



National Unit specification: general information

Unit title: Colour: An Introduction (SCQF level 5)

Unit code: D945 11

Superclass: JA

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Summary

This Unit enables candidates to acquire a basic understanding of colour, and colour theory. The Unit provides experience of working with colour through exercises in colour mixing, colour harmonies and colour relationships in nature. The Unit provides candidates with skills useful in any further art and design work using colour.

This is an optional Unit in the National Certificate in Creative Industries at SCQF level 5, but is also available as a freestanding Unit. It is suitable for candidates with no previous experience of working with colour.

Outcomes

- 1 Demonstrate understanding of precise colour terminology.
- 2 Demonstrate the effects of mixing different colours in different proportions.
- 3 Demonstrate practical knowledge of colour harmonies and relationships.
- 4 Demonstrate observation of colour and colour relationships in nature.

Recommended entry

Entry is at the discretion of the centre. No previous qualifications or experience are required, though basic painting and/or software skills would be beneficial.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5*)

**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.*

General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

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

National Unit specification: statement of standards

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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 SQA.

Outcome 1

Demonstrate understanding of precise colour terminology.

Performance Criteria

- (a) Colour terminology should be correctly described in relation to colour mixing.
- (b) Colour terminology should be correctly explained in relation to colour harmonies.

Outcome 2

Demonstrate the effects of mixing different colours in different proportions.

Performance Criteria

- (a) The candidate should produce painting exercises which demonstrate skill in colour mixing.
- (b) The colour mixing exercises should be neatly painted.
- (c) Precise colour terminology should be indicated by correctly labelling each exercise.

Outcome 3

Demonstrate practical knowledge of colour harmonies and relationships.

Performance Criteria

- (a) The candidate should produce practical exercises which show examples of well-considered colour harmonies and relationships.
- (b) Suitable materials should be used for each exercise.
- (c) Examples should be suitably labelled to show understanding of the terminology used regarding colour harmony and relationships.

Outcome 4

Demonstrate observation of colour, and colour relationships in nature.

Performance Criteria

- (a) Colour studies should be produced which show keen observation of colours found in nature.
- (b) Examples of colour schemes should be produced which derive from studies of colour found in nature.
- (c) Suitable materials should be used.
- (d) All work should be presented in a neat well-finished state.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcome 1

Evidence of achievement in this Outcome can be provided in written format and/or orally. The evidence must show that the candidate can explain the colour terms referred to throughout the module.

This evidence could be achieved by multiple-choice questions covering the terminology listed in the range for this Outcome. Responses must show that the candidate has a sound knowledge of colour terminology and has understood the teaching materials.

It may be preferable if this Outcome is completed after the practical exercises are completed when candidates should have had practical experience of applications of the colour terminology.

The colour terminology to be covered in this Outcome includes: spectrum colours; pigmentary colours; the colour circle; the colour triangle; primary, secondary and tertiary colours; achromatic colour; hues, tints, shades and tones; colour harmony related to monochromatic, analogous, complementary and contrasting colours; warm and cool colours.

Outcome 2

The evidence for this Outcome can be provided by practical exercises such as labelled worksheets/samples using suitable paint such as designers' gouache, which ensure all Performance Criteria and range items are covered.

The candidates should demonstrate that they can apply colour terminology to these practical exercises.

Finished work should be neatly presented.

The colour circle/colour triangle; secondary and tertiary colours; achromatic colour; hues, tints, shades and tones.

Outcome 3

The evidence for this Outcome can be provided by practical exercises using appropriate materials and presented as labelled worksheets/samples based on designs produced by the candidate. These designs could be simple grid patterns or patterns and shapes derived from natural form and conforming to a brief given by the tutor.

All work should be neatly finished and presented.

All items in the range should be covered, but further samples might be produced which investigate other types of colour harmonies and relationships.

Monochromatic colour; analogous colour; complementary and contrasting colours; warm and cool colours.

National Unit specification: statement of standards (cont)

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Outcome 4

The evidence for this Outcome can be provided by practical exercises presented as worksheets/samples.

Colour studies from nature should be produced from source material such as flowers, shells plants, stones, fruit, etc. Emphasis should be on accuracy of colour rather than drawing.

Colour schemes based on these studies should be applied to designs produced by the candidate such as simple grid patterns or patterns/shapes derived from nature. Two examples should be selected from those produced.

National Unit specification: support notes

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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

This is an optional Unit in the National Certificate in Creative Industries at SCQF level 5 but is also available as a freestanding Unit. It is suitable for candidates with no previous experience of working with colour.

Outcomes 1–3

These Outcomes relate to the understanding and knowledge about colour terminology. The colour terminology to be covered in this Outcome includes: spectrum colours; pigmentary colours; the colour circle; the colour triangle; primary, secondary and tertiary colours; achromatic colour; hues, tints, shades and tones; colour harmony related to monochromatic, analogous, complementary and contrasting colours; warm and cool colours.

Candidates should demonstrate their understanding through theoretical and practical exercises.

Outcome 4

This Outcome relates to the study of colour in nature and application of colour derived from these studies to designs and/or patterns.

Guidance on learning and teaching approaches for this Unit

Throughout this Unit candidates should have the opportunity to learn about colour and to apply theory to practical exercises. The tutor might give an illustrated talk or series of talks about colour theory. This could include the human eye, the spectrum of white light, pigmentary colours, process colours, colour intensity, receding and advancing colours, colour associations, tone and light, neutral colour, colour families, local colour, impact of colours, moods expressed through colour and how it can affect our emotions. Colour in art/ painting, how colour can be successfully used in design/graphics, as well as colour in nature and all items covered in the range.

Appropriate notes might be prepared for candidates for reference throughout the Unit. The tutor might devise a checklist containing all the colour terms referred to in the Unit which could be the basis of a multiple-choice questionnaire completed by candidates (written or recorded orally). Thereafter the Unit should be activity based. Candidates should work individually on practical exercises and the tutor should set precise briefs for each exercise. Candidates should produce their own designs for the exercises in Outcomes 2 and 3. These could be simple grid patterns or simple patterns/shapes derived from natural forms. This Unit also gives candidates the opportunity to learn the techniques of opaque paint application and/or software skills.

National Unit specification: support notes (cont)

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Work should reflect an understanding of accurate colour mixing and control of all media used. Outcome 3 need not be completed solely using paint and/or software techniques. Collage and other appropriate materials could be included as long as the examples show understanding of the terminology.

Outcome 4 gives candidates the opportunity to study colour in nature and apply colour to a design solution, the emphasis being on accurately recording colour rather than drawing.

Source material such as plants, flowers, shells, stones, fruit, etc could be used. Whilst painting/applying colour to the studies, the colours used might be recorded on a grid of small squares on the same sheet to give a palette for reference when painting the design.

Throughout the Unit candidates should develop understanding of colour terms and how to apply them accurately, and feel comfortable referring to colour terminology in relation to art and design.

Many interesting exercises based on observation and application of colour could be devised. Good examples can be found in books and on the internet sites related to painting, colour and colour theory.

Guidance on approaches to assessment for this Unit

Candidates should be aware of assessment criteria and instruments. Continuous assessment should be used to assist candidates in their work. Holistic approaches to assessment should be adopted wherever possible. Candidates should work singly with guidance from the tutor.

Two main Instruments of Assessment could be used. For Outcome 1, written/oral responses in the form of multiple-choice questions are suggested. For Outcomes 2, 3 and 4, practical exercises are suggested. The practical work could comprise worksheets, samples and/or digital media.

All work should be retained as a portfolio, which may be paper-based or electronic. Evidence could be labelled with appropriate Outcome number for ease of assessment and verification.

Outcome 1 could be assessed by multiple-choice questions through which candidates show a sound knowledge of colour terminology. It may be preferable for this Outcome to be completed after the practical exercises, in which candidates will have had practical experience of applications of the colour terminology.

Outcomes 2, 3 and 4 could be assessed by practical exercises including labelled/annotated worksheets/samples and/or electronic files using suitable materials such as designers' gouache and/or digital media. Candidates may also produce samples which investigate other types of colour harmonies and relationships.

Outcome 4 designs could be simple grid patterns or patterns and shapes derived from natural form and conforming to a brief given by the tutor. Colour studies from nature should be produced from source material such as flowers, shells, plants, stones, fruit, etc.

National Unit specification: support notes (cont)

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Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

Candidates will:

- ◆ use colour terminology precisely
- ◆ follow briefs to produce exercises in colour mixing, harmonies and relationships
- ◆ research colour in nature

Whilst doing this Unit candidates may develop aspects of the Core Skills of *Communication* and *Problem Solving*. Where certain learning and teaching approaches are adopted candidates may develop the Core Skill of *Information and Communication Technology* through the use of computers for research and producing digital colour exercises.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Updated to match the new shell	13/07/2012

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