



Advanced Higher  
Unit Specification



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## Art and Design (Expressive): Expressive Studies (Advanced Higher) Unit

**SCQF:** level 7 (8 SCQF credit points)

**Unit code:** H7VX 77

### Unit outline

The general aim of this Unit is to enable learners to research and investigate a personally selected area of art and to develop in-depth knowledge and critical understanding of art work and practice. The Unit provides opportunities for learners to independently research art work and practice. Learners will analyse and synthesise information and form and communicate substantiated judgements when evaluating the contexts that informed the work and approaches of selected artists.

Learners who complete this Unit will be able to:

- 1 Research and investigate an area of personal interest in art

This Unit is a mandatory Unit of the Advanced Higher Art and Design (Expressive) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Course Assessment Specification* for the Advanced Higher Art and Design (Expressive) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Higher Art and Design (Expressive) Course.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Higher Art and Design Course or relevant component Units

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Research and investigate an area of personal interest in art by:**
  - 1.1 Explaining the selection and relevance of the chosen area of art
  - 1.2 Producing an action plan for the research and investigation
  - 1.3 Analysing examples of art work and practice
  - 1.4 Presenting substantiated judgements about artists' work and the contexts which influenced it

### Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence will include a combination of written and/or recorded evidence and supporting visuals.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole by combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

In this Unit, learners will be required to provide evidence of:

- ◆ using higher-order thinking skills and complex analytical and evaluative skills when planning and carrying out the research and investigation
- ◆ presenting a coherent, in-depth body of research and investigation
- ◆ presenting clear, relevant and accurate factual information and substantiated opinions about the area of study

Exemplification of assessment is provided in *Unit Assessment Support*.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

### 1.1 Reading

## **3 Health and wellbeing**

### 3.1 Personal learning

## **5 Thinking skills**

### 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Administrative information

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**Superclass:** JA

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Page 1: 'Unit outline' section — wording revised; Outcome 1 revised; Outcome 2 deleted.  Page 3 — Outcome 1 revised; Assessment Standards 1.1, 1.2, 1.3 and 1.4 revised; Outcome 2 deleted.  Page 4: 'Evidence Requirements' section — bullet points revised.  Page 5: 'Development of skills for learning, skills for life and skills for work' section — '1.2 Writing' deleted.	Qualifications Development Manager	April 2015

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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