



National Unit Specification: general information

UNIT Art and Design: Research and Investigation Skills (SCQF level 6)

CODE F5C2 12

SUMMARY

This Unit is designed to enable candidates to develop research and investigative skills and build contextual awareness in a selected visual art or design discipline.

This Unit is suitable for candidates who:

- ◆ wish to develop research and investigative skills in visual art or design areas

OUTCOMES

- 1 Research and investigate a selected area of a visual art or design discipline.
- 2 Produce a summary of the research.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would benefit from previous experience of an art or design course or Units.

CREDIT VALUE

1 credit at SCQF level 6 (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.*

Administrative Information

Superclass: JA

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National Unit Specification: general information (cont)

UNIT Art and Design: Research and Investigation Skills (SCQF level 6)

CORE SKILLS

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

The Unit provides opportunities for the candidate to develop aspects of the following Core Skills:

- ◆ Communication (SCQF level 6)
- ◆ Information and Communication Technology (SCQF level 5)

These opportunities are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

UNIT Art and Design: Research and Investigation Skills (SCQF level 6)

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

Research and investigate a selected area of a visual art or design discipline.

Performance Criteria

- (a) Identify and select an area or aspect of a visual art or design discipline.
- (b) Use a variety of research methods to investigate the area or aspect.
- (c) Gather and collate research evidence.

OUTCOME 2

Produce a summary of the research.

Performance Criteria

- (a) Produce a factual summary of the investigative research showing contextual awareness of the visual art or design discipline.
- (b) Use language and appropriate technical terms accurately and consistently.
- (c) Provide a personal response to the investigative research.

National Unit Specification: statement of standards (cont)

UNIT Art and Design: Research and Investigation Skills (SCQF level 6)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

Product and/or written or oral recorded evidence is required to demonstrate that the candidate has achieved all the Outcomes and Performance Criteria.

The candidate will use at least two methods of research to produce a folio of collated information that is presented in a logical and coherent way.

The folio of work will include:

- ◆ a combination of visual, written and/or electronically generated material related to the chosen visual art or design discipline.
- ◆ evidence of at least two methods of research in the collection of investigation material. This may take the form of exploring the Internet using a range of search engines or accessing websites, library indexes, books, publications, journals and any other source related to visual art or design practice.
- ◆ collated accurate factual information indicating the sources of the key information (references/bibliography etc).
- ◆ a coherent and logical structure, including factual information supported by personal opinions. The information gathered will build sufficient background information to gain an understanding of the chosen area of study.
- ◆ consistent use of appropriate vocabulary and art or design terminology that shows a contextual awareness of a visual art or design discipline.

The folio of work may be presented for assessment in sketchbook, workbook, display board or in an electronically generated form.

The evidence will be produced under open-book conditions throughout delivery of the Unit.

National Unit Specification: support notes

UNIT Art and Design: Research and Investigation Skills (SCQF level 6)

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 Unit is an optional Unit of the National Certificate in Art and Design, but can also be taken as a free-standing Unit.

If this Unit is being delivered as part of a programme of art and design based Units, then it is recommended that centres consider an integrated delivery approach with other Units in the award.

The specific content of this Unit should be negotiated with the teacher/lecturer. The potential areas for research and investigation in relation to visual art or design practice are wide but areas such as, Painting, Sculpture, Printmaking or Photography would be suitable starting points within a visual art context.

Movements within the visual arts such as the Renaissance, Neoclassicism, Romanticism, Impressionism, Expressionism, Fauvism, Modernism, Cubism, Surrealism, Abstract Expressionism, Contemporary Art may be considered appropriate topics for investigation.

Areas such as Graphics, Fashion, Textiles, Product, Jewellery, Architecture or Interior design would be suitable starting points within a design context.

Movements within design such as the Arts and Crafts, Art Nouveau, Art Deco, Post Modern and Contemporary Design may be considered appropriate topics for investigation.

Any significant artists or designers either historical or contemporary may also be the focus of the study.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The candidate should have the opportunity to engage in active research and investigation. This should encourage and support awareness and understanding of the use of a variety of research methods. The teacher/lecturer can demonstrate the use of different research methods. This may take the form of exploring the Internet using a range of search engines or accessing websites, library indexes, books, publications, journals and any other source related to visual art or design practice. This will allow the candidate access to a wide range of information sources to establish the authenticity and credibility of factual content.

As an alternative the teacher/lecturer may supply instructions that gradually guide candidates through the use of specific research methods in the form of task sheets or checklists.

The work produced should demonstrate that the candidate has explored and gathered relevant information that is directly related to the chosen topic using a variety of research methods.

National Unit Specification: support notes (cont)

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Candidates can use a range of approaches in the production and collation of evidence for this Unit.

Research and investigation may be approached individually or as a group in order to widen the range of information gathered but this will be collated and presented from an individual point of view.

Evidence can be presented using a variety of approaches, for example an integrated, annotated and illustrated study, PowerPoint or audiovisual presentation, which may be developed using a software package. The study may be presented in a variety of formats such as sketchbook, notebook, and presentation sheets, CD or through the use of a computer software package.

The candidate and the teacher/lecturer should select and organise a folio of work for assessment from the body of information gathered. This process can be facilitated and guided by the teacher/lecturer through reflective questioning techniques, allowing and helping candidates to reflect on and review their learning and objectively look at the quality of research material gathered throughout the Unit. The folio should show clear development and understanding of research methodology and information gathering in relation to visual art or design practice.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have opportunities to develop aspects of the Core Skill of *Communication* through the reading and selection of subject matter and in the production of a summary of the research findings.

Through the use of the Internet for research purposes candidates may have opportunities to develop aspects of the Core Skill of *Information and Communication Technology*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment is a structured assignment resulting in an annotated workbook/sketchbook.

Candidates should be aware of all assessment requirements and arrangements. Formative and diagnostic assessment in the form of candidate/teacher/lecturer reviews may be used to assist candidates with the development of their work and to inform future learning opportunities.

A variety of approaches to assessment could be used, for example:

- ◆ candidate/teacher/lecturer review of the experimental use of research methods
- ◆ on-going viewing and discussion of evidence that shows development of the awareness and understanding of research methods in relation to information gathering within a visual art or design context
- ◆ interim presentations of selected information within a visual art or design context
- ◆ summarising of key research findings
- ◆ final presentation of selected information within a visual art or design context

National Unit Specification: support notes (cont)

UNIT Art and Design: Research and Investigation Skills (SCQF level

Although assessment may be ongoing teachers/lecturers should assist candidates to prepare for the final assessment by advising and guiding them in the selection of work and how to present it logically and coherently. The selection of material for assessment and review should be carried out at the end of the Unit. The folio should be formally assessed at the end of the Unit, ensuring that the candidate has applied an understanding of the required skills to the work presented.

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 communications 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)*.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).