National Unit Specification: General Information

UNIT   Two Dimensional Design - Basic Skills (Intermediate 2)

NUMBER   D959 11

COURSE

SUMMARY
This unit is suitable for candidates who have no prior experience of design. It gives candidates an introduction to the basic skills involved in the two dimensional design process. The outcomes require candidates to complete a number of basic practical exercises demonstrating their visual and analytical understanding of two dimensional design. They are asked to work from original and reference material, and with a variety of media and equipment. Candidates who achieve this unit should feel confident in understanding the principles and basic skills used within the two dimensional design process by means of visual awareness and practical demonstration. It is recommended that the skills learned be used as a foundation for further understanding and exploration of the design process, and can be used as an introductory unit to units which entail design project work.

OUTCOMES
1   Demonstrate a basic understanding of shape, proportion, pattern and texture.
2   Demonstrate an understanding of the basic principles of colour.
3   Manipulate images using a variety of techniques and equipment.
4   Convert full tone photographs and images into line drawings.
5   Produce roughs working from a finished design.

RECOMMENDED ENTRY
No formal qualifications, although it would be beneficial if the candidates have artistic ability.

CREDIT VALUE
1 Credit at Intermediate 2

Administrative Information

Superclass: JC

Publication date: December 1998

Source: Scottish Qualifications Authority

Version: 01

CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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 the Scottish Qualifications Authority.

OUTCOME 1
Demonstrate a basic understanding of shape, proportion, pattern and texture.

Performance Criteria
a)   A basic understanding of shape through analysis and practical studies should be demonstrated.
b)   A basic understanding of proportion through analysis and practical studies should be demonstrated clearly.
c)   A basic understanding of pattern through analysis and practical studies should be demonstrated clearly.
d)   A basic understanding of texture through analysis and practical studies should be demonstrated clearly.

Evidence Requirements
For outcome 1, the candidate should produce evidence in the form of a worksheet/book(s) showing a wide range of examples of shape, proportion, pattern and texture by a variety of methods. The worksheet must display an awareness of the relationships which are possible within each of the four areas of study – shapes, proportion, pattern and texture. The examples should be labelled accordingly and may be used for future reference material. The number of examples may vary. However the assessor should be satisfied that the candidate has grasped a basic understanding of shape, proportion, pattern and texture.

OUTCOME 2
Demonstrate an understanding of the basic principles of colour.

Performance Criteria
a)   A basic understanding of the colour wheel through analysis and practical studies should be demonstrated.
b)   A basic understanding of monochromatic colour schemes through analysis and practical studies should be demonstrated.
c)   A basic understanding of analogous colour schemes through analysis and practical studies should be demonstrated.
d)   A basic understanding of complementary colour schemes through analysis and practical studies should be demonstrated.

National unit specification: statement of standards (cont)

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Evidence Requirements
For outcome 2, the candidate should produce evidence in the form of a worksheet/book(s) illustrating a visual understanding of the basic principles of colour covering the colour wheel, and examples of mono-chromatic, analogous and complementary colour schemes using various materials. Application of colour must be of a consistent nature with the schemes outlined. Candidates can provide written/oral support evidence to compliment their understanding of colour. The examples produced should be labelled accordingly and may be used as future reference material. The number of examples may vary but must cover the range of schemes stated. The assessor should be satisfied that the candidate has grasped an understanding of the basic principles of colour.

OUTCOME 3
Manipulate images using a variety of techniques and equipment.

Performance Criteria
a) Acceptable skills in manipulating images through tracing.
b) The candidate should illustrate acceptable skills in manipulating images through scaling should be illustrated.
c) Acceptable skills in manipulating images through tracing should be illustrated.
d) Acceptable skills in manipulating images through cropping cropping should be illustrated.
e) Acceptable skills in manipulating images through composition should be illustrated.
f) Appropriate equipment to bring about change to images should be utilised.

Evidence Requirements
For outcome 3, the candidate should produce evidence in the form of either a series of outline drawings or final outline image which demonstrate an ability to manipulate images through tracing, scaling, cropping, repeating and composing with the aid of appropriate equipment. The visuals should illustrate clearly the ability to bring about changes to images through creative manipulation. The original image should be kept for comparison. The number of visuals may vary but skills stated in the performance criteria must be covered. The assessor should be satisfied that the candidate has grasped a practical awareness of the skills used in manipulating images.

National unit specification: statement of standards (cont)

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OUTCOME 4
Convert full tone photographs and images into line drawings.

Performance Criteria
a)   Effective conversion of full tone photographs and images into line drawings should be demonstrated.
b)   Variety of techniques and tools to convert full tone photographs and images into line drawings should be utilised.

Evidence Requirements
For outcome 4, the candidate should produce evidence in the form of a minimum of three visuals which demonstrate an acceptable ability to convert full tone photographs and images into line drawings. The line drawings should encompass a variety of line techniques and use of tools.   The original images should be mounted alongside for comparison.   The tonal conversion into line must be consistent with the original images. The number of visuals may vary.   However the assessor should be satisfied that the candidate has grasped an understanding of the techniques and tools used to convert full tone photographs and images into line drawings.

OUTCOME 5
Produce roughs working from a finished design.

Performance Criteria
a)   An ability to visualise related concepts and developments of an existing finished design through analysis should b demonstrated.
b)   An understanding of the possible two dimensional process involved for an existing finished design through practical exploration and presentation should be demonstrated.

Evidence Requirements
For outcome 5, the candidate should produce evidence in the form of a series of roughs which demonstrate and understanding of how a finished design may have been conceptualised and developed.   The rough workings should illustrate clearly an analytical understanding of concept, balance, colour and media etc. They should be presented in a structured format which reflects a process of creative thought leading to the existing finished design.   The number of roughs may vary. However the assessor should be satisfied that the candidate has grasped an understanding of the skills used in the two dimensional design process.

National unit specification: support notes

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This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

GUIDANCE ON CONTENT AND CONTEXT

This unit may be delivered as a stand-alone unit or in combination with other units as part of the Art and Design course at Higher level. As an introductory unit it is important that all of the outcomes and the specific range content stated are covered. Where possible the context of the unit may vary to suit the centre of assessment. For example the equipment and materials used to cover the outcomes may vary accordingly. The amount of examples in some outcomes may vary so long as the range is covered.

Outcome 1

This outcome refers to the relationships that exist in shape, proportion, pattern and textures. Subsequently the candidate should be able to demonstrate a visual awareness of:

- basic geometric shapes, non geometric shapes, symmetrical and asymmetrical layouts
- differences in proportion using elements
- patterns consisting of repeat and irregular layout
- different types of textures that exist, man-made, natural, hard and soft

Through exploration candidates should become more visually aware of shape, proportion, pattern and texture in the environment, and how they are used in art and design.

Outcome 2

This outcome refers to the basic principles that exist in colour. Subsequently the candidate should be able to demonstrate a visual awareness and practical application of:

- the colour wheel
- cold and warm colours
- monochromatic colour
- analogous colour
- complementary colour

In looking at colour candidates should understand how light is translated into the spectrum. They should be aware of the three characteristics of colour – hue, tone and saturation. When producing colour wheels candidates should understand the relationship between colours. For example each primary colours has a complimentary colour produced by a combination of other two primary colours. Analogous colours are next to each other on the colour wheel and when complementary colours are placed side by side they intensify each other.

By applying colour schemes candidates should become more visually aware of colour in the environment, and how it is used in art and design.

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Outcome 3

This outcome refers to the techniques used in manipulating images. Subsequently the candidate should be able to use the techniques stated; - tracing, scaling, cropping, repeating and composing, to bring about change to an image. Where necessary this should be achieved with the aid of appropriate equipment. Candidates should be able to use grids and windows to scale and crop images. When composing the candidate should learn about the value of being creative to achieve an original concept from a sourced image. The visuals should be in outline format and presented with the original image(s) for comparison. The aid of equipment used by candidates refers to materials and mechanism such as pencils, pens, rulers, tracing paper, carbon paper, enlargers, lightboxes, photocopiers, computers etc. The candidate should be able to select appropriate equipment and use it to aid change in a safe manner.

Outcome 4

This outcome refers to the techniques and tools used to convert full tone photographs and images into line drawings. Candidates should demonstrate a visual awareness through practical illustration of converting full tone into line. The candidate should use techniques such as cross hatching, dotting and graded line, in conjunction with tools such as drafting pens, markers, pens and brushes. Other techniques and tools can be used. The tones converted into line should be of a consistent nature with the original. Through successful achievement of this outcome the candidate should understand how a full tone image can be converted using different media and tools.

Outcome 5

This outcome refers to the skills and process involved in two dimensional design. Candidates should demonstrate an awareness of how designs are created by a process of conceptual and lateral thinking, development, selection and evaluation. The process followed should lead to an existing finished design of their choice. They should use the skills learned in outcomes 1-4 to show this process. Evidence of possible concepts, composition, colour and media etc. should be included. The candidate should learn about the stages involved:

-        a concept is formed
-        a design brief is formulated in which the problem, the constraints and the objectives to be reached are made clear
-        research is undertaken to obtain sufficient knowledge and understanding to consider several solutions to the problem
-        analysis of the data to shift significant and insignificant information
-        synthesis of data and the consideration of several choices of action
-        experimentation with possible solutions
-        final design to meet requirements as set out in a design brief.

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The work should be presented in the above categories and written support notes submitted alongside explaining the creative design process undertaken. Candidates should be comfortable in understanding that design is a creative and logical thought process resulting in a successful solution.

GUIDANCE ON TEACHING AND LEARNING APPROACHES
A variety of teaching and learning strategies are encouraged in this unit Consideration for special needs candidates should be given when delivering the outcomes in this unit.

Outcome 1

Candidates should be encouraged to work from original references and work with a variety of methods (eg. drawing studies, cut and paste, rubbings) and materials (eg. ruler, knife, compass, pencil, pen and ink). Candidates should be shown exemplars for stimulating creative thought. Outdoor visits may also be useful. Candidates should be encouraged to keep a collection of references which show use of shape, proportion, pattern and texture in the environment and in art and design.

Outcome 2

Candidates should be encouraged to work from original and sourced references and work with a variety of methods (eg. painting, outline sketches, cut and paste) and materials (eg. gouache, marker pens, coloured pencils). Candidates should be shown exemplars for stimulating creative thought. A lecture on colour theory followed by written or oral questions would be particularly useful. Candidates should be encouraged to keep a collection of references which show colour in the environment and in art and design.

Outcome 3

Candidates should be encouraged to work from sourced references such as photograph(s) or illustration(s). Candidates should be allowed to choose their own images. Practical demonstration and visual exemplars should be used for each of the techniques by the teacher. Whilst the techniques stated can be presented as a series of related visuals, mixing techniques or combining all of them is also acceptable. It is preferred that the images are not too detailed, so as to require the candidate to be more creative in their own manipulation. This outcome should be taught as a design brief in which candidates are asked to use the techniques stated in the process towards, or within, a finished layout. Reference to the original images should be made regularly to strengthen the understanding of manipulation. Candidates should be encouraged to submit written support notes explaining what manipulation has occurred alongside the visuals. The equipment used to aid manipulation by the candidate can vary according to the centres provision. Safe working practice when using machinery such as enlargers, lightboxes, and photocopiers should be maintained.

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Outcome 4

Candidates should be encouraged to work from sourced full tone references such as photograph(s) or illustration(s). Black and White images are more suited at this level. Practical demonstration and visual exemplars should be used prior to candidate's practical activity and as a means to inspire creatively. Candidates should use cross hatching, dotting, graded line and any other appropriate techniques. Candidates should be allowed to choose their own images. Working within a subject theme may be useful. Whilst the techniques suggested can be presented as a series of related visuals, mixing techniques is also acceptable. Reference to the original image should be made regularly to maintain tonal balance. A variety of tools can be used and may vary according to the centres provision. Candidates should be encouraged to submit written support notes explaining what conversion techniques have been used alongside the visuals. Safety measures when using tools should be explained to candidates. A minimum of three line drawings should be presented.

Outcome 5

Candidates should be provided with an opportunity to experiment with media, techniques and tools. They should be encouraged to think laterally in this outcome. Prior to activity lecture on the two dimensional design process with visual exemplars should be given. Candidates should be advised in their choice of finished design and encouraged to think conceptually and laterally and work backwards towards client visuals, initial roughs and ideas, to show a logical development of the finished design. Examples of finished design work could be a magazine page/advert, poster, or corporate identity etc. Candidates should be reminded of the skills learned in outcomes 1-4 and use these where appropriate. They should be encouraged to make written notes explaining each stages and directions taken. Presenting the design process as a series of independent yet related stages of a project brief with specific objectives and constraints, will allow for greater understanding.

All work must be retained as part of a portfolio. Whilst completing basic skills in this unit, candidates should be encouraged to further explore the techniques and materials used and record work presented through labelling for greater understanding.

GUIDANCE ON APPROACHES TO ASSESSMENT
Approaches to assessment must be consistent with the satisfactory achievement of the performance criteria for each learning outcome. Centres may use the Instruments of Assessment which are considered to be most appropriate. Example of Instruments of Assessment which could be used are as follows:

Outcome 1

Worksheet/book(s) which demonstrate an acceptable basic exploration of shape, proportion, pattern and texture presented in a structured format.

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Outcome 2

Worksheet/book(s) which demonstrate an acceptable exploration of basic colour principles within a structured format.

Extended response questions on colour theory/schemes.

Outcome 3

A series of visuals or final layout in outline format which use the stated skills to manipulate an existing image(s), presented with the original reference(s).

Written support notes explaining which skills have been used to manipulate the image.

Outcome 4

A minimum of three visuals in line drawing format which uses the appropriate techniques and tools to convert full tone images into line drawings, presented with the original reference(s).

Written support notes explaining which technique has been used to convert the full tone images.

Outcome 5

A structured series of visuals which reflect the stages and possible routes involved in the two dimensional design process of a specific piece of finished design – which should also be mounted.

Written support notes or a report explaining the design process and routes taken by the candidate.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).