



National Unit specification: general information

Unit title: Art and Design: Typography 1 (SCQF level 6)

Unit code: F9WH 12

Superclass: KH

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Summary

This Unit introduces candidates to the skills which will allow them to investigate and develop typographical terminology, the ISO system of paper sizes, and drawing/rendering techniques for working drawings and layouts. Candidates will research and provide a design solution to a given design brief, using a predominantly typographical approach.

This Unit is suitable for candidates who:

- ◆ wish to develop basic knowledge and skills in the use of typography in design
- ◆ are undertaking a general programme of Art and Design Units.

Outcomes

- 1 Research a given design brief for typography.
- 2 Develop typographical ideas in response to the design brief.
- 3 Produced typographical solutions to the design brief.

Recommended entry

While entry is at the discretion of the centre, candidates would benefit from having previous experience of an Art and Design Course or Units.

Credit points and level

1 National Unit 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.*

General information (cont)

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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 given design brief for typography.

Performance Criteria

- (a) Identify the main requirements of the design brief.
- (b) Select research sources with development potential.
- (c) Select suitable techniques for the development of the design brief.

Outcome 2

Develop typographical ideas in response to the design brief.

Performance Criteria

- (a) Select and develop visual material appropriate for the design brief.
- (b) Progressively explore concepts.
- (c) Use methods and materials effectively.

Outcome 3

Produce typographical solutions to the design brief.

Performance Criteria

- (a) Select concepts for final artwork.
- (b) Adhere to technically accurate working methods.
- (c) Incorporate display type, text and graphic images to a prescribed format.
- (d) Produce a design solution in response to the design brief.

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.

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

Candidates will produce a folio that includes:

- ◆ collated visual and annotated research material that demonstrates understanding of the main requirements of the given brief in typography
- ◆ written and/or oral evidence that candidates can identify and describe the main typographical categories in relation to the design brief
- ◆ working drawings and layouts that show understanding of rendering techniques, the ISO system and grid systems, as well as incorporating the use of text and images
- ◆ annotated and/or oral evidence that candidates can provide a typographical design solution
- ◆ a design solution is produced in response to the constraints and requirements of the design brief.

The evidence for this Unit must be produced under open-book conditions throughout delivery of the Unit, with progress monitored by teachers/lecturers on an ongoing basis.

The folio of work can be presented in a sketchbook, workbook or display board format and all assessment evidence must be retained along with a copy of the design brief and the design solution.

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 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 introduces candidates to the basic skills in typography and to broaden their awareness of type classifications and the design process. The aim is to inform candidates with knowledge of the basic differences in type and the rationale of using one particular font over another. This Unit allows candidates to creatively experiment with developing ideas and concepts for typography and to develop confidence in the use of typographical materials, media and techniques. The candidates should be able to apply the skills that they have learned and developing ideas towards a typographical solution to a given design brief.

Guidance on learning and teaching approaches for this Unit

This Unit provides an introduction to typography and 2D design. The following information gives further clarification regarding the context in which the Outcomes and Performance Criteria are to be achieved.

The initial stage in the delivery of this Unit can be an introduction to basic type rendering of upper and lower case forms followed by an introduction in the use of a typescale for font size and leading measurements. As far as possible the function of each item should be explained and demonstrated.

Teachers/lecturers should provide demonstrations and exemplars of different typefaces and fonts, and it is recommended that the principals of 2D design are introduced in the Unit, making reference to any relevant 2D design, design movements, publications or disciplinary examples. When working towards the Outcome teachers/lecturers may find the opportunity to discuss aspects of typographical legibility, leading and classification. Ideally teachers/lecturers can show examples and the function of typography available to designers in the publishing industries. At this point aspects such as grid systems, type up marks for printers and simulated body copy using the x-height method can be explained through demonstrations. Teachers/lecturers may consider the use of industrial visits to reinforce 2D working practises and methods. These approaches can be used to provide a stimulating visual launch to this Unit.

Candidates should have the opportunity to explore a relevant range of materials as well as basic 2D design techniques. Candidates should also have the opportunity to explain the development of their work in preparation for summative assessment. Candidates can work individually for the duration of this Unit or in groups and the Unit should be activity based with teachers/lecturers demonstrating methods of producing type and the various British Standard classifications.

National Unit specification: support notes (cont)

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If possible, the use of technology could be encouraged to enhance the learning process.

When constructing candidate briefs teachers/lecturers should ensure that there are no artificial barriers to learning and assessment and candidates' special needs should be taken into account when planning learning experiences and preparing assessments. In preparation for assessment candidates can be provided with a comprehensive note, listing and describing the elements of a font.

Outcome 1

This Outcome is specifically intended to cover the basic typographical requirements of the Unit and develop the candidate's knowledge and understanding of type, and the various British Standards classifications. It also demonstrates awareness of the subtle differences in legibility between various font categories.

Throughout the design brief it is important that candidates are made aware of the various elements that contribute to the design of all fonts, and in particular, the terminology. When working towards the Outcome, the teacher/lecturer may find the opportunity to discuss aspects of typographic legibility, leading and classification. Candidates need to be able to identify the elements of a particular font along with the correct terminology.

Outcome 2

Candidates can be set a project where they are asked to provide examples of typographic exemplars accompanied with annotated and/or oral descriptions of the particular fonts classification. The number of classifications required and nature of the project is at the discretion of teachers/lecturers and can be discussed with candidates: for example, candidates can research and identify various typographic examples from magazines. When working towards this Outcome, teachers/lecturers may find opportunities to discuss the classifications in detail, though supplying exemplars.

Outcome 3

Candidates can be set a design project where they are asked to produce a typographic design solution incorporating a grid system, display type body copy and pictorial images. The contents of the brief and requirements of the project could be decided through teacher/lecturer and candidate liaison. The design brief can be predominantly typographic, where ideas are produced in the form of a printer's layout – here candidates can demonstrate knowledge and understanding of ISO paper sizes, as well as written and/or oral evidence of these. Also in this Outcome candidates have the opportunity to demonstrate professional competency through this solution in the form of a working pencil drawing.

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 through commentary when researching typographic techniques and aspects of 2D design.

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 staged assessment can be used to cover all three Outcomes.

The design brief should clearly indicate the scope of the activity, give guidelines to candidates on working to realistic timescales for completion of the key activities and should be constructed to provide candidates with some flexibility of choice and personalisation of the topic.

Through open questions and group discussion, 2D and typographical techniques could be considered exploring the use of materials and media related to specific exemplars from working designers in industry and this would be an aid to the formative assessment of this Unit. As an aid to measuring performance the teacher/lecturer could record candidates' performance by means of an assessor observation checklist.

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.

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)*.

National Unit specification: support notes (cont)

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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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