account of design issues, requirements and constraints.
- (b) Indicate interaction between personal work and design practice.
- (c) Demonstrate the ability to use chosen media, materials, processes and equipment.

#### **OUTCOME 3**

Produce sustained development work which shows a personal and creative response to the brief and establishes the intended solution.

##### **Performance Criteria**

- (a) Demonstrate the ability to progress sustained lines of development.
- (b) Select and refine one development idea suitable for progression to an intended solution.
- (c) Demonstrate inventiveness, flexibility, creativity and control throughout the development process.

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

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

### **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.

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

Assessment evidence will be selected, collated, organised and presented in a coherent and logical way under supervised conditions. Assessment will be carried out at a formal review of the body of work which must include:

- ◆ a design brief which clearly sets out the issues, requirements and constraints of the design problem or need
- ◆ identification of possible relationships with design practice
- ◆ work which shows a depth of understanding and controlled use of different types of media, materials, processes and equipment
- ◆ two and/or three-dimensional research and investigation work that clearly establishes the context and market research
- ◆ two and/or three-dimensional development work that clearly shows the exploration of design ideas, clearly suggesting an intended solution
- ◆ the sustained development and refinement of one design idea which progresses to the intended solution.

The evidence must clearly show progression through the design process. It must reflect the type of design solution that is required (two and/or three dimensional) and show consideration 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 (Advanced Higher)**

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 will develop Design Activity through the study of a single context or related contexts and one or more selected media process(es).

Design Activity is concerned with developing and applying skills of flexible, creative thought and action through:

- ◆ identifying a design need or problem
- ◆ investigating the requirements and constraints of a design need or problem
- ◆ considering design issues
- ◆ developing and considering approaches and possible solutions.

Design study might focus on one of the following areas, although exploration of others would be valid:

- ◆ interior design (not decoration)
- ◆ visual communication (graphic design, animation, film)
- ◆ fashion
- ◆ textile/ fabric
- ◆ decorative design
- ◆ product
- ◆ jewellery
- ◆ environmental.

#### **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 brief should be negotiated with the teacher/lecturer and/or client, real or invented. It should define criteria to be met and constraints within which solution(s) should be sought. Within these parameters, it should offer opportunities for open-ended problem solving in a focused manner, with direction and purpose clearly evident and understood by the candidate. It should be simply stated and underpin all further design work.

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

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

A range of design issues and constraints should be taken into account. These may include function/purpose, aesthetics and creativity, and other appropriate issues, such as economic, environmental, ergonomic, cultural, moral or social factors, may also be included. Candidates should consider any constraints set by the brief such as size, materials, colour, health and safety, and target market, and discuss the approaches, methods and solutions of others to similar design problems, needs or opportunities.

At Advanced Higher, candidates should be encouraged to look beyond the immediate design problem or issue and consider effects, implications and the impact of design. Less obvious design issues and a range of approaches including, but going further than, a process based approach should be exploited.

Selection and effective use of appropriate media, materials and processes will be of importance throughout and candidates should have the opportunity to explore a variety of technologies and materials, which may include computer technology.

Drawing may be used in the Design Activity, but it should serve a clear purpose in supporting the problem-solving activity outlined by the brief.

Teachers/lecturers may wish to use class discussion and other creative approaches to problem solving.

The candidate should develop skills in making informed decisions about approaches and possible solutions to both requirements and implications of the design problem being addressed. Research and experimentation should lead to identification, production and clear communication of an intended solution.

If the candidate is undertaking this Unit as part of the Advanced Higher Art and Design Course, it is not mandatory for the Design Activity to arise from or be the same as those themes selected for the Expressive Enquiry, although this is permitted.

The extent and depth of a candidate's interest and involvement in a chosen area or theme should lead to work outside the centre. It is particularly valuable for the candidate to develop and maintain a personal research file or sketchbook. A sketchbook or file of roughs, notes, jottings, etc should reflect the interests, ideas and developing thinking of the candidate.

### **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. Candidates should be given autonomy in making the final selection and presenting their work for assessment, and should feel confident in doing so.

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.

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

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

### **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: Visual Arts Study (Advanced Higher)**

**CODE**                     DV3G 13

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

### SUMMARY

In this Unit, candidates will develop the ability to demonstrate knowledge and understanding of selected areas of the Visual Arts in historical and contemporary contexts, and develop, explain and communicate personal opinions and judgements. Candidates may study the Unit as part of a general education, for vocational reasons or for personal interest.

This Unit has been designed as an optional Unit of the Advanced Higher Art and Design Enquiry: Expressive Course, but may also be used as a freestanding Unit.

### OUTCOMES

1. Plan a study of an area of the Visual Arts which is of personal interest and relevance.
2. Research, investigate and analyse the selected area of the Visual Arts.

### RECOMMENDED ENTRY

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

- ◆ Higher Art and Design or its Units.

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### Administrative Information

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

**UNIT**            Art and Design: Visual Arts Study (Advanced Higher)

### **CREDIT VALUE**

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7)\*.

*\*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: Visual Arts Study (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**

Plan a study of an area of the Visual Arts which is of personal interest and relevance.

##### **Performance Criteria**

- (a) a) Select and explain the personal relevance of a specific area of the Visual Arts.
- (b) Describe the perceived potential of the specific area of the Visual Arts.

#### **OUTCOME 2**

Research, investigate and analyse the selected area of the Visual Arts.

##### **Performance Criteria**

- (a) Show personal investigation and research by presenting clear, relevant, accurate and extensive factual information about the selected area of study.
- (b) Analyse and critically evaluate the work from the area of study using appropriate vocabulary and coherent argument to communicate personal judgments.
- (c) Demonstrate clear understanding of art practice within the chosen area of study.

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

**UNIT**            Art and Design: Visual Arts Study (Advanced Higher)

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence is required to demonstrate that candidates have achieved both the Outcomes and all of the Performance Criteria have been met. The candidate will produce 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:

- ◆ a plan explaining the content, context and possible approaches to the study of the chosen area of the Visual Arts
- ◆ work in the form of notes, cuttings, sketches or recorded information which identifies the chosen area of study within a Visual Arts context
- ◆ extensive factual information on the selected area of study
- ◆ work demonstrating the analysis and evaluation of the chosen area of study; this must include reasoned, coherent arguments and appropriate vocabulary; the analysis and evaluation can be supported by cuttings, sketches and diagrams
- ◆ integrated illustrated and annotated studies which demonstrate an understanding of art practice.

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 (cont)

### UNIT Art and Design: Visual Arts Study (Advanced Higher)

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

The specific content of this Unit should be based on the areas of personal interest selected by the candidate, researching and investigating movements and/or specific artists in relation to the Visual Arts. Movements and/or artists which may be selected by candidates for investigation are wide-ranging but examples of movements such as the Renaissance, Neoclassicism, Romanticism, Impressionism, Expressionism, Fauvism, Modernism, Cubism, Surrealism, Abstract Expressionism, Contemporary Art or any significant artists either historical or contemporary may be considered for study.

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

The candidate should have the opportunity to explore and consider appropriate areas of personal interest allowing them to engage in active research and investigation. This may promote awareness, knowledge and understanding which will allow them to formulate, present and justify personal views and judgements. This could include visiting outside agencies, galleries or exploring the Internet and communicating directly with artists.

Candidates can use a range of approaches in the production of evidence for this Unit such as an integrated, annotated and illustrated study, purely written or word processed study, PowerPoint or audio visual presentation, which may be developed using a software package. The study may be presented in a variety of formats such as sketchbook, notebook, presentation sheets, CD or disc.

They could, as appropriate, consider relationships to:

- ◆ art practice through, for example, the study of the figure, landscape, still life and so forth.
- ◆ social, political or religious influences
- ◆ movements in historical and contemporary categories such as the Renaissance, Expressionism, Cubism, Realism, Post Modernism and Contemporary Art
- ◆ the work of significant visual artists.

When undertaken as part of the Advanced Higher *Art and Design: Expressive Course*, *Art and Design: Visual Arts Study* should be linked directly to the Expressive Enquiry Unit. Thus, the Course will comprise the single integrated area of study:

- ◆ Expressive Enquiry with *Art and Design: Visual Arts Study*.

## National Unit Specification: support notes (cont)

### UNIT Art and Design: Visual Arts Study (Advanced Higher)

*Art and Design: Visual Arts Study* undertaken in conjunction with the Expressive Enquiry Unit should reflect:

- ◆ the context, area and/or theme selected
- ◆ the nature and purposes of the Enquiry
- ◆ the integration of Visual Arts Study with the Enquiry.

Integration of the Design Study with the Design Enquiry will allow each to inform and support the other. Research undertaken in connection with one Unit may provide a starting point for, or inform, the other.

Whether this Unit is delivered alone or as part of the Course it is important that candidates engage with investigation and interpretation of a personal response to a particular area, aspect or chosen subject.

The extent and depth of a candidate's interest and involvement in the chosen area or theme should lead to work beyond the centre. It should be particularly valuable for the candidate to develop and maintain a personal research file. Information should be collected 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 accepted for assessment.

### **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 most 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. Candidates must however be given autonomy in making the final selection and presenting their work for assessment, and should feel confident in doing so.

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)*.