



National Unit Specification: general information

UNIT Art and Design: Digital Media (SCQF level 6)

CODE F5CH 12

SUMMARY

This Unit is designed to enable the candidate to explore and develop skills in digital media related to art and design disciplines. In this Unit, the candidate will explore the creative development potential of digital media and then develop experimental concepts using selected digital media. This will involve the candidate researching and collating examples of current uses of digital media, analysing current uses of digital media and in the production and development of a range of experimental digital concepts.

This Unit is suitable for candidates who:

- ◆ are undertaking the study of digital media for the first time
- ◆ wish to obtain a basic knowledge of digital media in art and design

OUTCOMES

- 1 Describe the uses of digital media in art and design.
- 2 Demonstrate understanding of the application and uses of digital media in art and design.
- 3 Develop experimental digital concepts in response to a given brief.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: JA

Publication date: October 2008

Source: Scottish Qualifications Authority

Version: 01

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CREDIT VALUE

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

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

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

Describe the uses of digital media in art and design.

Performance Criteria

- (a) Identify and collate examples of digital media used in contemporary contexts.
- (b) Describe clearly the range of digital media applications used by practising artists and/or designers.

OUTCOME 2

Demonstrate understanding of the application and uses of digital media in art and design.

Performance Criteria

- (a) Collate a range of examples of digital work by practising artists and/or designers within a chosen area.
- (b) Analyse the application of and uses of digital media by practising artists and/or designers.

OUTCOME 3

Develop experimental digital concepts in response to a given brief.

Performance Criteria

- (a) Identify the constraints and opportunities in response to the given brief.
- (b) Select a suitable digital media format for development and experimentation in response to the given brief
- (c) Select research material for use in the development of experimental concepts in response to the given brief.
- (d) Develop an effective range of experimental digital concepts in response to the given brief.

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 evidence and written and/or oral recorded evidence should be produced to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria. The evidence should be produced under open-book conditions.

Candidates should produce a folio of work which will include:

- ◆ research based identification and description of a range of contemporary examples of digital media applications
- ◆ a minimum of two annotated examples of digital media by selected practising artists and/or designers within a chosen area
- ◆ demonstration and understanding of the requirements of the given brief — identifying a timeline for a theme or topic for development and details of the creative potential of the chosen digital media format
- ◆ collated research material produced in response to the given brief and subsequent experimental development work in a digital media format that demonstrates the creative development of two concepts/ideas

Assessment evidence must be collated, organised and presented in a logical way. The folio of work produced may incorporate a sketchbook, worksheets or logbook format. The evidence will be produced on an ongoing basis 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 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.

This Unit should introduce the candidate to the creative potential and applied use of digital media and its capabilities in relation to selected art and/or design specialisms. This Unit is largely process driven and does not include the refinement and development of a final product. It therefore has the potential for integration with other Units for example *Art and Design: Project* and *Art and Design: Exploratory Media Handling* to form a larger art and design project based activity. This would allow the candidate to develop their creative experimental concepts into a more resolved final product. The emphasis will be on acquiring knowledge and skills of the media. This will include experimentation with the main features of the selected digital media. The candidate should have the opportunity to create practical evidence, and to plan and develop ideas and concepts using appropriate software package(s). Any files produced should be managed and stored with backup in a suitable format.

Areas of contemporary digital media that have potential for research and development include, for example:

- ◆ installation sequences
- ◆ web pages/website
- ◆ conceptual artwork developed from digital/scanned/manipulated images
- ◆ digital printmaking, scaling, producing colour separations
- ◆ textile, creation of patterns, constructed textile design
- ◆ fashion design, creation of 3D visuals
- ◆ three-dimensional rendering of an interior design scheme
- ◆ digitally produced illustrations using vector based graphics, or a mixed media approach
- ◆ still/animated visuals of product
- ◆ visual catalogue of art/design work
- ◆ short animation or film sequence
- ◆ design for corporate identity, advertising material and/or packaging
- ◆ typography, typographical manipulation and page layout
- ◆ photographic manipulation, retouching, photomontage

This Unit offers the potential to support independent learning and/or social learning and the ongoing development of reflective practice and can also be used to identify and analyse the use of digital software within current art and design disciplines, allowing the candidate to experiment with a variety of creative approaches in the use of digital media.

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The teacher/lecturer could provide the candidate with an illustrated introduction to the main digital media area(s) to be explored. An explanation of the origins and development of the area of digital media in art and design should be provided. This would ideally take the form of teacher/lecturer exposition.

The teacher/lecturer can select and provide an introductory selection of examples of contemporary digital media applications which can be used by the candidate. These should be supplemented with individually collated research material in the collated folio of work.

The candidate should be encouraged to explore the digital work of practising artists and designers within a chosen area to gain understanding of the creative potential and uses of digital media.

Research investigation could be through group work, although the two final annotated examples should be independently selected by the candidate. The candidate should be encouraged to self assess wherever possible. During the creative process, the use of peer group feedback and/or self assessment sessions may be of help to ensure that the candidate maintains an objective perspective.

Reviews of Sketchbook/Worksheets and digital files can be self assessed individually with the teacher/lecturer or through peer assessment processes including class and group critiques. The candidate should be supported in developing efficient systems of recording, coding, storing and presenting information. The teacher/lecturer should advise the candidate and reinforce the importance of saving materials in a suitable format and creating back up files.

Prior knowledge and skills should be taken into account when delivering the Unit. The use of group work, buddying or online tutorials could also be used to assist and support effective learning and teaching.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

There are opportunities to develop aspects of the Core Skill of *Communication* through participation in group discussion, critiques and analysis of the work of practising digital artists and/or designers.

Through the development and planning of digital media concepts in response to the given brief the candidate will have the opportunity to develop aspects of the Core Skill of *Problem Solving*.

As this Unit reflects the identified need to develop and extend the use of technology to reflect industry expectations the candidate will have the opportunity to develop aspects of the Core Skill of *Information and Communication Technology*.

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 structured practical exercise that allows the candidate to demonstrate creative and imaginative development of a theme or topic. The given brief should support and encourage skills development within a digital media context through the development of digital concepts.

Formative assessment should be ongoing and could be through one-to-one teacher/lecturer/candidate critique, self-assessment or through monitored peer group evaluation. Decisions made through formative assessment procedures could be recorded as a list of tasks completed with recommendations for development.

Authenticity of candidate work produced during self directed study could be verified by question and answer sessions confirming the processes, problem solving, and decisions made.

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).