

National Unit Specification: general information

UNIT Art and Design Studies (Higher)

CODE DV39 12

COURSE Art and Design (Higher)

SUMMARY

In this Unit, candidates will develop knowledge and understanding of selected areas of the visual arts and design in historical and contemporary contexts (within the period from 1750 up to the present day) and develop, explain and communicate personal opinions and 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 Higher Art and Design Course, but may also be used as a freestanding Unit.

OUTCOMES

1. Demonstrate knowledge and understanding of a selected area of the Visual Arts within any period(s) from 1750 up to the present.
2. Demonstrate knowledge and understanding of a selected area of Design within any period(s) from 1750 up to the present.

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:

- ◆ Standard Grade Art and Design at Credit level
- ◆ Intermediate 2 Art and Design or its Units.

Administrative Information

Superclass: JA

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CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6).*

**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 Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Art and Design Studies (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

Demonstrate knowledge and understanding of a selected area of the Visual Arts within any period(s) from 1750 up to the present.

Performance Criteria

- (a) Select and explain the personal relevance of a specific area of the Visual Arts.
- (b) Demonstrate personal research into art practice in the selected Visual Arts area.
- (c) Present relevant factual information and clear personal judgments supported by reasoned argument.

OUTCOME 2

Demonstrate knowledge and understanding of a selected area of Design within any period(s) from 1750 up to the present.

Performance Criteria

- (a) Select and explain the personal relevance of a specific area of Design.
- (b) Demonstrate personal research into design practice in the selected Design area.
- (c) Present relevant factual information and clear personal judgments supported by reasoned argument.

National Unit Specification: statement of standards (cont)

UNIT Art and Design Studies (Higher)

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 based on one area of the Visuals Arts **and** one area of Design.

- ◆ In Visual Arts, one area might be selected from: Portraiture, Figure Composition, Still Life, Natural Environment, Built Environment or Fantasy and Imagination. If this Unit is being taken as part of the Higher Art and Design Course, the area chosen must reflect the candidate's chosen area of study in the *Art and Design: Expressive Activity* Unit.
- ◆ In Design, one area might be selected from: Graphic Design, Product Design, Interior Design, Environmental/Architectural Design, Jewellery Design or Textile/Fashion Design. If this Unit is being taken as part of the Higher Art and Design Course, the area chosen must reflect the candidate's chosen area of study in the *Art and Design: Design Activity* Unit.

The assessment evidence will be:

- ◆ a written or recorded oral response completed by the candidate within one hour under supervised conditions; the candidate will present facts and reasoned judgments on the areas studied and will show some knowledge and understanding of the visual arts and design practice. The evidence may be in the form of an extended response such as a summary or report of **a minimum of 400 words** for each area studied; candidates may have access to their research; assessment evidence could be gathered on one occasion of one hour covering the two areas of study or on two separate occasions of 30 minutes each for each area studied.
- ◆ a completed assessor checklist which records the candidate's progress with research activities; the research evidence must include:
 - study of the work of a minimum of two artists or a minimum of two movements in the Visual Arts in any period from 1750 onwards
 - study of the work of a minimum of two designers or a minimum of two movements in Design in any period from 1750 onwards
 - accurate evidence of study of a contemporary context ie within the last 25 years in at least one area (Visual Arts or Design)
 - accurate knowledge and understanding of the critical historical context within the selected areas of study
 - analysis of the work studied offering sustained, assured and substantiated judgments and reasoned arguments set in context.

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 (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 the Visual Arts and Design (within any period(s) from 1750 up to the present). This must include study of a contemporary context ie, within the last 25 years in Visual Arts and/or Design.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Whether this Unit is delivered alone or as part of a Course it is important that candidates engage with investigation and interpretation of a personal response to the particular area, aspect or subject chosen. Candidates should have opportunities to engage in active research and investigation, thus promoting the awareness, knowledge and understanding which will allow them to formulate, present and justify personal views, conclusions and judgments. This could take the form of visiting outside agencies, galleries, viewing existing Visual Arts and Design work or exploring the Internet and publications, and communicating directly with artists, designers, design companies and/or manufacturers.

To promote candidates' understanding of the importance of the Visual Arts and Design in today's society; they must study a contemporary context, area or application that is, within the last 25 years. In Visual Arts/Design, opportunities exist for imaginative interpretation, allowing candidates to investigate contexts concerned, for example, with modern culture, the mass media, and new and developing technologies.

When undertaken as a Unit of the Higher Course, Art and Design Studies should be linked directly to practical activities. Outcome 1 of this Unit can be delivered at the same time as *Art and Design: Expressive Activity* and Outcome 2 can be delivered at the same time as *Art and Design: Design Activity*.

Art and Design Studies undertaken in conjunction with Expressive or Design Activity should reflect:

- ◆ the context and/or theme selected
- ◆ the nature and purposes of the Expressive or Design Activity.

Integration of Art and Design Studies with Expressive or Design Activity will allow each to inform and support the other. Research undertaken in connection with one Unit might provide a starting point for, or inform research into the other.

National Unit Specification: support notes (cont)

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While candidates must study a minimum of two artists or movements in Visual Arts and a minimum of two designers or movements in Design, it is strongly recommended that a wider range is covered, in order to provide candidates with a broad, balanced educational experience.

Candidates should be encouraged to learn about a range of significant issues, movements, styles, artists and designers, and how these have influenced the evolution and development of Art and Design.

Candidates should be encouraged to use a wide range of methods of illustration and recording.

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 for each Outcome into a manageable format, for ease of use during the assessment. This material should include contemporary and historical contexts and could include storyboards, workbooks or a folio recorded in the form of notes, essays, sketches, illustrations, and photographs.

The final 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.

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)*.