



## **National Unit specification: general information**

**Unit title:** Art and Design: Graphic — Illustration General  
(SCQF level 6)

**Unit code:** F9X3 12

**Superclass:** JC

**Publication date:** September 2010

**Source:** Scottish Qualifications Authority

**Version:** 01

## **Summary**

In this Unit candidates will develop the skills and techniques which will allow them to investigate and develop their knowledge of illustrative techniques and media handling skills. Candidates will produce research and investigative work before developing ideas and presenting a series of finished illustrations that meet the requirements of a given brief.

This Unit is suitable for candidates who:

- ◆ wish to develop basic knowledge and skill in the use techniques and media for illustration
- ◆ are undertaking a general programme of Art and Design Units

## **Outcomes**

- 1 Research a given brief for illustration.
- 2 Develop ideas for a series of illustrations.
- 3 Produce and present a series of illustrations.

## **Recommended entry**

While entry is at the discretion of the centre, candidates would normally be expected to have sound drawing skills and knowledge of colour and other design elements.

## **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**

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 for illustration.

#### **Performance Criteria**

- (a) Identify the main requirements of the brief.
- (b) Collate source material in response to the brief.
- (c) Select and use a variety of drawing media, materials and techniques.
- (d) Produce a series of initial visuals using design and visual elements.

### **Outcome 2**

Develop ideas for a series of illustrations.

#### **Performance Criteria**

- (a) Select research material with identified development potential.
- (b) Produce progressive lines of visual development.
- (c) Experiment with the design potential of a range of media, materials and techniques for illustration.
- (d) Use and observe safe working practices.

### **Outcome 3**

Produce and present a series of illustrations.

#### **Performance Criteria**

- (a) Select a development idea for production of a series of illustrations.
- (b) Produce a series of illustrations which demonstrate effective use of chosen media, materials and techniques.
- (c) Apply appropriate and effective presentation techniques.
- (d) Present a final series of illustrations.

## **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 that includes:

- ◆ collated visual and annotated research material that demonstrates understanding of the main requirements of the brief.
- ◆ annotated initial development studies which demonstrate the investigation of selected media, materials and techniques.
- ◆ development work and ideas that show visual continuity with the gathered research material.
- ◆ Initial development work that shows experimentation and consideration of a wide variety of ideas and approaches to illustration.
- ◆ ongoing development work which shows the progressive informed use of media, materials and techniques for illustration.
- ◆ a series of six illustrations that show effective media handling and use of design elements The illustrations will be presented in accordance with the requirements of the 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 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 their use of drawing media materials and techniques for illustration.

The purpose of this Unit is for candidates to develop experience in using media materials and illustrative techniques in a general context, developing media and materials handling skills for illustration and an understanding of the creative development process. This Unit should be delivered and taught within a creative art and design environment. To underpin this, the Outcomes follow the creative process of analysing a given brief for illustration, completing investigative research and development work before producing and presenting of a series of six final illustrations. The brief should be carefully constructed to allow for individual creative expression in the use and application of media and techniques.

### **Guidance on learning and teaching approaches for this Unit**

This Unit introduces candidates to a variety of illustration techniques, media and materials in the development and creation of illustrations for a specified end purpose. The following information gives further clarification regarding the context in which the Outcomes and Performance Criteria are to be achieved.

#### **Outcome 1**

The brief should be imaginative and well constructed to guide candidates through the creative process of researching and developing ideas and final illustrations for a specified purpose. It should be designed to allow for individual creativity, and any constraints should be clearly related to professional practice. 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.

## **National Unit specification: support notes (cont)**

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The brief for illustration can involve the creation and development of a visual image based on a theme or topic either specified by the teachers/lecturers or negotiated with candidates. This can be developed as a class brief or one for individual use. The intended purpose for the final illustrations should be clearly defined. This will allow candidates to gather suitable research material with development potential before generating and developing ideas through the altering and/or manipulating visual imagery in a variety of ways in response to the brief. Teachers/lecturers should ensure that each candidate understands the main requirements of the brief during this process. This understanding can be fostered through group or one to one discussions with candidates in addition to the ongoing monitoring and reviewing of the collated research materials.

### **Outcome 2**

The investigation of techniques and materials should be experiential in nature and approached to allow candidates to experience and investigate the use of a variety of media, materials and techniques for illustration. As this Unit is intended as an introduction to illustration these are likely to include the use of drawing media and paper based supports although it would also be possible to incorporate new and digital media if desired. The focus in this Outcome should be on developing direct experience of the creative use of media and materials, and for this reason not all experiments will be necessarily successful. This process is instrumental to developing candidates' critical and aesthetic awareness and for this reason all investigative development work should include brief annotation which indicates the candidates growing critical visual awareness. Teachers/lecturers should demonstrate a variety of illustration techniques with reference to examples of work by current and/or past illustrators.

### **Outcome 3**

The final presented illustrations as specified in the brief should be capable of being produced by candidates with no previous experience in illustration. The illustrations produced will therefore reflect candidates' experience of the subject area with the scale and ambition of the presented illustrations taking secondary importance, to the earlier creative and investigative process. The completed work in illustration will be visual images directly relating to the brief and this should show increased confidence in the candidates handling of media, materials and techniques from the earlier development work. The presentation of completed illustrations may involve mounting work on boards, in a portfolio, or on display. To support this process teachers/lecturers should discuss the creative design process and examples of illustrations produced by candidates could be used to demonstrate the standard and finish of work required for this SCQF level.

## National Unit specification: support notes (cont)

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### 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 the use of annotated commentary when developing ideas for the final illustrations.

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* during the Unit with their involvement in planning and organising their development work and in reviewing and selecting a final idea for the finished illustrations.

### 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 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 the use of open questions and group discussion a range of approaches and techniques for illustration could be considered. Candidates should also be encouraged to explore and investigate the work of illustrators looking critically at their choice and use of materials and media for visual effect.

It is recommended that teachers/lecturers use ongoing formative assessment techniques to help candidates reflect on their personal learning and progress on an ongoing basis throughout the Unit. 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 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 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](http://www.sqa.org.uk/assessmentarrangements)



## History of changes to Unit

Version	Description of change	Date

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