



## **National Unit specification: general information**

**Unit title:** Art and Design Project 1: Exhibition Design (SCQF level 6)

**Unit code:** E9SM 12

**Superclass:** JC

**Publication date:** July 2011

**Source:** Scottish Qualifications Authority

**Version:** 02

### **Summary**

This Unit will enable the student to investigate and develop ideas from the main area of study in relation to the design process and to integrate the various skills which have been acquired by him/her throughout a programme of Art/Design Units. The project will relate to the student's major area of study.

### **Outcomes**

- 1 Interpret a brief for a design project.
- 2 Develop roughs from the brief.
- 3 Produce a finished project.

### **Recommended entry**

While entry is at the discretion of the centre, candidates would normally be expected to have attained a relevant programme of Art/Design Units including those undertaken in a major area of study.

### **Credit points and level**

2 National Unit credit(s) at SCQF level 6: (12 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.*

## **National Unit specification: 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**

Interpret a brief for a design project.

#### **Performance Criteria**

- (a) The identification of the requirements of the brief is accurate.
- (b) References/source materials are relevant to the specified brief.

### **Outcome 2**

Develop roughs from the brief.

#### **Performance Criteria**

- (a) The production of a wide range of ideas from reference material collected is relevant to the brief and capable of development.
- (b) The selection of finished roughs is appropriate to the brief in terms of:
  - composition/structure, balance, colour, line, tone, texture (where appropriate)
  - proportion, awareness of the limitations of processes and materials

### **Outcome 3**

Produce a finished project.

#### **Performance Criteria**

- (a) The finished project complies with the brief.
- (b) Development from brief to finished project is clearly demonstrated by the inter-relationship of stages in the design process.
- (c) The integration of processes and materials is effective in the realisation of the brief from rough to finished artwork.
- (d) The finished project is effective in the: synthesis of design elements; skill in handling processes and materials; level of finish and presentation.
- (e) The deadlines are met as specified in the brief.

#### **Evidence Requirements for this Unit**

Satisfactory achievement of the Outcomes will be based on all Performance Criteria being met.

Outcomes 1-3 will be assessed by a practical project based on a brief drawn up by the student in consultation with the tutor which should include a schedule for the production of work. It should be related to the student's major area of study.

## **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 80 hours.

### **Guidance on the content and context for this Unit**

Safety regulations and safe working practices and procedures should be adhered to at all times.

Corresponding to Outcomes 1-3:

- 1 Visualisation and interpretation of a written project brief including schedules which may be either two-dimensional or three-dimensional in form or a mix of the two. The brief should relate to the student's major area of study and integrate the various skills acquired throughout the programme of Units, eg Graphic Design, Technical Graphics, Exhibition Design, Interior Design, Retail Display, Jewellery, Ceramics and Pottery or Industrial Design.
- 2 Selection and use of appropriate materials and equipment for drafting and constructional aspects of the brief.
- 3 Production of roughs by any suitable method. Variety of ideas and approaches, sources of reference and developments.

### **Guidance on learning and teaching approaches for this Unit**

The project brief should be drawn up by the student in consultation with the tutor on topics related to the major area of study and should include a schedule for the production of work.

The brief should be in the nature of a project which the student could be given in employment. Care should be taken that the brief integrates the various skills which have been acquired throughout the programme of Units and reflects accurately the key skills which are required in each of the subject areas. The brief should allow the student the opportunity to develop areas of personal interest.

There would be merit in the project work being displayed in exhibition form.

All work in this Unit will be retained as part of a portfolio.

### **Guidance on approaches to assessment for this Unit**

Outcomes 1-3 will be assessed by a practical project based on a brief drawn up by the student in consultation with the tutor which should include a schedule for the production of work. It should be related to the student's major area of study.

## 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 e-checklists. 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

In this Unit candidates will interpret a design brief to work up to a final project creating roughs as they do so.

Candidates will:

- ◆ interpret the design brief and explain their interpretation
- ◆ justify their selection of reference materials
- ◆ create rough work and evaluate it against the design brief
- ◆ plan a schedule of work
- ◆ select the correct materials and equipment for their project

As they are doing this Unit candidates will develop aspects of the Core Skills in *Communication* and *Problem Solving*.

### 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](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date
02	Copied into new shell with no changes to statement of standards. Core skills signposting added in support notes.	18/07/2011

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