



National Unit Specification: general information

UNIT Art and Design: Developmental Drawing (SCQF level 6)

CODE F5CG 12

SUMMARY

This Unit has been designed to assist and support the developmental drawing process through the visual analysis of source material and the application of creative problem solving. This process will enable the candidate to explore developmental drawing skills used in art and design based applications.

This Unit is suitable for candidates who:

- ◆ have some understanding of the art and design development process
- ◆ want to develop drawing skills used in art and design based disciplines

OUTCOMES

- 1 Produce initial drawings for a given brief.
- 2 Produce and present visual ideas or concepts in response to the given brief.

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 Higher level (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: JB

Publication date: October 2008

Source: Scottish Qualifications Authority

Version: 01

© Scottish Qualifications Authority 2008

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: general information (cont)

UNIT Art and Design: Developmental Drawing (SCQF level 6)

CORE SKILLS

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

The 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

UNIT Art and Design: Developmental Drawing (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

Produce initial drawings for a given brief.

Performance Criteria

- (a) Identify the main requirements of the given brief.
- (b) Select relevant source material with development potential in response to the given brief.
- (c) Select and use a range of media and techniques in response to the given brief.
- (d) Select visual elements and produce initial drawings in response to the given brief.

OUTCOME 2

Produce and present visual ideas or concepts in response to the given brief.

Performance Criteria

- (a) Select ideas and/or concepts with the potential for development in response to the given brief.
- (b) Demonstrate competent handling of a variety of media and drawing techniques in response to the given brief.
- (c) Demonstrate progressive and sequential development of ideas or concepts in response to the given brief.
- (d) Refine and present a selected idea or concept in response to the given brief.

National Unit Specification: statement of standards (cont)

UNIT Art and Design: Developmental Drawing (SCQF level 6)

EVIDENCE REQUIREMENTS FOR THIS UNIT

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

Written and/or recorded oral evidence and product evidence should be produced to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria. The evidence will be produced under open-book conditions. The candidate will produce a folio of work, which will include:

Outcome 1

- ◆ an analysis of the given brief
- ◆ a range of annotated source material (primary and secondary sources) (A3+ size or equivalent)
- ◆ a minimum of three initial development concept drawings that show the applied use of visual elements and use of a variety (three or more) media and techniques

Outcome 2

- ◆ a series of five or more progressive and sequential development drawings communicating an imaginative and individual interpretation of the given brief
- ◆ one finished concept drawing using sound drawing skills and media handling

The candidate will produce the work under 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

UNIT Art and Design: Developmental Drawing (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 a mandatory Unit of the National Certificate in Art and Design, but can also be taken as a free-standing Unit.

Developmental drawing requires the candidate to consider the aesthetic, functional, and many other aspects of an object or a process. This requires research, critical thought, creative interpretation of the given brief, and the development and refinement of ideas or concepts. The candidate should identify source material with development potential with a view to progressing initial ideas and/or concepts.

The candidate should select relevant source imagery with development potential. The production of the initial drawings should show a variety of alternative approaches and a personal response to the requirements of the given brief. The candidate should show knowledge and skills when gauging the originality and effectiveness of their drawings and creating a substantial folio of work demonstrating a variety of media and techniques.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Exploration of the creative drawing process supported by demonstration of a range of visual developmental drawing techniques will enable the candidate to create sequential and progressive drawing solutions. In order to progress and develop, the candidate should learn to critically analyse their visual work and evaluate the potential for refining an idea or concept. Ongoing teacher/lecturer discussions should be encouraged as this will help to reinforce critical thinking and developmental drawing approaches. It could be of benefit to candidates to include visits and discussions with practising artists or designers, allowing the candidate to develop a greater awareness of professional working practices and approaches.

The candidate should be encouraged to produce a visual sketchbook containing a substantial variety of drawings and research. This research will provide reference points from which to channel and generate ideas, allowing for the creative development of ideas and/or concepts in response to the given brief.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* and *Communication* during tutorial sessions and through the development of on-going practical work.

National Unit Specification: support notes (cont)

UNIT Art and Design: Developmental Drawing (SCQF level 6)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for this Unit would be a practical exercise(s).

The candidate should demonstrate the ability to select and use resources and to develop the skills required for successful developmental drawing.

Assessment evidence could be gathered and linked with other mandatory and/or optional Units for centres delivering the National Certificate in Art and Design, for example, *Art and Design: Project*.

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.

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).