



National Unit Specification: general information

UNIT Art and Design: 3D Skills Development (SCQF level 6)

CODE F5CC 12

SUMMARY

In this Unit candidates will develop the skills and techniques which will allow them to further develop 3D skills in a selected 3D design or expressive context.

The candidate will explore, generate and develop ideas to satisfy a given specification and work toward a 3D product within a selected 3D discipline. The candidate will be involved in researching the work of contemporary practitioners, before experimenting with a range of 3D skills and processes before producing and presenting a 3D product. At the end of this process, the candidate will complete an evaluation of the product and process.

This Unit is suitable for candidates who:

- ◆ wish to extend basic knowledge and skill in the use of 3D design skills
- ◆ are undertaking a general programme of Art and Design Units

OUTCOMES

- 1 Research the potential of a selected 3D discipline.
- 2 Plan a 3D product in response to a given brief.
- 3 Explore and experiment with a range of 3D skills and approaches.
- 4 Produce and present a 3D product.
- 5 Evaluate the 3D product and creative process.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: JC

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CREDIT VALUE

2 credits 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.*

CORE SKILLS

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

This Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Communication (SCQF level 5)
- ◆ Problem Solving (SCQF level 5)

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

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

Research the potential of a selected 3D discipline.

Performance Criteria

- (a) Identify contemporary practitioners working in a selected 3D discipline.
- (b) Describe the working methods and practices used in the selected 3D discipline.

OUTCOME 2

Plan a 3D product in response to a given brief.

Performance Criteria

- (a) Identify the main requirements of the given brief.
- (b) Identify research areas with development potential in response to the given brief.
- (c) Select relevant resource material in response to the given brief.
- (d) Collate relevant research material in response to the given brief.
- (e) Produce a plan for completing a 3D product in response to the given brief.

OUTCOME 3

Explore and experiment with a range of 3D skills and approaches.

Performance Criteria

- (a) Identify 3D skills used in a selected 3D discipline.
- (b) Select 3D skills and approaches for development.
- (c) Produce progressive creative experimentation using appropriate selected techniques, materials and processes.

OUTCOME 4

Produce and present a 3D product.

Performance Criteria

- (a) Select media, materials and techniques for a 3D product.
- (b) Produce a sample/mood board for the 3D product.
- (c) Produce and present a finalised design specification.
- (d) Demonstrate effective handling of media and materials in the production of a 3D product.

National Unit Specification: statement of standards (cont)

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OUTCOME 5

Evaluate the 3D product and creative process.

Performance Criteria

- (a) Analyse the success of the 3D product with reference to the given brief requirements.
- (b) Analyse areas of weakness in the 3D product with reference to the given brief requirements.
- (c) Analyse the effectiveness of the creative process with reference to strengths and areas for future improvement.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

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

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

The candidate will produce a folio of work that will include:

- ◆ identification of a minimum of two contemporary practitioners working in the same 3D discipline.
- ◆ an accurate description of the practices and approaches used by the selected practitioners together with accompanying visuals (minimum of two per practitioner).
- ◆ a written and/or orally presented outline plan produced in response to the given brief.
- ◆ product evidence in the form of written/annotated collated research material in response to the given brief.
- ◆ development work in 3D that shows the creative exploration and use of a variety of materials, techniques and processes appropriate to the 3D discipline (minimum three lines of development)
- ◆ a mood/sample board showing the candidate's selection of materials and techniques for the final 3D product.
- ◆ production and presentation of a final 3D product. This will include the production of a 3D specification. The final 3D product should demonstrate a creative response to the task and the development and effective use of selected media and materials in the production of the 3D product.
- ◆ a written or oral evaluation of the 3D product and the creative process.

The folio of work may be presented in a sketchbook, workbook or display board format.

The evidence for assessment will be produced on an ongoing basis in open-book conditions throughout delivery of the Unit.

The Assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

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

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 Unit is designed to offer the candidate the opportunity to explore and build skills and knowledge within their selected 3D discipline. The aim is to allow candidates to creatively experiment with the media, materials and processes available to them. The candidates should be able to apply and manipulate the skills they have learned in the production of a 3D product. The candidate must also present their 3D specification and final 3D product in a manner appropriate to the selected discipline before completing an evaluation of the 3D product and creative process.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The teacher/lecturer should provide demonstrations, exemplars and class discussion, and may also consider the use of industrial visits to reinforce 3D working practices and methods. These approaches could be used to provide a stimulating visual launch to this project based Unit.

The candidate should have the opportunity to explore a wide range of available media, materials and processes within a selected 3D discipline. The candidate should also have the opportunity to explain the development of their work in preparation for summative assessment. This process could be carried out on an individual basis with the teacher/lecturer or in small group settings where appropriate, and this should be carried out before the presentation of the product specification and the production of the 3D product.

The folio of evidence should show the research, exploration and progressive development of the candidate's creative experimentation in a selected 3D discipline. The folio should also show the candidate's ability to apply their skills in manipulating the media, materials and processes before producing a finished 3D product.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have opportunities to develop aspects of the Core Skill of *Communication* through teacher/lecturer led group discussions and the description of practitioners working methods and practices in Outcome 1 will help the candidate to develop and reinforce their communication skills in either written and/or oral contexts. Outcome 5 may also include the development of critical thinking skills and reflective practice in the structuring of the evaluation.

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* during the production and presentation of the final 3D product and in the final evaluation.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for this Unit would be a practical exercise. The Outcomes may be assessed on an individual basis or a combined assessment may be used to cover all five Outcomes.

If holistic assessment is being used, the given 3D brief/assignment should indicate the scope of the 3D activity, realistic timescales for completion of the activity and stages will provide candidates with some flexibility of choice in the personal choice and development of a 3D product.

Outcome 1

The candidates are required to identify and describe the working methods and practices used by identified practitioners within the same selected 3D discipline. This information may be presented in any appropriate format but it is recommended that a combination of visual and written and/or oral descriptive content is produced either using paper based or electronic formats.

Outcome 2

The candidates will need to demonstrate that they understand the requirements of the given 3D brief. This understanding could be demonstrated through annotation of the collated research material and the overall suitability and creative potential demonstrated in the collated research. All collated research should be reviewed prior to assessment and the candidate encouraged to critically review this with reference to the given brief requirements before they produce their project plan. In this way the candidate should be more able to identify and plan for effective development in the later Outcomes. The project plan need not be complex but should include interim and final completion dates for key project stages, reference to an initial list of potentially useful resources, media, materials and techniques that could be used with development potential to meet the stated project requirements.

Outcome 3

The candidates are now required to explore and experiment with a range of 3D skills and approaches relevant to the selected 3D discipline. The selection of techniques, media and materials should be informed by the earlier review of the collated research and its potential and suitability for development in addition to the working methods of the practitioners in Outcome 1. This Outcome must show the progressive refinement and experimentation with selected media, materials and techniques (minimum of three lines of development) and for this reason the earlier experimentation is likely to be less effective in instances than the final examples. All development work produced during this stage should be retained to show the full extent of their development journey.

Outcome 4

The candidates will need to provide evidence to demonstrate their knowledge and skills by presenting their 3D product specification along with a finished 3D product. This will involve the selection and use of suitable media, materials and techniques, a process that should be informed by their earlier research and investigation. The candidate should present their work in a suitable format related to the selected 3D discipline. The candidate's presentation of the finalised 3D specification could include interactive question and answer sessions with the teacher/lecturer and peer group, replicating industry sector practice, or may be carried out as an informal group activity. It would also be of benefit during the presentation of the 3D specification to include reference to the sample/mood board for coherence and continuity of the creative process.

National Unit Specification: support notes (cont)

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Alternatively the candidate could present their specification visually after completion of the 3D product. The 3D product should show compliance to the requirements of the task and the effective use of selected 3D applied skills, media and techniques developed during this Unit.

Outcome 5

The candidates need to complete an evaluation of both the product and the creative process. The product should be critically analysed with reference to the given brief with the candidate commenting on how effective the 3D product was in meeting any stated aims or project requirements. In addition the candidate is expected to reflect on areas where the product is less effective with reference to the project requirements. This evaluation, whether presented in written or oral/visual format must include more than a simple description of the product showing the use of critical reflective thought. The final component of this process will involve the candidate in considering their role as a creative practitioner. The candidate is expected to look at areas where they performed well on a personal and creative level during the project, and to identify areas for improvement in their working methods and practices that can be used to inform future learning.

Holistic delivery and assessment is recommended. Through open questions and group discussion 3D Skills could be de-constructed exploring all the processes involved from the initial planning and experimentation to the finished product. Key deadlines for stages of the Unit assessment should be set by the teacher/lecturer allowing the candidate to develop time management skills within set deadlines.

Candidates could be encouraged to keep a photographic record of all their work, in particular any work produced out with the centre. Candidates should present a completed product by a given timeline. The 3D product should show:

- ◆ compliance to the requirement of the given brief and/or 3D specification
- ◆ the effective use of selected 3D applied skills, media and techniques developed during this Unit

Candidates should observe safe working practices at all times.

The teacher/lecturer must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as a learning and teaching approach, any work that contributes to a candidate's assessment evidence must be carried out on an individual basis to ensure authenticity.

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 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).