



National Unit specification: general information

Unit title: Art and Design: Spatial Display Design (SCQF level 6)

Unit code: F9WW 12

Superclass: TJ

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Summary

In this Unit candidates will gain experience in developing, producing and presenting design ideas for display purposes after researching into the history and development of display design.

This Unit is suitable for candidates who

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

Outcomes

- 1 Research a given brief in display design.
- 2 Develop concepts for display design to a given brief.
- 3 Produce a client presentation for display design to a given 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

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

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

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 brief in display design.

Performance Criteria

- (a) Identify the main requirements of the brief.
- (b) Produce exploratory research which demonstrates knowledge and understanding of the influences of historical design and fashion on display design.
- (c) Produce creative initial research ideas using design elements.

Outcome 2

Develop concepts for display design to a given brief.

Performance Criteria

- (a) Select a variety of initial source material with development potential.
- (b) Develop a range of ideas in response to the brief.
- (c) Use selected drawing media, material and techniques to accurately observe and depict 3D form.

Outcome 3

Produce a client presentation for display design to a given brief.

Performance Criteria

- (a) Select a final idea for display design.
- (b) Use selected drawing media, materials, techniques and design elements effectively.
- (c) Produce well presented finished artwork in response to the 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.

Written 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 of work that includes:

- ◆ collated visual and annotated research material that demonstrates understanding of the main requirements of the brief
- ◆ research evidence that shows candidates' awareness of the influences of art history and/or fashion on the development of display styles and techniques
- ◆ annotated initial development studies which demonstrate the investigation and use of selected drawing media, materials and techniques to represent three dimensional form
- ◆ working drawings and studies which use the collated research material during the creative development process
- ◆ working drawings, plans, elevations and sectional details where applicable
- ◆ a final client presentation board which shows the effective use of composition and design elements and the creative interpretation of the requirements of the brief. The artwork will be presented appropriately.

The evidence for this Unit will 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, display board with accompanying 2D or 3D artwork 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 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 is designed to help candidates develop the processes used by designers in the areas of display design. Responding to the requirements of a negotiated design brief, candidates will undertake research into a specified period/area of design and fashion from the Victorian period to the present day to see how this has influenced display styles and techniques. Candidates will work to a negotiated brief which will lead them through the creative process and help them to develop a personal response based on a selected area of investigation. The working process outlined in the brief should follow that of a professional designer working in display design.

Guidance on learning and teaching approaches for this Unit

Teachers/lecturers should provide candidates with a clearly defined brief which allows for some negotiation relating to the theme or design area and art movement. This should be supported by demonstrations, exemplars and class discussion to illustrate each of the stages of the display design process. Candidates should work independently with support from teachers/lecturers. Exemplars should be made available to demonstrate effective display schemes and presentation methods.

Outcome 1

In Outcome 1 candidates should be encouraged to develop and gather initial research material and use this as a basis for developing initial ideas for display design. Candidates should also form an awareness of the influence that their specific period of art history has had on display designs. To aid this process, teachers/lecturers should present an overview of key design features from the Victorian period to the present day.

Outcome 2

Candidates should continue to work from their brief and select ideas to develop into a display design. Here candidates should work independently in developing their research and ideas and plan the process. Candidates will develop working drawings, plans, elevations, sectional details etc as required by the brief.

National Unit specification: support notes (cont)

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Outcome 3

Candidates should continue to refine a selected idea to client presentation standard artwork which conveys a creative response to the main requirements of the brief. Exemplars should be given to make sure candidates have a clear idea as to what is expected in terms of presentation standards relating to professional studio practice.

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 presentation of work and through the critical reading of research into art history research material from books and or the Internet

Candidates may have opportunities to develop aspects of the Core Skill of Problem Solving during each stage of the creative design process, the planning and organising of their time, in the ongoing critical reviewing of the relative success of development lines and in the selection of a suitable final idea for client presentation.

Guidance on approaches to assessment for this Unit

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

The brief should clearly indicate the scope of the activity and 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 the use of open-book, questions and group discussion a range of approaches and techniques for display design could be considered. Candidates should also be encouraged to explore and investigate the work of designers and the historical influence design movements have had since the Victorian period on display design. Emphasis should be placed on the elements of display such as relationships and composition of colours, shapes, textures and tones in both 2D and 3D.

Teachers/lecturers must be satisfied that the evidence submitted is the work of the 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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