



National Unit specification: general information

Unit title: Art and Design: Presentation Model Making
(SCQF level 6)

Unit code: F9W3 12

Superclass: JC

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Summary

In this Unit candidates will develop advanced skills and techniques used by designers in presentation model making. The Unit gives candidates an opportunity to create a personal brief which will allow them to combine their creative ideas and 3D skills to make a model suitable for presentation.

This Unit is suitable for candidates who

- ◆ wish to extend their knowledge and skill in the production of presentation model making
- ◆ are undertaking a general programme of Art and Design Units

Outcomes

- 1 Research a presentation model making brief.
- 2 Develop concepts for a presentation model making brief.
- 3 Produce a finished model.

Recommended entry

Entry is at the discretion of the centre however experience in 3D basic construction and model making would be an advantage at this level.

General information (cont)

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Credit points and level

2 National Unit 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.

Opportunities to develop aspects of Core Skills 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 a presentation model making brief.

Performance Criteria

- (a) Identify the requirements of the brief.
- (b) Identify research sources with development potential.
- (c) Identify and select relevant research material.
- (d) Produce initial ideas and visuals in response to the brief.

Outcome 2

Develop concepts for a presentation model making brief.

Performance Criteria

- (a) Select a variety of research material with development potential.
- (b) Develop a range of developmental ideas that show the creative use of 3D design elements and features.
- (c) Use selected drawing media, material and techniques with accuracy and precision.
- (d) Produce a series of detailed sketches which show the effective application of scale and accurate rendering.

Outcome 3

Produce a finished model.

Performance Criteria

- (a) Select a final design for a presentation model.
- (b) Identify and use selected media, materials and 3D construction techniques effectively.
- (c) Produce a finished model with accuracy and to scale.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria. Written and/or oral evidence and product evidence will be produced to demonstrate that candidates have achieved all of the Outcomes and Performance Criteria.

The Candidates will produce a folio of work that includes:

- ◆ the identification of the main requirements of the chosen brief: scale, design limitations and constraints
- ◆ a range of annotated research and initial freehand drawings and ideas produced in response to a chosen brief
- ◆ collated visual and annotated research material that demonstrates understanding of the main requirements of the brief
- ◆ annotated initial development studies which demonstrate the investigation and use of selected drawing media, materials and construction techniques for 3D form
- ◆ detailed drawings, orthographic and freehand sketches, which use the collated research material during the creative development process
- ◆ a series of working drawings which include plans, elevations and sectional details where applicable
- ◆ a final model which shows the effective use of 3D Construction materials and techniques. The model will demonstrate creative use of selected design elements and/or design features and the creative use of selected research in the interpretation of the brief. The model will be accurate and detailed and produced to scale as per the design brief requirements.

The evidence for this Unit must be produced under open book conditions through the delivery of the Unit, with progress monitored by teachers/lecturers on an ongoing basis. The folio of work may be presented in a sketchbook, workbook or display board format and all assessment evidence must be retained along with a copy of the brief.

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 at SCQF level 6. It can also be taken as a free-standing Unit.

This Unit is designed to offer candidates the opportunity to develop a range of skills required in presentation model making. Candidates will choose their own brief from a variety of options provided by teachers/lecturers and to explore the possibilities and methods used by professional model makers. The visualisation and interpretation of the brief can cover aspects such as detailed architectural model, a model of an exhibit e.g. an oil rig, a vessel, a vehicle, a machine, an artefact, or a 3D construction. This is a Unit which should be delivered and taught within a creative art and design environment. To underpin this, the Outcomes follow the creative process of analysing the brief, completing investigative research and identifying the key concepts before experimenting with methods and materials to then producing a final 3D model to a professional standard. The initial choice of brief should be agreed by candidates and teachers/lecturers and offer candidates the scope to develop an individual response to the assignment.

Guidance on learning and teaching approaches for this Unit

This Unit introduces candidates to a variety of working methods and potential ideas used in the development and production of presentation model making

The following information gives further clarification regarding the context in which the Outcomes and performance criteria can be achieved.

Outcome 1

Before candidates decide on a brief they should be given the opportunity to explore and discuss current design trends and use of presentation models. This can be achieved by analysing magazines and publications or through visits to exhibitions and galleries to see the extent and variety of professional presentation models. Discussion can concentrate on the working methods used and the context to the design presentation and its effectiveness. Candidates then choose a brief in conjunction with teachers/lecturers before embarking on their individual research. Guidance at this time should be one on one and be supported by group discussion.

National Unit specification: support notes (cont)

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Outcome 2

Candidates must work from their research and develop a range of concepts suitable to be used in the context of their brief. Demonstrations on the scope and wide range of material available should be shown and the opportunity for experimentation in 2D and 3D should be given prior to the development of the final model. The design ideas should be considered critically during the ongoing development process, and this can be supported by individual critiques and the use of self reflective prompts.

Outcome 3

The final presentation model as specified in the brief should be made as far as possible to a professional standard. Ongoing instruction should be given in the handling of materials and construction methods as well as the finishing techniques required during the development process and these skills should be further refined and developed while producing the finished model.

Opportunities for developing Core Skills

Candidates may have opportunities to develop aspects of the Core Skill of Communication through teacher/lecturer led group discussions and analysis of presentation of work.

Candidates may have opportunities to develop aspects of the Core Skill of Problem Solving during each stage of the creative model making process. This will include the critical review of development work and in the planning and organisation of tools, equipment and construction approaches used in the production of the model.

Candidates may have opportunities to develop aspects of the core skill of Numeracy, through the application and use of scale during the development and final model making processes.

Guidance on approaches to assessment for this Unit

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

If holistic assessment is being used, the brief should indicate the scope of the activity and provide a realistic timescales for completion of the activity.

Teachers/lecturers 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 candidate 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 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)*.

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

History of changes to Unit

Version	Description of change	Date

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